Grade 8

Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs

	Performance Level Descriptors (PLDs)				
	Level 1	Level 2	Level 3	Level 4	
Policy Statement	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	
to also be able to	level descriptors describe what a typ demonstrate the skills described in p el on a particular test in order to score Reading	revious levels. A student would not			
	A student at this level	A student at this level	A student at this level	A student at this level	
8.RL.RR.9 8.RI.RR.19	<ul> <li>reads and minimally comprehends literature and informational texts in the grade 8 text complexity level.</li> </ul>	<ul> <li>reads and partially comprehends literature and informational texts in the grade 8 text complexity level.</li> </ul>	<ul> <li>reads and proficiently comprehends literature and informational texts in the grade 8 text complexity level.</li> </ul>	<ul> <li>reads and thoroughly comprehends literature and informational texts in the grade 8 text complexity level.</li> </ul>	
8.RL.KI.1	<ul> <li>attempts to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul> <li>cites the textual evidence that strongly supports a simplistic analysis of what the text says explicitly as well as some inferences drawn from the text.</li> </ul>	<ul> <li>cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul> <li>cites the textual evidence that most strongly supports a complex analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	
8.RL.KI.2	<ul> <li>attempts to determine a theme or central idea of a text and attempts to analyze its development over the course of the text,</li> </ul>	<ul> <li>determines a theme or central idea of a text and simplistically analyzes its development over the course of the text,</li> </ul>	<ul> <li>determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship</li> </ul>	<ul> <li>determines a theme or central idea of a complex text and analyzes its development in depth over the course of the</li> </ul>	

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	including its relationship to the characters, setting, and/or plot; attempts to provide an objective summary of the text.	including its relationship to the characters, setting, and/or plot; provides a simplistic, objective summary of the text.	to the characters, setting, and plot; provides an objective summary of the text.	text, including its relationship to the characters, setting, and plot; provides an in- depth, objective summary of the text.
8.RL.KI.3	<ul> <li>attempts to analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>	<ul> <li>analyzes simplistically how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>	<ul> <li>analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>	<ul> <li>analyzes in depth how particular lines of dialogue or incidents in a complex story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>
8.RL.CS.4	<ul> <li>attempts to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; attempts to analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul> <li>determines the meaning of words and phrases as they are used in a text, demonstrating a simplistic understanding of figurative and connotative meanings; analyzes simplistically the impact of specific word choices on meaning and tone.</li> </ul>	<ul> <li>determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul> <li>determines the meaning of words and phrases as they are used in a complex text, demonstrating an advanced understanding of figurative and connotative meanings; analyzes in depth the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>
8.RL.CS.5	<ul> <li>attempts to compare and contrast the structure of two or more texts and attempts to analyze</li> </ul>	<ul> <li>simplistically compares and contrasts the structure of two or more texts and analyzes simplistically how the</li> </ul>	<ul> <li>compares and contrasts the structure of two or more texts and analyzes how the differing structure of each text</li> </ul>	<ul> <li>thoroughly compares and contrasts the structure of two or more texts and analyzes in</li> </ul>

