

# Grade 8 ELA Proficiency: Scale Quarter 1

	1 – Novice	2 = Approaching	3 = Proficient	4 = Advanced
Communication	Practices participating in collaborative discussions and following agreed-upon norms.	Prepares for <u>or</u> engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, sometimes asks questions, explain ideas, or engage in reflection.	Prepares key points and evidence to engage in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks connected questions, elaborates on ideas; <b>and</b> engages in reflection to further the discussion. (SL.8.1)	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks higher-level questions, clearly explaining ideas, engages in reflection and shares connections.
Presentation (Communicator, Creativity)	Practices using individual components needed to create a presentation: central idea, logical sequence, clear communication, or professionalism.	Uses appropriate format and delivers oral presentations with most of the key components: central idea, logical sequence, clear communication, and professionalism.	Utilizes an appropriate format to deliver oral presentations; prepares and delivers a presentation with key components: central idea, logical sequence, relevant evidence and sound reasoning, clear communication, and professionalism. (SL.8.4, SL.8.6)	Determines an appropriate format and delivers engaging oral presentations with key components: central idea, logical sequence, clear communication, and professionalism, and includes multimedia components that clarify the information, adding unique features and creativity that enhances clarity and demonstrates in-depth knowledge of the topic or issue.
Comprehension	Needs prompting to self-monitor, practices reading strategies and skills with below grade-level text, scores at or below the 25% on the STAR reading assessment.	Demonstrates self-monitoring reading <u>and/or</u> scoring at the 26% or above on the STAR reading assessment <u>and/or</u> shows progress on comprehension assessments in the classroom <u>and</u> shows progress with reading strategies.	Demonstrates self-monitoring reading and/or scoring at the 40% or above on the STAR reading assessment and/or shows adequate progress on comprehension assessments in the classroom with the appropriate use of reading strategies. (RL/I.8.10)	Demonstrates self-monitoring reading using strategies <u>and</u> scoring at the 95% or above on the STAR reading assessment <u>and</u> shows adequate progress on comprehension assessments in the classroom, with the appropriate use of reading strategies.
Critical Thinking	Uses given text and a graphic organizer to practice analyzing key events that contribute to theme and/or central idea, or how the author develops the points of view.	Analyzes key events that contribute to theme or central idea; and/or identifies how the author develops the points of view; and/or uses some relevant evidence.	<b>Analyzes key events that develop a central idea or theme; <u>and</u> analyzes lines of dialogue or incidents in a text that impact the development of a story or event; <u>and</u> explains how differences in the point of view of characters, audience or reader creates various effects, <u>and</u> incorporates relevant textual evidence to strengthen analysis, reflection, or research.</b> (RL/I.8.1, RL/I.8.2, RL.8.3, RL/I.8.6)	Analyzes key events that contribute to theme or central idea, <u>and</u> analyzes lines of dialogue or incidents in a text, clarifying the textual importance of their impact, analyzing how and why the author develops the points of view, providing an in-depth comparison and analysis of the author's choices; and incorporates relevant and sufficient evidence from multiple sources.

Vocabulary (Communicator)	Practices identifying and defining forms of figurative language and practices word-attack skills.	Makes appropriate word choices for meaning or style <u>and/or</u> demonstrates several word-attack skills to decode; and/or applies strategies to acquire new vocabulary <u>and/or</u> determine the meaning of unknown words.	Makes effective word choices for meaning or style <u>and</u> demonstrates a broad range of word-attack skills to decode, applying strategies to acquire new vocabulary and determine meaning including consulting reference materials. (RL/I.8.4, L.8.4, L.8.6,)	Makes effective word choices for meaning or style, explaining and defending the selection of an author in various contexts <u>and</u> demonstrates automaticity of decoding and word analysis strategies, applying strategies to acquire and expand vocabulary, and determine meaning including consulting reference materials.
Writing – Content (Communicator)	Uses a provided graphic organizer to practice writing narratives and summaries with textual evidence.	Demonstrates appropriate development, organization, and style for a given task, purpose, and audience in order to write; and/or writes a summary; and/or develops a claim supported by some evidence.	Selects the appropriate development, organization, and style for a given task, purpose, and audience in order to write clearly and avoid plagiarism; <u>and</u> uses key words and ideas to write an objective summary, <u>and</u> develops a claim and cites relevant textual evidence to support analysis, explanation, or reflection. (RL/I.8.1, RL/I.8.2, W.8.4, W.8.9,)	Writes informative texts using the appropriate development, organization, and style for a given task, purpose and audience in order to write clearly with strong word choice; and selects relevant and sufficient information or evidence from multiple sources to answer a question, compare and contrast multiple texts, write a summary, or support a topic; and incorporates multiple pieces of relevant and sufficient evidence while following a standard citation format.
Writing - Conventions	Practices use of appropriate conventions (grammar, spelling, or punctuation) in writing activities.	Demonstrates some appropriate conventions (grammar, spelling, and punctuation-including quotation marks and proper use of pronouns) in writing by showing some planning and editing of work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <u>and</u> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <u>and</u> produces work using technology. (W.8.5, W.8.6, L.8.1, L.8.2, L.8.3, L.8.5)	NA

