

ILEARN Performance Level Descriptors (PLDs) Grade 8 Mathematics

Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment development process to inform item development, and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, Range PLDs and Threshold PLDs.

Policy PLDs: Policy PLDs provide overarching claims about a student’s performance and are used by policymakers and stakeholders to articulate expectations about a state’s performance standards.

Range PLDs: Range PLDs provide content-specific claims across each Indiana Academic Standard to represent the range of expectations for student performance within each proficiency level.

Threshold PLDs: Threshold PLDs provide content-specific claims across each Academic Standard to represent expectations for student performance surrounding each cut point as a model for standard setting. The Threshold PLDs will be created by panelists during standard setting in Summer 2019 to help define the threshold for “just barely” meeting the expectation for each performance level.

The Policy PLDs approved by the Indiana State Board of Education for ILEARN consist of the following:

LEVEL 1: Below Proficiency

Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency

Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency

Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency

Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

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Review this sample from grade 7 which models ways you can think about the expectations across the continuum of proficiency. Think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Mathematics 7 Standard: 7.DSP.1	Identifies a sample in a given scenario describing a population.	Recognizes that a random sample produces the most valid representation of the population.	Analyzes samples to select the best representation of a population.	Explains the usefulness of random sampling in real-life situations.
Classroom Implications	The key difference between Below Proficiency and Approaching Proficiency lies in a student's ability to recognize that a random sample should represent the entire population. When thinking about moving students into Approaching Proficiency, focus on which samples provide representation of an entire population. Then guide students to analyze the samples to determine the best representation of an entire population.	Students who are Approaching Proficiency can recognize that a random sample produces the most valid representation of the population, but may not be able to analyze the samples to determine which best represents the population. When moving students into At Proficiency, guide students toward thinking about why a sample may be representative of the population.	The main difference between students At Proficiency and Above Proficiency is the student's ability to explain why random sampling is useful in real-life situations. When moving students into Above Proficiency, ask students to explain which sampling methods or samples will produce the most accurate representation of a population.	

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebra and Functions					
8.AF.1	Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable, and solve such problems.	Solves linear equations with integer coefficients and problems using linear equations and inequalities in one variable.	Solves linear equations with rational number coefficients fluently and problems using linear equations and inequalities in one variable.	Solves linear equations with rational number coefficients fluently; represents and solves real-world problems using linear equations and inequalities in one variable.	Solves linear equations with rational number coefficients fluently; represents and solves complex real-world problems using linear equations and inequalities in one variable.
8.AF.2	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	Identifies linear equations in one variable with one solution, infinitely many solutions, or no solutions.	Solves linear equations in one variable with one solution, infinitely many solutions, or no solutions.	Gives examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions.	Completes a given equation so that it has one solution, no solution, or infinitely many solutions (e.g., $-6x - 4 = a(3x - b)$).
8.AF.3	Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x, y) .	Identifies a function by looking at a graph.	Identifies a function by looking at a graph or data table.	Identifies a function by looking at a graph, data table, or set of ordered pairs.	Applies knowledge of functions to assess if real-life situations can be represented by a function.

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8.AF.4	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.	Identifies qualitative features on a given graph.	Sketches a graph based on a given situation.	Sketches a graph, given a situation, and analyze its qualitative features.	Writes a situation that describes the qualitative features of a given graph.
8.AF.5	Interpret the equation $y=mx+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.	Determines whether a function is linear using graphs.	Determines whether a function is linear using tables, where inputs are consecutive, graphs, and equations are limited to polynomials.	Determines whether a function is linear using tables, graphs, descriptions, or equations.	Determines whether a function is linear using tables, graphs, descriptions, or equations.
8.AF.6	Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.	Identifies slope and y -intercept given an equation.	Constructs a linear function that models a given a table, description, or graph.	Constructs a linear function that models a given a table, description, or graph; describing the meaning of the slope and y -intercept in context.	Constructs a linear function that models a real-world situation, given a table, description, or graph; describing the meaning of the slope and y -intercept in context.