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	how the differing	differing structure of	contributes to its	depth how the differing
	structure of each text	each text contributes to	meaning and style.	structure of each text
	contributes to its	its meaning and style.		contributes to its
	meaning and style.			meaning and style.
			<ul> <li>analyzes how</li> </ul>	
8.RL.CS.6	<ul> <li>attempts to analyze</li> </ul>	<ul> <li>analyzes simplistically</li> </ul>	differences in the points	<ul> <li>analyzes in depth how</li> </ul>
	how differences in the	how differences in the	of view of the characters	differences in the points
	points of view of the	points of view of the	and the audience or	of view of the characters
	characters and the	characters and the	reader (e.g., created	and the audience or
	audience or reader	audience or reader (e.g.,	through the use of	reader (e.g., created
	(e.g., created through	created through the use	dramatic irony) create	through the use of
	the use of dramatic	of dramatic irony)	such effects as suspense	dramatic irony) create
	irony) create such	create such effects as	or humor.	such effects as suspense
	effects as suspense or	suspense or humor.		or humor.
	humor.			
8.RL.IK.8			<ul> <li>analyzes how a modern</li> </ul>	
0.RL.IN.0	<ul> <li>attempts to analyze how a modern work of</li> </ul>	<ul> <li>analyzes simplistically</li> </ul>	work of fiction draws on	<ul> <li>analyzes in depth how a</li> </ul>
	fiction draws on	how a modern work of fiction draws on themes,	themes, patterns of	modern work of fiction
		,	events, or character types from myths,	draws on themes,
	themes, events, or character types from	events, or character types from myths,	traditional stories, or	patterns of events, or
	myths, traditional	traditional stories, or	religious works, such as	character types from
	stories, or religious	religious works, such as	the Bible, including	myths, traditional
	works, such as the	the Bible.	describing how the	stories, or religious
	Bible, including	the bible.	material is rendered	works, such as the Bible,
	describing how the		new.	including describing how
	material is rendered		incur:	the material is rendered
	new.			new.
			<ul> <li>cites the textual</li> </ul>	
8.RI.KI.10	attempts to cite textual	<ul> <li>cites textual evidence</li> </ul>	evidence that most	
	evidence that most	that strongly supports a	strongly supports an	<ul> <li>cites the textual</li> </ul>
	strongly supports an	simplistic analysis of	analysis of what the text	evidence that most
	analysis of what the	what the text says	says explicitly as well as	strongly supports a
	text says explicitly as	explicitly as well as	inferences drawn from	complex analysis of what
	well as inferences	inferences drawn from	the text.	the text says explicitly as well as inferences drawn
	drawn from the text.	the text.		from the text.
				nom the text.
			• determines a central	
8.RI.KI.11			idea of a text and	

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	<ul> <li>attempts to determine         <ul> <li>acentral idea of a text                 and attempts to                 analyze its                 development over the                 course of the text,                 including its                 relationship to                 supporting ideas;                 attempts to provide an                 objective summary of</li> </ul> </li> </ul>	<ul> <li>determines a central idea of a text and analyzes simplistically its development over the course of the text, including its relationship to supporting ideas; provides a simplistic, objective summary of the text.</li> </ul>	analyzes its development over the course of the text, including its relationship to supporting ideas; provides an objective summary of the text.	<ul> <li>determines a central idea of a complex text and analyzes in depth its development over the course of the text, including its relationship to supporting ideas; provides an in-depth, objective summary of the text.</li> </ul>
8.RI.KI.12 8.RI.CS.13	<ul> <li>the text.</li> <li>attempts to analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>attempts to determine the meaning of words and phrases as they are used in a text, including some figurative, connotative, and technical meanings; attempts to analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul> <li>analyzes simplistically how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>determines the meaning of words and phrases as they are used in a text, demonstrating a simplistic understanding of figurative, connotative, and technical meanings; analyzes simplistically the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul> <li>analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> <li>determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul> <li>analyzes in depth how a complex text makes connections among and distinctions between individuals, ideas, or events and (e.g., through comparisons, analogies, or categories).</li> <li>determines the meaning of words and phrases as they are used in a complex text, demonstrating an advanced understanding of figurative, connotative, and technical meanings; analyzes in depth the impact of specific word choices on meaning and tone, including analogies or allusions to other</li> </ul>
8.RI.CS.14			<ul> <li>analyzes in detail the structure of a specific paragraph in a text,</li> </ul>	texts.

