



## Proficiency Scale Grade 8

**Domain: Reading Standards for Literature**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 8.RL.KID.1**

**Standard: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Analyze whether or not an inference is supported adequately by evidence.</li> <li>● Critique strength of evidence to support inference</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence that strongly support an explicit analysis.</li> <li>● Cite textual evidence that strongly supports an inference drawn from the text.</li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ explicit, imply, inference, evidence, support, analysis, claim, purpose, citation.</li> </ul> </li> <li>● Identify relevant evidence to support an inference.</li> <li>● Explain what a text explicitly states.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



## Proficiency Scale Grade 8

**Domain: Reading Standards for Literature**

**Strand: Key Ideas and Details (KID)**

**Benchmark Code: 8.RL.KID.2**

**Standard: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (DOK 2)**

<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Analyze theme or central idea across multiple texts.</li> <li>● Compare and contrast the strengths of objective summaries of a literary text.</li> </ul>	
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Determine a theme or central idea of a literary text.</b></li> <li>● <b>Analyze theme development over the course of a literary text, including its relationship to supporting ideas, characters, setting, and plot.</b></li> <li>● <b>Create an objective summary of a literary text.</b></li> </ul>	
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ theme, convey, summary, evidence, analysis.</li> </ul> </li> <li>● Identify and sequence key events in text that support theme or central idea.</li> <li>● Identify parts of the story (e.g., character, setting, conflict, plot) that support theme or central idea.</li> </ul>	
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>	

## Proficiency Scale Grade 8



<b>Domain: Reading Standards for Literature</b> <b>Strand: Craft and Structure (CAS)</b> <b>Benchmark Code: 8.RL.CAS.4</b> <b>Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Compare and contrast tone from multiple texts.</li> <li>● Determine the tone from multiple sources based on word choices.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● <b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</b></li> <li>● <b>Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b></li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ connotation, denotation, figurative, analyze, tone, analogy, allusion.</li> </ul> </li> <li>● Determine the meaning of words and phrases as they are used in a text (including figurative and connotative meanings).</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>



<b>Strand: Key Ideas and Details (KID)</b> <b>Benchmark Code: 8.I.KID.2</b> <b>Standard: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>Analyze the central idea across multiple texts.</li> <li>Compare and contrast the strengths of objective summaries of an informational text.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li><b>Determine a theme or central idea of an informational text.</b></li> <li><b>Analyze development over the course of an informational text, including its relationship to supporting ideas.</b></li> <li><b>Create an objective summary of an informational text.</b></li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>theme, central idea, convey, evidence, summary, bias, objective.</li> </ul> </li> <li>Identify and sequence key events in text that support theme or central idea.</li> <li>Identify parts of the story (e.g., character, setting, conflict, plot) that support theme or central idea.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>

**Proficiency Scale Grade 8**

**Domain: Reading Standards for Informational Text**  
**Strand: Craft and Structure (CAS)**



<b>Benchmark Code: 8.RI.CAS.6</b> <b>Standard: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (DOK 3)</b>		
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Analyze author’s viewpoints across multiple sources.</li> <li>● Develop own viewpoint using evidence from multiple sources and acknowledge and respond to conflicting evidence.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● <b>Determine an author’s point of view or purpose in a text.</b></li> <li>● <b>Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ point of view, purpose, audience, bias, evidence, acknowledge, respond.</li> </ul> </li> <li>● Identify the author’s purpose or point of view of a text.</li> <li>● Identify specific ways the point of view or purpose is conveyed (e.g., word choice, figurative language, voice, tone).</li> <li>● Identify conflicting evidence or viewpoints in a text.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

<h2 style="margin: 0;">Proficiency Scale Grade 8</h2>		
<b>Domain: Reading Standards for Informational Text</b> <b>Strand: Integration of Knowledge and Ideas (IKI)</b> <b>Benchmark Code: 8.RI.IKI.8</b> <b>Standard: Delineate and evaluate the argument and specific claims in a text, assessing</b>		