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8.AF.7	Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).	Compares slope and y-intercept of two linear functions given as a graph and equation.	Compares slope and y-intercept of two linear functions given in different forms, such as a table of values, equation, and graph.	Compares properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph.	Compares properties of two linear functions modeling real-world situations given in different forms, such as a table of values, equation, verbal description, and graph.
8.AF.8	Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.	Identifies the solution on a graph with two linear equations.	Solves a system of two linear equations by graphing to locate points of intersection, where the point of intersection is a lattice point.	Solves a system of two linear equations by graphing to locate points of intersection; approximates the solution and interprets the reasonableness of the approximation.	Solves a system of two linear equations representing a real-world situation by graphing to locate points of intersection; approximates the solution and interprets the reasonableness of the approximation.
Data Analysis, Statistics, and Probability					
8.DSP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Constructs a scatter plot.	Constructs a scatter plot, and describes patterns and associations of a scatter plot.	Constructs and interprets a scatter plot; describes patterns and associations of a scatter plot.	Constructs and interprets scatter plots for multiple data sets related to the same quantities; describes patterns and associations of a scatter plot.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.DSP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.	Identifies a line of fit on a scatter plot.	Determines a line of fit for a scatter plot.	Determines a line of fit for a scatter plot and describe its fit.	Determines whether a line of fit is appropriate for a scatter plot, determines the line, and describes its fit.
8.DSP.3	Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.	Describes what each part of a given equation represents.	Identifies the y-intercept of a real-world situation.	Creates an equation and uses the equation to make predictions for a real-world situation.	Creates and describes a real-world situation involving $y=mx+b$; determines the reasonableness and constraints of predictions.
8.DSP.4	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.	Differentiates between a simple and compound event.	Describes the probability of a compound event given the sample space.	Describes the probability of a compound event relating the event in terms of independent, dependent, complementary, and mutually exclusive events.	Defines or gives examples in their own words the terms of independent, dependent, complementary, and mutually exclusive events.
8.DSP.5	Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.	Represents the sample space of an event.	Represents sample spaces of compound events.	Represents sample spaces, and finds probabilities of two compound events.	Represents sample spaces, and finds probabilities of more than two compound events.

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8.DSP.6	For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.	Identifies the number of outcomes possible for an event.	Identifies the number of outcomes possible for individual events.	Applies the multiplication counting principle to find the number of outcomes.	Explains the multiplication counting principle.
Geometry and Measurement					
8.GM.1	Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.	Identifies attributes of three-dimensional figures.	Identifies and defines attributes of three-dimensional figures.	Identifies, defines, and describes attributes of three-dimensional figures and identify their vertical and horizontal cross sections.	Identifies, defines, and describes attributes of three-dimensional figures and identify their cross sections (including diagonal slices).
8.GM.2	Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.	Calculates the volume and surface area of a sphere.	Calculates the volume of cones, spheres, and pyramids and surface area of spheres.	Solves two-step real-world problems involving volume of cones, spheres, and pyramids and surface area of spheres.	Solves multi-step real-world problems involving volume of cones, spheres, and pyramids and surface area of spheres.
8.GM.3	Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.	Identifies congruent line segments and angles.	Identifies commonalities of given transformed lines, segments, angles, or parallel lines.	Rotates, reflects, or translates a given figure and identify commonalities.	Rotates, reflects, and/or translates a given figure and identify commonalities.