## Grade 8 ELA Proficiency Scale: Quarter 2

	1 = Novice	2 = Approaching	3 = Proficient	4 = Approaching
Communication	Practices participating in collaborative discussions and following agreed-upon norms.	Prepares for <u>OR</u> engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, sometimes asks questions, explains ideas, or engages in reflection.	Prepares key points and evidence to engage in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks connected questions, elaborates on ideas; <b>and</b> interprets information presented in diverse media and format; <b>and</b> engages in reflection to integrate ideas presented and to justify views. (SL.8.1, SL.8.2)	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks higher-level questions, clearly explains ideas, engages in reflection to integrate ideas presented and justify views changes thinking when appropriate, and shares connections.
Presentation (Communicator, Creative)	Practices using individual components needed to create a presentation: central idea, logical sequence, clear communication, or professionalism.	Uses appropriate format and delivers oral presentations with most of the key components: central idea, logical sequence, clear communication, media, visual displays, and professionalism.	Determines claims and information presented through various formats; <b>and</b> prepares and delivers a presentation with key components: central idea, logical sequence, relevant evidence and sound reasoning, clear communication, media components, visual displays, and professionalism. (SL.8.4, SL.8.5, SL.8.6)	Determines an appropriate format and delivers engaging oral presentations with key components: central idea, logical sequence, clear communication, media components that clarify the information, visual displays, and professionalism, adding unique features and creativity beyond expectations.
Comprehension	Needs prompting to self-monitor, practices reading strategies and skills with below grade-level text, scores at or below the 25% on the STAR reading assessment.	Demonstrates self-monitoring reading <u>and/or</u> scoring at the 26% or above on the STAR reading assessment <u>and/or</u> shows progress on comprehension assessments in the classroom <b>and</b> shows progress with reading strategies.	Demonstrates self-monitoring reading <u>and/or</u> scoring at the 40% or above on the STAR reading assessment <u>and/or</u> shows adequate progress on comprehension assessments in the classroom with the appropriate use of reading strategies. (RL/I.8.10)	Demonstrates self-monitoring reading using strategies <u>and</u> scoring at the 95% or above on the STAR reading assessment <u>and</u> shows adequate progress on comprehension assessments in the classroom, with the appropriate use of reading strategies.