	• attempts to analyze in	analyzes simplistically	including the role of	<ul> <li>analyzes in detail the</li> </ul>
	detail the structure of a	the structure of a	particular sentences in	structure of a specific
	specific paragraph in a	specific paragraph in a	developing and refining	paragraph in a complex
	text, including the role	text, including the role	a key concept.	text, including the role
	of particular sentences	of particular sentences		particular sentences in
	in developing and	in developing and	<ul> <li>determines an author's</li> </ul>	developing and refinin
8.RI.CS.15	refining a concept.	refining a key concept.	point of view or purpose	key concept.
			in a text and analyzes	
	• attempts to determine	<ul> <li>determines an author's</li> </ul>	how the author	<ul> <li>determines an author'</li> </ul>
	an author's point of	point of view or purpose	acknowledges and	point of view or purpo
	view or purpose in a	in a text and analyzes	responds to conflicting	in a complex text and
	text and attempts to	simplistically how the	evidence or viewpoints.	analyzes thoroughly h
	analyze how the author	author acknowledges		the author acknowled
	acknowledges and	and responds to		and responds to
	responds to conflicting	conflicting evidence or	<ul> <li>delineates and evaluates</li> </ul>	conflicting evidence o
8.RI.IK.17	evidence or viewpoints.	viewpoints.	the argument and	viewpoints.
			specific claims in a text,	
	<ul> <li>attempts to delineate</li> </ul>	• simplistically delineates	assessing whether the	<ul> <li>delineates and evaluation</li> </ul>
	and evaluate the	and evaluates the	reasoning is sound and	the argument and
	argument and specific	argument and specific	the evidence is relevant	specific claims in dept
	claims in a text,	claims in a text,	and sufficient;	in a complex text,
	assessing whether the	assessing whether the	recognizes when	assessing whether the
	reasoning is sound and	evidence is relevant and	irrelevant evidence is	reasoning is sound and
	the evidence is relevant	sufficient; recognizes	introduced.	the evidence is releva
	and sufficient;	when irrelevant		and sufficient; recogn
	recognizes when	evidence is introduced.		when irrelevant evide
	irrelevant evidence is		• analyzes a case in which	is introduced.
8.RI.IK.18	introduced.		two or more texts	
			provide conflicting	
	• attempts to analyze a	• analyzes simplistically a	information on the same	<ul> <li>analyzes in depth a ca</li> </ul>
	case in which two or	case in which two or	topic and identifies	in which two or more
	more texts provide	more texts provide	where the texts disagree	complex texts provide
	conflicting information	conflicting information	on matters of fact or	conflicting information
	on the same topic and	on the same topic and	interpretation.	on the same topic and
	attempts to identify	identifies where the		identifies where the
	where the texts	texts disagree on		texts disagree on mat
	disagraa on mattars of	_		-
	disagree on matters of	matters of fact or		of fact or interpretation

	Writing					
	A student at this level	A student at this level	A student at this level	A student at this level		
8.W.TTP.20	<ul> <li>attempts to write arguments to support claims with clear reasons and relevant evidence: attempts to introduce claim(s), and attempts to acknowledge and distinguish the claim(s) from alternate or opposing claims, and attempts to organize the reasons and evidence logically; attempts to support claims with logical reasoning and relevant evidence, attempting to use accurate, credible sources and attempting to demonstrate an understanding of the topic or text; attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; attempts to establish and maintain a formal</li> </ul>	<ul> <li>writes arguments to simplistically support claims with some clear reasons and relevant evidence: introduces claim(s), and partially acknowledges and distinguishes claims from alternate or opposing claims, and organizes reasons or evidence logically; supports some claim(s) with some logical reasoning or relevant evidence, using accurate, credible sources and demonstrating a simplistic understanding of the topic or text; uses words, phrases, or clauses to create cohesion and partially clarify the relationships among claim(s), counterclaims, reasons, or evidence; establishes a formal style; provides a concluding statement or section that follows</li> </ul>	<ul> <li>writes arguments to support claims with clear reasons and relevant evidence: introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically; supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the argument</li> </ul>	<ul> <li>writes engaging arguments to thoroughl support claims with clear reasons and relevant evidence: introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically; thoroughly supports claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an advanced understanding of the topic or text; uses words, phrases, and clauses to create cohesion and clarify the complex relationships among claim(s), counterclaims, reasons, and evidence; establishes and maintains a formal style provides a comprehensive concluding statement or</li> </ul>		

