

	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.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
	Reading			
	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 style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 8 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 8 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 8 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 8 text complexity level.
8.RL.KI.1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> 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.
8.RL.KI.2	<ul style="list-style-type: none"> attempts to determine a theme or central idea of a text and attempts to analyze its development over the course of the text, 	<ul style="list-style-type: none"> determines a theme or central idea of a text and simplistically analyzes its development over the course of the text, 	<ul style="list-style-type: none"> determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship 	<ul style="list-style-type: none"> determines a theme or central idea of a complex text and analyzes its development in depth over the course of the

	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 style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
8.RL.CS.4	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
8.RL.CS.5	<ul style="list-style-type: none"> attempts to compare and contrast the structure of two or more texts and attempts to analyze 	<ul style="list-style-type: none"> simplistically compares and contrasts the structure of two or more texts and analyzes simplistically how the 	<ul style="list-style-type: none"> compares and contrasts the structure of two or more texts and analyzes how the differing structure of each text 	<ul style="list-style-type: none"> thoroughly compares and contrasts the structure of two or more texts and analyzes in

8.RL.CS.6	<p>how the differing structure of each text contributes to its meaning and style.</p> <ul style="list-style-type: none"> attempts to analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 	<p>differing structure of each text contributes to its meaning and style.</p> <ul style="list-style-type: none"> analyzes simplistically how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 	<p>contributes to its meaning and style.</p> <ul style="list-style-type: none"> analyzes how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 	<p>depth how the differing structure of each text contributes to its meaning and style.</p> <ul style="list-style-type: none"> analyzes in depth how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
8.RL.IK.8	<ul style="list-style-type: none"> attempts to analyze how a modern work of fiction draws on themes, events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is rendered new. 	<ul style="list-style-type: none"> analyzes simplistically how a modern work of fiction draws on themes, events, or character types from myths, traditional stories, or religious works, such as the Bible. 	<ul style="list-style-type: none"> analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is rendered new. 	<ul style="list-style-type: none"> analyzes in depth how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is rendered new.
8.RI.KI.10	<ul style="list-style-type: none"> attempts to cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites textual evidence that strongly supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> 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.
8.RI.KI.11			<ul style="list-style-type: none"> determines a central idea of a text and 	

8.RI.KI.12	<ul style="list-style-type: none"> attempts to determine a central 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 the text. 	<ul style="list-style-type: none"> 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. 	<p>analyzes its development over the course of the text, including its relationship to supporting ideas; provides an objective summary of the text.</p>	<ul style="list-style-type: none"> 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.
8.RI.CS.13	<ul style="list-style-type: none"> attempts to analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> analyzes simplistically how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> 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).
8.RI.CS.14	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 texts.
			<ul style="list-style-type: none"> analyzes in detail the structure of a specific paragraph in a text, 	

8.RI.CS.15	<ul style="list-style-type: none"> attempts to analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a concept. 	<ul style="list-style-type: none"> analyzes simplistically the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 	<ul style="list-style-type: none"> including the role of particular sentences in developing and refining a key concept. 	<ul style="list-style-type: none"> analyzes in detail the structure of a specific paragraph in a complex text, including the role of particular sentences in developing and refining a key concept.
8.RI.IK.17	<ul style="list-style-type: none"> attempts to determine an author's point of view or purpose in a text and attempts to analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> determines an author's point of view or purpose in a text and analyzes simplistically how the author acknowledges and responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> determines an author's point of view or purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> determines an author's point of view or purpose in a complex text and analyzes thoroughly how the author acknowledges and responds to conflicting evidence or viewpoints.
8.RI.IK.18	<ul style="list-style-type: none"> attempts to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced. attempts to analyze a case in which two or more texts provide conflicting information on the same topic and attempts to identify where the texts disagree on matters of fact or interpretation. 	<ul style="list-style-type: none"> simplistically delineates and evaluates the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced. analyzes simplistically a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation. 	<ul style="list-style-type: none"> delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced. analyzes a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation. 	<ul style="list-style-type: none"> delineates and evaluates the argument and specific claims in depth in a complex text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced. analyzes in depth a case in which two or more complex texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation.

	Writing			
8.W.TTP.20	A student at this level <ul style="list-style-type: none"> 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 style; attempts to provide a concluding 	A student at this level <ul style="list-style-type: none"> 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 from and simplistically 	A student at this level <ul style="list-style-type: none"> 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 presented. 	A student at this level <ul style="list-style-type: none"> writes engaging arguments to thoroughly 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 section that follows from