Critical Thinking	Uses given text and a graphic organizer to practice comparing and contrasting central ideas, text structures, or points of view.	Compares and contrasts central ideas, text structures, and/or points of view.	Analyzes an author’s organizational structure in print and digital sources and how various text structures develop ideas; <u>and</u> determines an author’s claim and evaluates evidence as sufficient and relevant; <u>and</u> identifies an author’s point of view or purpose and explains how the author acknowledges or responds to conflicting evidence or viewpoints. (RL/1.8.1, RL/1.8.2, RI.8.3, RL/1.8.5, RL/1.8.6, RI.8.9)	Compares and contrasts central ideas from multiple texts, text structures, and points of view clarifying the textual importance, <u>and</u> provides an in-depth analyze of possible motives and success of author’s decisions to convey a particular message.
Vocabulary (Communicator)	Practices identifying and defining forms of figurative language, passive/active voice, mood types, and practices word-attack skills.	Makes appropriate word choices for meaning or style <u>and/or</u> demonstrates several word-attack skills to decode; <u>and/or</u> applies strategies to acquire new vocabulary <u>and/or</u> determine the meaning of unknown words.	Makes effective word choices for meaning or style <u>and</u> demonstrates a broad range of word-attack skills to decode, applying strategies to acquire new vocabulary and determine meaning including consulting reference materials. (RL/1.8.4, L.8.4, L.8.6,)	Makes effective word choices for meaning or style, explaining and defending the selection of an author in various contexts <u>and</u> demonstrates automaticity of decoding and word analysis strategies, applying strategies to acquire and expand vocabulary, and determine meaning including consulting reference materials.
Writing – Content (Communicator)	Uses a provided graphic organizer to practice writing narratives and summaries with textual evidence.	Writes narratives using required components and some techniques, and uses provided resources to determine textual evidence to support a claim.	Writes narratives using effective techniques, relevant details, and event sequences; including the use of interesting leads, dialogue, feeling and action, <u>and</u> gathers relevant and credible information, determines multiple pieces of textual evidence to support a claim, or to strengthen analysis, reflection, and/or research, <u>and</u> follows a standard format for citation with guidance. (RI.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9)	Writes engaging narratives with strong word choice using effective components and techniques; gathers accurate and credible information and determines multiple pieces of relevant textual evidence; writes in a formal objective style using headings, graphics and multimedia when useful to develop textual evidence appropriate to the audience to strengthen analysis and clarify the relationship among ideas and concepts, reflection, and/or research, avoids plagiarism, and follows a standard format for citation.
Writing - Conventions	Practices use of appropriate conventions (grammar, spelling, or punctuation) in writing activities.	Demonstrates some appropriate conventions (grammar, spelling, and punctuation-including quotation marks and proper use of pronouns) in writing by showing some planning and editing of work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <u>and</u> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <u>and</u> produces work using technology. (W.8.5, W.8.6, L.8.1, L.8.2, L.8.3, L.8.5)	NA

## Grade 8 ELA Proficiency Scale: Quarter 3

	1 = Novice	2 = Approaching	3 = Proficient	4 = Advanced
Communication	Practices participating in collaborative discussions and following agreed-upon norms.	Determines the purpose, and side of a presentation, and identifies claims supported by facts and claims that are opinions.	Analyzes the information presented in a variety of media and formats to determine the purpose, motive, credibility, and side of the presentation; <b>and</b> identifies claims that are supported by facts with relevant and sufficient evidence. (SL.8.1, SL.8.2, SL.8.3)	Analyzes the information presented in a variety of media and formats to determine the purpose, credibility, and side of the presentation, and identifies claims supported by facts and claims that are opinions, engages in reflection and changes thinking when appropriate, sharing connections.
Presentation (Communicator, Creative)	Practices using individual components needed to create a presentation: central idea, logical sequence, clear communication, or professionalism.	Prepares and delivers a presentation that makes a claim with most of the key components: a clearly stated claim, supported with relevant evidence, logical sequence, clear communication, media components, visual displays, and professionalism.	Prepares and delivers a presentation that makes a claim with key components: a clearly stated claim, supported with relevant evidence and sound reasoning, logical sequence, clear communication, media components, visual displays, and professionalism. (SL.8.4, SL.8.5, SL.8.6, W.8.6)	Prepares and delivers an engaging oral presentation that makes a claim with key components: a clearly stated claim, supported with relevant evidence, logical sequence, clear communication, media components that clarify the information, visual displays, and professionalism, adding unique features and creativity that a clarity and demonstrates and in-depth understanding of the topic or issue.
Comprehension	Needs prompting to self-monitor, practices reading strategies and skills with below grade-level text, scores at or below the 25% on the STAR reading assessment.	Demonstrates self-monitoring reading <u>and/or</u> scoring at the 26% or above on the STAR reading assessment <u>and/or</u> shows progress on comprehension assessments in the classroom <u>and</u> shows progress with reading strategies.	Demonstrates self-monitoring reading <u>and/or</u> scoring at the 40% or above on the STAR reading assessment <u>and/or</u> shows adequate progress on comprehension assessments in the classroom with the appropriate use of reading strategies. (RI.1.8.10)	Demonstrates self-monitoring reading using strategies <u>and</u> scoring at the 95% or above on the STAR reading assessment <u>and</u> shows adequate progress on comprehension assessments in the classroom, with the appropriate use of reading strategies.
Critical Thinking	Uses given text and a graphic organizer to practice identifying the side of an argument presented.	Identifies the side of an argument presented <u>and/or</u> determines the claims that are supported by facts; <u>and/or</u> identifies relevant textual evidence.	Analyzes two or more print or digital texts that provide conflicting information on the same topic and identifies where the texts differ on fact or interpretation; <b>and</b> describes how an author acknowledges or responds to conflicting evidence or viewpoints, <b>and</b> analyzes author's or narrator's credibility. (RI.1.8.1, RI.1.8.2, RI.1.8.5, RI.1.8.6, RI.1.8.7, RI.1.8.8)	Analyzes the side of an argument presented through multiple sources, evaluates the credibility and claims that are supported by facts, recognizing and discrediting irrelevant evidence, and examines various text structures/formats and mediums to present a claim, providing an in-depth comparison and analysis of the author's choices and responses to conflicting viewpoints.