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	statement or section	supports the argument		and supports the
	that follows from and	presented.		argument presented.
	supports the argument			
	presented.			
8.W.TTP.21	<ul> <li>attempts to write</li> </ul>		<ul> <li>writes informative or</li> </ul>	
	informative or	<ul> <li>writes informative or</li> </ul>	explanatory texts to	<ul> <li>writes informative or</li> </ul>
	explanatory texts to	explanatory texts to	examine a topic and	explanatory texts to
	examine a topic and	simplistically examine a	convey ideas, concepts,	thoroughly examine a
	convey ideas, concepts,	topic and convey ideas,	and information	topic and convey ideas,
	and information	concepts, and	through the selection,	concepts, and
	through the selection,	information through the	organization, and	information through the
	organization, and	selection, organization,	analysis of relevant	selection, organization,
	analysis of relevant	and simplistic analysis of	content: introduces a	and analysis of relevant
	content: attempts to	relevant content:	topic clearly, previewing	content: introduces a
	introduce a topic	introduces a topic	what is to follow;	topic clearly, previewing
	clearly, previewing what	clearly, partially	organizes ideas,	what is to follow;
	is to follow; attempts to	organizes ideas,	concepts, and	organizes ideas,
	organize ideas,	concepts, or information	information into	concepts, and
	concepts, and	into broader categories;	broader categories;	information into broader
	information into	includes formatting	includes formatting	categories; includes
	broader categories;	(e.g., headings), graphics	(e.g., headings),	formatting (e.g.,
	attempts to include	(e.g., charts, tables), or	graphics (e.g., charts,	headings), graphics (e.g.,
	formatting (e.g.,	multimedia;	tables), and multimedia	charts, tables), and
	headings), graphics	simplistically develops	when useful to aiding	multimedia when useful
	(e.g., charts, tables),	the topic with relevant,	comprehension;	to aiding
	and multimedia when	well-chosen facts,	develops the topic with	comprehension;
	useful to aiding	definitions, concrete	relevant, well-chosen	thoroughly develops the
	comprehension;	details, quotations, or	facts, definitions,	topic with relevant, well-
	attempts to develop the	other information or	concrete details,	chosen facts, definitions,
	topic with relevant,	examples; uses	quotations, or other	concrete details,
	well-chosen facts,	appropriate or varied	information and	quotations, or other
	definitions, concrete	transitions; uses precise	examples; uses	information and
	details, quotations, or	language or domain-	appropriate and varied	examples; uses
	other information and	specific vocabulary to	transitions to create	appropriate and varied
	examples; attempts to	partially inform about or	cohesion and clarify the	transitions to create
	use appropriate and	explain the topic;	relationships among	cohesion and clarify the
	varied transitions to	establishes a formal	ideas and concepts;	relationships among
	create cohesion and	style; provides a	uses precise language	ideas and concepts; uses