<b>whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (DOK 3)</b>	
<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Delineate, evaluate, compare and contrast arguments and claims across multiple texts analyzing whether the arguments are sound.</li> <li>● Critique the effectiveness of an argument.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>● <b>Delineate and evaluate the argument and specific claims in a text.</b></li> <li>● <b>Assess whether reasoning is sound and evidence is sufficient and relevant.</b></li> <li>● <b>Recognize and identify irrelevant evidence.</b></li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ evaluate, argument, claim, sound, reasoning, relevant/irrelevant, sufficient, assess, delineate, evidence, sufficient.</li> </ul> </li> <li>● Identify the argument presented using specific details in an informational text.</li> <li>● Identify evidence used to support specific claims in an information text.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

## Proficiency Scale Grade 8

**Domain: Writing Standards**

**Strand: Text Types and Purposes (TTP)**

**Benchmark Code: 8.W.TTP.1**

**Standard: Write arguments to support claims with clear reasons and relevant evidence. (DOK 3)**



<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Write arguments to support claims and counterclaims with clear reasons and relevant evidence from multiple credible sources with a more in depth analysis beyond what was taught.</li> <li>• Present an exemplary argument that supports claims with clear reasons and relevant evidence.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Write arguments to support claims with clear reasons.</b></li> <li>• <b>Write arguments to support claims with relevant evidence.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>○ argument, claims, reasons, relevant, and evidence, counterclaim, reasons, logic, transitions.</li> </ul> </li> <li>• Identify parts of an argumentative essay, including claim, introduction, evidence, support, reasoning, counterclaim, conclusion.</li> <li>• Organize reasons and relevant evidence to support claim.</li> <li>• Write a concluding statement related to the argument.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

## Proficiency Scale Grade 8

**Domain: Writing Standards**

**Strand: Text Types and Purposes (TTP)**

**Benchmark Code: 8.W.TTP.2**

**Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (DOK 3)**



<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>Write an informative/explanatory text to examine two or more related topics conveying ideas, concepts, and information through selection, organization, and analysis of relevant content with greater complexity.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li><b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>topic, thesis, analysis, explanatory, development, organization, claim, informative/example.</li> </ul> </li> <li>Identify parts of an informative/explanatory text, including claim, reasons, evidence conclusion.</li> <li>Develop a topic with relevant information and examples when writing an informative/explanatory text.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

## Proficiency Scale Grade 8

**Domain: Writing Standards**

**Strand: Research to Build and Present Knowledge (RBK)**

**Benchmark Code: 8.W.RBK.7**

**Standard: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (DOK 3)**





<b>Score 4.0</b>	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b>                  Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Students will conduct longer, complex research projects to answer related questions (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<p><b>Target Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources.</b></li> <li>• <b>Generate additional related, focused questions that allow for multiple avenues of exploration.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                         <ul style="list-style-type: none"> <li>○ research, primary and secondary sources, credible sources, plagiarism.</li> </ul> </li> <li>• Use sources to gather information--relevant support.</li> <li>• Cite properly (for example, APA, MLA).</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

<h2 style="margin: 0;">Proficiency Scale Grade 8</h2> <p style="margin: 0;"> <b>Domain: Language Standards</b>  <b>Strand: Knowledge of Language (KOL)</b>  <b>Benchmark Code: 8.L.KOL.3</b>  <b>Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (DOK 2)</b> </p>
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<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Use knowledge of language and its conventions when writing, speaking, reading, or listening and note with explanations improper use of conventions when presented with different forms of communication.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>○ command of, conventions, capitalization, punctuation, grammar.</li> </ul> </li> <li>● Identify correct use of capitalization, punctuation, and grammar conventions in writing.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

## Proficiency Scale Grade 8

**Domain: Speaking and Listening Standards**

**Strand: Comprehension and Collaboration (CAC)**

**Benchmark Code: 8.SL.CAC.1**

**Standard: Engage effectively in a range of collaborative discussions (one-on-one, in**



<b>groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (DOK 3)</b>		
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Lead group collaborations and discussions above and beyond expectations (e.g, note taker, facilitator).</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Engage effectively in a range of diverse collaborative discussions.</li> <li>● Build on others' ideas.</li> <li>● Express own ideas clearly.</li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall vocabulary such as: <ul style="list-style-type: none"> <li>○ engage, collaborative, discussion, and diverse.</li> </ul> </li> <li>● Prepare for group discussion by reading grade 8 topics, texts and issues.</li> <li>● Provide evidence about a topic based on preparation.</li> <li>● Ask and respond to detailed questions.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	