Vocabulary (Communication)	Practices identifying and defining passive/active voice, types of mood, gerunds, participle, and infinitives within writing, and practices word-attack skills.	Makes appropriate word choices for meaning or style <u>and/or</u> demonstrates several word-attack skills to decode; and/or applies strategies to acquire new vocabulary <u>and/or</u> determine the meaning of unknown words.	Makes effective word choices for meaning or style <u>and</u> demonstrates a broad range of word-attack skills to decode, applying strategies to acquire new vocabulary and determine meaning including consulting reference materials. (RI/L.8.4, L.8.4, L.8.6)	Makes effective word choices for meaning or style, explaining and defending the selection of an author in various contexts <u>and</u> demonstrates automaticity of decoding and word analysis strategies, applying strategies to acquire and expand vocabulary, and determine meaning including consulting reference materials.
Writing – Content (Communication)	Uses provided sources and graphic organizers to practice determining a side of an argument from textual evidence.	Uses provided sources to support a side of an argument with textual evidence; prepares an outline for an argument that includes an introduction, supporting details, and a concluding statement or section that supports the argument.	Selects the appropriate development, organization, and style for a given task, purpose, and audience in order to write clearly and avoid plagiarism; <u>and</u> conducts research by gathering credible print and digital sources in order to synthesize new information, clearly articulate the main idea, paraphrase key words and ideas from texts and incorporate relevant and sufficient through quotations and examples to support information presented, <u>and</u> follows a standard format for citation with guidance. (RI/L.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9)	Gathers multiple high-level, credible and accurate sources to support both sides of an argument with textual evidence, pointing out the strengths and limitations of the claim and counterclaim; prepares an outline for an argument that includes an introduction, claim, incorporating supporting details with relevant and sufficient evidence, counterclaim, and a concluding statement or section that supports the argument, using words that provide cohesion while utilizing a standard format for citation.
Writing - Conventions	Practices use of appropriate conventions (grammar, spelling, or punctuation) in writing activities.	Demonstrates some appropriate conventions (grammar, spelling, and punctuation-including quotation marks and proper use of pronouns) in writing by showing some planning and editing of work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <u>and</u> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <u>and</u> produces work using technology. (W.8.5, W.8.6, L.8.1, L.8.2, L.8.3, L.8.5)	NA