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	clarify the relationships	simplistic concluding	and domain-specific	precise language and
	among ideas and	statement or section	vocabulary to inform	domain-specific
	concepts; attempts to	that follows from and	about or explain the	vocabulary to thoroughly
	use precise language	supports the	topic; establishes and	inform about or explain
	and domain-specific	information or	maintains a formal style;	the topic; establishes and
	vocabulary to inform	explanation presented.	provides a concluding	maintains a formal style;
	about or explain the		statement or section	provides a concluding
	topic; attempts to		that follows from and	statement or section that
	establish and maintain a		supports the	follows from and
	formal style; attempts		information or	thoroughly supports the
	to provide a concluding		explanation presented.	information or
	statement or section			explanation presented.
	that follows from and			
	supports the			
	information or			
	explanation provided.			
8.W.TTP.22	<ul> <li>attempts to write</li> </ul>		<ul> <li>writes narratives to</li> </ul>	
	narratives to develop	• writes simplistic	develop real or	<ul> <li>writes engaging</li> </ul>
	real or imagined	narratives to develop	imagined experiences or	narratives to develop
	experiences or events	real or imagined	events using effective	real or imagined
	using effective	experiences or events	technique, relevant	experiences or events
	technique, relevant	using technique,	descriptive details, and	using effective
	descriptive details, and	descriptive details, and	well-structured event	technique, relevant
	well-structured event	well-structured event	sequences: engages and	descriptive details, and
	sequences: attempts to	sequences: engages and	orients the reader by	well-structured event
	engage and orient the	orients the reader by	establishing a context	sequences: engages and
	reader by establishing a	establishing a simplistic	and point of view and	orients the reader by
	context and point of	context and point of	introducing a narrator,	establishing in detail a
	view and introducing a	view and introducing a	characters, or both;	context and point of
	narrator, characters, or	narrator, characters, or	organizes an event	view and introducing a
	both; attempts to	both; organizes an event	sequence that unfolds	narrator, characters, or
	organize an event	sequence that unfolds	naturally and logically;	both; organizes an event
	sequence that unfolds	logically; uses narrative	uses narrative	sequence that unfolds
	naturally and logically;	techniques, such as	techniques, such as	naturally and logically;
	attempts to use	dialogue, pacing,	dialogue, pacing,	uses narrative
	narrative techniques,	description, or	description, and	techniques, such as
	such as dialogue,	reflection, to	reflection, to develop	dialogue, pacing,
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	reflection, to develop	experiences, events,	and/or characters; uses	reflection, to thoroughly
	experiences, events,	and/or characters; uses	a variety of transition	develop experiences,
	and/or characters;	transition words,	words, phrases, and	events, and/or
	attempts to use a	phrases, or clauses to	clauses to convey	characters; uses a variety
	variety of transition	convey sequence, signal	sequence, signal shifts	of transition words,
	words, phrases, and	shifts from one time	from one time frame or	phrases, and clauses to
	clauses to convey	frame or setting to	setting to another, and	convey sequence, signal
	sequence, signal shifts	another, and/or show	show the relationships	shifts from one time
	from one time frame or	the relationships among	among experiences and	frame or setting to
	setting to another, and	experiences or events;	events; uses precise	another, and show the
	show the relationships	uses precise words or	words and phrases,	relationships among
	among experiences and	phrases, descriptive	relevant descriptive	experiences and events;
	events; attempts to use	details, or sensory	details, and sensory	uses precise words and
	precise words and	language to capture the	language to capture the	phrases, relevant
	phrases, relevant	action or convey	action and convey	descriptive details, and
	descriptive details, and	experiences or events;	experiences and events;	sensory language to
	sensory language to	provides a simplistic	provides a conclusion	capture the action and
	capture the action and	conclusion that follows	that follows from and	convey experiences and
	convey experiences and	from and reflects on the	reflects on the narrated	events; provides a
	events; attempts to	narrated experiences or	experiences or events.	conclusion that follows
	provide a conclusion	events.		from and reflects on the
	that follows from and			narrated experiences or
	reflects on the narrated			events.
	experiences or events.			
8.W.R.26	<ul> <li>attempts to conduct</li> </ul>		• conducts short research	
	short research projects	• conducts short research	projects to answer a	<ul> <li>conducts short research</li> </ul>
	to answer a question	projects to answer a	question (including a	projects to answer a
	(including a self-	simplistic question	self-generated	complex question
	generated question),	(including a self-	question), drawing on	(including a self-
	drawing on several	generated question),	several sources and	generated question),
	sources and generating	drawing on sources and	generating additional	drawing on several
	additional related,	generating additional	related, focused	sources and generating
	focused questions that	related, focused	questions that allow for	additional related,
	allow for multiple	questions that allow for	multiple avenues of	focused questions that
	avenues of exploration.	multiple avenues of	exploration.	allow for multiple
		exploration.	•	avenues of exploration.
8.W.R.27	<ul> <li>attempts to gather</li> </ul>	<b>1</b>	<ul> <li>gathers relevant</li> </ul>	
	relevant information		information from	