8.W.TTP.21	<p>statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> attempts to write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: attempts to introduce a topic clearly, previewing what is to follow; attempts to organize ideas, concepts, and information into broader categories; attempts to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; attempts to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; attempts to use appropriate and varied transitions to create cohesion and 	<p>supports the argument presented.</p> <ul style="list-style-type: none"> writes informative or explanatory texts to simplistically examine a topic and convey ideas, concepts, and information through the selection, organization, and simplistic analysis of relevant content: introduces a topic clearly, partially organizes ideas, concepts, or information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts, tables), or multimedia; simplistically develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information or examples; uses appropriate or varied transitions; uses precise language or domain-specific vocabulary to partially inform about or explain the topic; establishes a formal style; provides a 	<ul style="list-style-type: none"> writes informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; uses precise language 	<p>and supports the argument presented.</p> <ul style="list-style-type: none"> writes informative or explanatory texts to thoroughly examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; thoroughly develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; uses
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8.W.TTP.22	<p>clarify the relationships among ideas and concepts; attempts to use precise language and domain-specific vocabulary to inform about or explain the topic; attempts to establish and maintain a formal style; attempts to provide a concluding statement or section that follows from and supports the information or explanation provided.</p> <ul style="list-style-type: none"> attempts to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: attempts to engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; attempts to organize an event sequence that unfolds naturally and logically; attempts to use narrative techniques, such as dialogue, pacing, description, and 	<p>simplistic concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes simplistic narratives to develop real or imagined experiences or events using technique, descriptive details, and well-structured event sequences: engages and orients the reader by establishing a simplistic context and point of view and introducing a narrator, characters, or both; organizes an event sequence that unfolds logically; uses narrative techniques, such as dialogue, pacing, description, or reflection, to simplistically develop 	<p>and domain-specific vocabulary to inform about or explain the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing a context and point of view and introducing a narrator, characters, or both; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, 	<p>precise language and domain-specific vocabulary to thoroughly inform about or explain the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from and thoroughly supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes engaging narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing in detail a context and point of view and introducing a narrator, characters, or both; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, description, and
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	<p>reflection, to develop experiences, events, and/or characters; attempts to use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; attempts to provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>experiences, events, and/or characters; uses transition words, phrases, or clauses to convey sequence, signal shifts from one time frame or setting to another, and/or show the relationships among experiences or events; uses precise words or phrases, descriptive details, or sensory language to capture the action or convey experiences or events; provides a simplistic conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provides a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>reflection, to thoroughly develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provides a conclusion that follows from and reflects on the narrated experiences or events.</p>
8.W.R.26	<ul style="list-style-type: none"> attempts to 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. 	<ul style="list-style-type: none"> conducts short research projects to answer a simplistic question (including a self-generated question), drawing on sources and generating additional related, focused questions that allow for multiple avenues of exploration. 	<ul style="list-style-type: none"> conducts 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. 	<ul style="list-style-type: none"> conducts short research projects to answer a complex question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.W.R.27	<ul style="list-style-type: none"> attempts to gather relevant information 		<ul style="list-style-type: none"> gathers relevant information from 	

8.W.R.28	<p>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.</p> <ul style="list-style-type: none"> attempts to draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> 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. draws evidence from literary or informational texts to partially support simplistic analysis, reflection, and research. 	<p>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.</p> <ul style="list-style-type: none"> draws evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> 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 citation. draws evidence from literary or informational texts to thoroughly support complex analysis, reflection, and research.
	Language			
8.L.C.36	<p>A student at this level</p> <ul style="list-style-type: none"> 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 order, with indefinite 	<p>A student at this level</p> <ul style="list-style-type: none"> 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 order, with indefinite 	<p>A student at this level</p> <ul style="list-style-type: none"> 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 order, with indefinite 	<p>A student at this level</p> <ul style="list-style-type: none"> 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,

	pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; attempts to explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; attempts to form and use verbs in the active and passive voice; attempts to form and use verbs in the indicative, imperative, interrogative, conditional, or subjunctive mood; attempts to recognize and correct inappropriate shifts in verb voice or mood.	pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; explains the function of some verbals (gerunds, participles, infinitives) in general; forms or uses verbs in the active or passive voice; forms or uses verbs in the indicative, imperative, interrogative, conditional, and/or subjunctive mood; recognizes or corrects inappropriate shifts in verb voice and/or mood.	pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forms and uses verbs in the active and passive voice; forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; recognizes and corrects inappropriate shifts in verb voice and mood.	compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forms and uses verbs in the active and passive voice; forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; recognizes and corrects inappropriate shifts in verb voice and mood.
8.L.C.37	<ul style="list-style-type: none"> demonstrates emerging command of the conventions of Standard English capitalization, punctuation, and spelling when writing: attempts to use punctuation (comma, ellipsis, dash) to indicate a pause or break; attempts to use 	<ul style="list-style-type: none"> demonstrates simplistic command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation (comma, ellipsis, dash) to indicate a pause or break; uses an ellipsis to indicate an omission; 	<ul style="list-style-type: none"> demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation (comma, ellipsis, dash) to indicate a pause or break; uses an ellipsis to 	<ul style="list-style-type: none"> demonstrates advanced command of the conventions of Standard English capitalization, punctuation, and spelling when writing: effectively uses punctuation (comma, ellipsis, dash) to indicate a pause or break; uses an ellipsis to indicate an omission;

8.L.V.39	<p>an ellipsis to indicate an omission; attempts to spell correctly.</p> <ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing flexibly from a range of strategies: attempts to use context (e.g., the overall meaning of a sentence or paragraph, a word's position, or function in a sentence) as a clue to the meaning of a word or phrase; attempts to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>); attempts to consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; attempts to 	<p>spells fundamental words correctly.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing from a range of strategies: uses context (e.g., the overall meaning of a sentence or paragraph, a word's position, or function in a sentence) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>); consults general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in 	<p>indicate an omission; spells correctly.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing flexibly from a range of strategies: uses context (e.g., the overall meaning of a sentence or paragraph, a word's position, or function in a sentence) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>); consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary determination of the meaning of a word or 	<p>spells complex words correctly.</p> <ul style="list-style-type: none"> determines and clarifies the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing flexibly from a range of strategies: uses context (e.g., the overall meaning of a sentence or paragraph, a word's position, or function in a sentence) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>); consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
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8.L.V.40	<p>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).</p> <ul style="list-style-type: none"> 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</i>, <i>willful</i>, <i>form</i>, <i>persistent</i>, <i>resolute</i>). 	<p>context or in a dictionary).</p> <ul style="list-style-type: none"> 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., <i>bullheaded</i>, <i>willful</i>, <i>form</i>, <i>persistent</i>, <i>resolute</i>). 	<p>phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> 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</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). 	<p>context or in a dictionary).</p> <ul style="list-style-type: none"> 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., <i>bullheaded</i>, <i>willful</i>, <i>form</i>, <i>persistent</i>, <i>resolute</i>).
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