## Grade 8 ELA Proficiency Scale: Quarter 4

	1 – Novice	2 = Approaching	3 = Proficient	4 = Advanced
Communication	Practices participating in collaborative discussions and following agreed-upon norms.	Determines the purpose, and side of a presentation, and identifies claims supported by facts and claims that are opinions.	Analyzes and evaluates the information presented in a variety of media and formats to determine the purpose, motive, credibility, and side of the presentation; <b>and</b> identifies claims supported by facts and claims that are opinions, determines relevant and sufficient evidence presented in relation to the claim. (SL.8.1, SL.8.2, SL.8.3)	Analyzes and evaluates the information presented in a variety of media and formats to determine the purpose, credibility, and side of the presentation, and identifies claims supported by facts and claims that are opinions, determining the relevance of the evidence presented in relation to the claim, and engages in reflection changing thinking when appropriate, and share connections.
Presentation (Communicator, Creative)	Practices using individual components needed to create a presentation: central idea, logical sequence, clear communication, or professionalism.	Prepares and delivers a presentation that makes a claim with most of the key components: a clearly stated claim, supported with relevant evidence, logical sequence, clear communication, media components, visual displays, and professionalism.	Prepares and delivers a presentation that makes a claim with key components: a clearly stated claim, supported with relevant evidence and sound reasoning, emphasized salient points, logical sequence, clear communication, media components, visual displays, and professionalism. (SL.8.4, SL.8.5, SL.8.6, W.8.6)	Prepares and delivers an engaging oral presentation that makes a claim with key components: a clearly stated claim, supported with relevant evidence, emphasized salient points, logical sequence, clear communication, media components that clarifies the information, visual displays, and professionalism, adding unique features and creativity beyond expectations.
Comprehension	Needs prompting to self-monitor, practices reading strategies and skills with below grade-level text, scores at or below the 25% on the STAR reading assessment.	Demonstrates self-monitoring reading <u>and/or</u> scoring at the 26% or above on the STAR reading assessment <u>and/or</u> shows progress on comprehension assessments in the classroom <u>and</u> shows progress with reading strategies.	Demonstrates self-monitoring reading and/or scoring at the 40% or above on the STAR reading assessment and/or shows adequate progress on comprehension assessments in the classroom with the appropriate use of reading strategies. (RL/I.8.10)	Demonstrates self-monitoring reading using strategies <u>and</u> scoring at the 95% or above on the STAR reading assessment <u>and</u> shows adequate progress on comprehension assessments in the classroom, with the appropriate use of reading strategies.
Critical Thinking	Uses a provided graphic organizer to practice comparing and contrasting an original text or script with a live or filmed version <u>OR</u> identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction.	Compares and contrasts an original text or script with a live or filmed version; <u>and/or</u> identifies themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction.	<b>Compares and contrasts an original text or script with a live or filmed version <u>and</u> evaluates why directors chose to stay faithful or depart from the original, recognizing the impact of the point of view, and identifies themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction; <u>and</u> incorporates relevant and sufficient textual evidence.</b> (RL/I.8.1, RL/I.8.2, RL/I.8.3, RL.8.5, RL.8.6, RL/I.8.7, RL/I.8.9)	Compares and contrasts an original text or script with a live or filmed version – evaluating why directors chose to stay faithful or depart from the original, recognizing and analyzing the impact of the point of view, <u>and</u> identifies themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction, providing an in-depth comparison and analysis of the author’s choices; and embeds relevant and sufficient evidence.

Vocabulary (Communicator)	Practices identifying and defining forms of figurative language, commas, dashes, and ellipses accurately, and practices word-attack skills.	Makes appropriate word choices for meaning or style <u>and/or</u> demonstrates several word-attack skills to decode; and/or applies strategies to acquire new vocabulary <u>and/or</u> determine the meaning of unknown words.	Makes effective word choices for meaning or style <u>and</u> demonstrates a broad range of word-attack skills to decode, applying strategies to acquire new vocabulary and determine meaning including consulting reference materials. (RL/1.8.4, L.8.4, L.8.6)	Makes effective word choices for meaning or style, explaining and defending the selection of an author in various contexts <u>and</u> demonstrates automaticity of decoding and word analysis strategies, applying strategies to acquire and expand vocabulary, and determine meaning including consulting reference materials.
Writing – Content (Communicator)	Uses provided sources and graphic organizers to practice determining a side of an argument from textual evidence.	Uses provided sources to support a side of an argument with textual evidence; presents an argument in a formal style that includes an introduction, supporting details, and a concluding statement or section that supports the argument.	Gathers credible and accurate sources to support a side of an argument with relevant and sufficient textual evidence; <u>and</u> presents an argument in a formal style that includes an introduction, claim, relevant and sufficient supporting details with transitions, addresses a counterclaim and provides a concluding statement or section that supports the argument, <u>and</u> follows a standard format for citation with guidance. (RL/1.8.1, W.8.1, W.8.2, W.8.7, W.8.8, W.8.9)	Gathers higher-level, credible and relevant sources to support both sides of an argument with relevant and sufficient textual evidence from multiple sources, pointing out the strengths and limitations of the claim and counterclaim; presents an argument in a formal style that includes an introduction, claim, supporting details with transitions, and provides a concluding statement or section that supports the argument, using words that provide cohesion, and seamlessly embeds multiple pieces evidence while following a standard format for citation.
Writing - Conventions	Practices use of appropriate conventions (grammar, spelling, or punctuation) in writing activities.	Demonstrates some appropriate conventions (grammar, spelling, and punctuation-including quotation marks and proper use of pronouns) in writing by showing some planning and editing of work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <u>and</u> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <u>and</u> produces work using technology. (W.8.5, W.8.6, L.8.1, L.8.2, L.8.3, L.8.5)	NA