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from multiple print and digital sources, using search terms effectively; attempts to assess the credibility and accuracy of each source; attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul> <li>gathers relevant information from multiple print and digital sources, using some search terms effectively; partially assesses the credibility and accuracy of sources; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> </ul>	multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul> <li>gathers relevant information from multiple print and digital sources, using search terms effectively; thoroughly assesses the credibility and accuracy of each source; effectively quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for</li> </ul>
<ul> <li>attempts to draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul> <li>draws evidence from literary or informational texts to partially support simplistic analysis, reflection, and research.</li> </ul>	<ul> <li>draws evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<ul> <li>draws evidence from literary or informational texts to thoroughly support complex analysis, reflection, and research.</li> </ul>
Language			
A student at this level	A student at this level	A student at this level	A student at this level
<ul> <li>demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking: attempts to apply rules of subject- verb agreement when interrupted by a prepositional phrase, with inverted word</li> </ul>	<ul> <li>demonstrates simplistic command of the conventions of Standard English grammar and usage when writing or speaking: partially applies rules of subject- verb agreement when interrupted by a prepositional phrase, with inverted word</li> </ul>	<ul> <li>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: applies rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word</li> </ul>	<ul> <li>demonstrates advanced command of the conventions of Standard English grammar and usage when writing or speaking: applies rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects,</li> </ul>
	<ul> <li>from multiple print and digital sources, using search terms effectively; attempts to assess the credibility and accuracy of each source; attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>attempts to draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking: attempts to apply rules of subject- verb agreement when interrupted by a prepositional phrase,</li> </ul>	from multiple print and digital sources, using search terms effectively; attempts to assess the credibility and accuracy of each source; attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.•gathers relevant informational following a standard format for citation.•attempts to draw evidence from literary or informational texts to support analysis, reflection, and research.•draws evidence from literary or informational texts to partially support simplistic analysis, reflection, and research.LanguageA student at this level•demonstrates simplistic conventions of Standard English grammar and usage when writing or speaking: attempts to apply rules of subject- verb agreement when interrupted by a prepositional phrase, with inverted word•datuent at this level	digital sources, using search termsinformation from multiple print and digital sources, using some sarests the credibility and accuracy of each source; attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.sources, using search terms effectively; and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.sources, using search terms effectively; and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.sources, using search terms effectively; and accuracy of each source; quotes or others while avoiding plagiarism and following a standard format for citation.• attempts to draw evidence from literary or informational texts to support analysis, reflection, and research.• draws evidence from literary or informational texts to partially support simplistic analysis, reflection, and research.• draws evidence from literary or informational texts to support analysis, reflection, and research.LanguageA student at this levelA student at this level• demonstrates emerging conventions of Standard English grammar and usage when writing or speaking: attempts to apply rules of subject- verb agreement when interrupted by a prepositional phrase, with inverted wordA student at this level• demonstrate word with inverted word• demonstrates, simplistic source; subject-verb agreement when interrupted by a prepositional phrase, with in

ouns as subjects, compound subjects
oound subjects joined by correlative and
d by correlative coordinating
coordinating conjunctions, and
inctions, and collective nouns when
ctive nouns when verb form depends on
form depends on the rest of the sentence;
est of the sentence; explains the function of
ins the function of verbals (gerunds,
als (gerunds, participles, infinitives) in
ciples, infinitives) in general and their
ral and their function in particular
ion in particular sentences; forms and
ences; forms and uses verbs in the active
verbs in the active and passive voice; forms
bassive voice; forms and uses verbs in the
ises verbs in the indicative, imperative,
ative, imperative, interrogative,
rogative, conditional, and
itional, and subjunctive mood;
nctive mood; recognizes and corrects
nizes and corrects inappropriate shifts in
propriate shifts in verb voice and mood.
voice and mood.
onstrates command • demonstrates advanced
e conventions of command of the
lard English conventions of Standard
alization, English capitalization,
tuation, and punctuation, and spelling
ng when writing: when writing: effectively
punctuation uses punctuation
ma, ellipsis, dash) (comma, ellipsis, dash) to
dicate a pause or indicate a pause or
k; uses an ellipsis to break; uses an ellipsis to
indicate an omission;

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	an ellipsis to indicate an	spells fundamental	indicate an omission;	spells complex words
	omission; attempts to	words correctly.	spells correctly.	correctly.
	spell correctly.			
8.L.V.39	<ul> <li>attempts to determine</li> </ul>	• determines or clarifies		<ul> <li>determines and clarifies</li> </ul>
	or clarify the meaning	the meaning of	determines or clarifies	the meaning of unknown
	of unknown and	unknown and multiple-	the meaning of	and multiple-meaning
	multiple-meaning	meaning words or	unknown and multiple-	words or phrases based
	words or phrases based	phrases based on Grade	meaning words or	on Grade 8 reading and
	on Grade 8 reading and	8 reading and content,	phrases based on Grade	content, choosing flexibly
	content, choosing	choosing from a range of	8 reading and content,	from a range of
	flexibly from a range of	strategies: uses context	choosing flexibly from a	strategies: uses context
	strategies: attempts to	(e.g., the overall	range of strategies: uses	(e.g., the overall meaning
	use context (e.g., the	meaning of a sentence	context (e.g., the overall	of a sentence or
	overall meaning of a	or paragraph, a word's	meaning of a sentence	paragraph, a word's
	sentence or paragraph,	position, or function in a	or paragraph, a word's	position, or function in a
	a word's position, or	sentence) as a clue to	position, or function in a	sentence) as a clue to
	function in a sentence)	the meaning of a word	sentence) as a clue to	the meaning of a word or
	as a clue to the	or phrase; uses	the meaning of a word	phrase; uses common,
	meaning of a word or	common, grade-	or phrase; uses	grade-appropriate Greek
	phrase; attempts to use	appropriate Greek or	common, grade-	or Latin affixes and roots
	common, grade-	Latin affixes or roots as	appropriate Greek or	as clues to the meaning
	appropriate Greek or	clues to the meaning of	Latin affixes and roots	of a word (e.g., <i>precede,</i>
	Latin affixes and roots	a word (e.g., <i>precede,</i>	as clues to the meaning	recede, secede); consults
	as clues to the meaning	recede, secede); consults	of a word (e.g., <i>precede,</i>	general and specialized
	of a word (e.g.,	general reference	recede, secede);	reference materials (e.g.,
	precede, recede,	materials (e.g.,	consults general and	dictionaries, glossaries,
	secede); attempts to	dictionaries, glossaries,	specialized reference	thesauruses), both print
	consult general and	thesauruses), both print	materials (e.g.,	and digital, to find the
	specialized reference	and digital, to find the	dictionaries, glossaries,	pronunciation of a word
	materials (e.g.,	pronunciation of a word	thesauruses), both print	or determine or clarify its
	dictionaries, glossaries,	or determine or clarify	and digital, to find the	precise meaning or its
	thesauruses), both	its precise meaning or its	pronunciation of a word	part of speech; verifies
	print and digital, to find	part of speech; verifies	or determine or clarify	the preliminary
	the pronunciation of a	the preliminary	its precise meaning or	determination of the
	word or determine or	determination of the	its part of speech;	meaning of a word or
	clarify its precise	meaning of a word or	verifies the preliminary	phrase (e.g., by checking
	meaning or its part of	phrase (e.g., by checking	determination of the	the inferred meaning in
	speech; attempts to	the inferred meaning in	meaning of a word or	

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	verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	context or in a dictionary).	phrase (e.g., by checking the inferred meaning in context or in a dictionary).	context or in a dictionary).
8.L.V.40	<ul> <li>attempts to demonstrate understanding of figurative language, word relationships, and/or nuances in word meanings: attempts to interpret figures of speech (e.g., verbal irony, puns) in context; attempts to use the relationship between particular words to better understand each of the words; attempts to distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, form, persistent, resolute</i>).</li> </ul>	<ul> <li>demonstrates simplistic understanding of figurative language, word relationships, and nuances in word meanings: interprets simplistic figures of speech (e.g., verbal irony, puns) in context; uses the simplistic relationship between particular words to better understand each of the words; distinguishes among the connotations (associations) of simplistic words with similar denotations (definitions) (e.g., bullheaded, willful, form, persistent, resolute).</li> </ul>	• demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets figures of speech (e.g., verbal irony, puns) in context; uses the relationship between particular words to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i> ).	<ul> <li>demonstrates advanced understanding of figurative language, word relationships, and nuances in word meanings: interprets the intent or meaning of complex figures of speech (e.g., verbal irony, puns) in context; uses the complex relationship between particular words to better understand each of the words; distinguishes among the connotations (associations) of complex words with similar denotations (definitions) (e.g., bullheaded, willful, form, persistent, resolute).</li> </ul>

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