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8.GM.4	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.	Identifies congruent figures.	Identifies the transformation between two congruent figures.	Describes a sequence of transformations between two congruent figures.	Justifies that two figures are congruent through a series of transformations.
8.GM.5	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.	Identifies similar figures.	Identifies the transformation between two similar figures.	Describes a sequence of transformations between two similar figures.	Justifies that two figures are similar or congruent through a series of transformations.
8.GM.6	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Describes the effect of dilations with whole number scale factors on two-dimensional figures using coordinates, where the figure and its image are in the same quadrant.	Describes the effect of dilations, translations, or reflections on two-dimensional figures using coordinates, where the original figure lies entirely in one quadrant.	Describes the effect of dilations, translations, rotations, or reflections on two-dimensional figures using coordinates.	Describes the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates, where the original figure lies in two or more quadrants.
8.GM.7	Use inductive reasoning to explain the Pythagorean relationship.	Identifies triangles to which the Pythagorean Theorem applies.	Sets up a Pythagorean equation given two side lengths.	Determines if a triangle is right or not given its side lengths.	Explains how to determine if a triangle is right, given its side lengths.
8.GM.8	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.	Identifies the sides of a right triangle as they relate to the Pythagorean Theorem.	Finds the length of the hypotenuse of a right triangle in a mathematical problem.	Finds an unknown side length of a right triangle.	Finds unknown side lengths of right triangles.

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8.GM.9	Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.	Finds the lengths of the legs of a related right triangle, given two points of the hypotenuse.	Finds the distance between two points in the same quadrant on the coordinate plane using the Pythagorean Theorem.	Finds the distance between two points on a coordinate plane using the Pythagorean Theorem.	Finds the distance between two points using the Pythagorean Theorem.
Number Sense and Computation					
8.C.1	Solve real-world problems with rational numbers by using multiple operations.	Solves real-world problems using two steps with one type of rational number.	Solves real-world problems by using two steps and multiple types of rational number.	Solves real-world problems with rational numbers by using more than two steps.	Justifies steps for solving problems with rational numbers by using multiple steps.
8.C.2	Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.	Identifies a number written in scientific notation.	Converts standard notation to scientific notation or convert a scientific notation to standard notation.	Solves real-world problems using scientific notation; interprets scientific notation that has been generated by technology.	Analyzes numbers in standard and scientific notation in order to draw conclusions in a real-world context.
8.NS.1	Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.	Calculates the decimal expansion of a number.	Identifies examples of rational and irrational numbers.	Gives examples of rational and irrational numbers; converts a repeating decimal to a fraction.	Analyzes how the decimal expansion of a number applies to a number being classified as rational or irrational.
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.	Finds the approximate value of an irrational number to the nearest integer.	Plots the approximate value of an irrational number on the number line labeled with whole numbers.	Compares irrational numbers utilizing a number line; estimates the value of expressions involving irrational numbers.	Compares irrational numbers in a real-world context and plot on a number line; solves for the value of expressions involving irrational numbers.

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8.NS.3	Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.	Applies one property of exponents to identify equivalent expressions using only positive exponents.	Applies one property of exponents to generate equivalent expressions.	Applies two properties of exponents to generate equivalent expressions.	Applies three properties of exponents to generate equivalent expressions.
8.NS.4	Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.	Uses square root symbols to represent a solution to equations of the form $x^2 = p$, where p is a perfect square less than 100.	Uses square root symbols to represent a solution to equations of the form $x^2 = p$, where p is a perfect square.	Uses square root symbols to represent a solution to equations of the form $x^2 = p$, where p is a positive rational number.	Uses square root symbols to represent positive and negative solutions to equations of the form $x^2 = p$, where p is a positive rational number.
Process Standards					
1	Make sense of problems and persevere in solving them. // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to	Identifies important unknown quantities and key terms in order to solve real-world problems.	Identifies the overall objective to develop ideas and plan strategies to solve real-world problems.	Perseveres in developing and implementing strategy to solve real-world problems. Solves or checks the reasonableness of solutions and methods.	Perseveres in developing and implementing multiple strategies to solve unconventional real-world problems. Solves or checks the reasonableness of solutions and methods using different methods.

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	<p>problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>				
2	<p>Reason abstractly and quantitatively. // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to</p>	<p>Identifies quantities and operations necessary for solving problems.</p>	<p>Represents quantitative problems without considering all possible constraints or units.</p>	<p>Applies reasoning to create coherent representations of quantitative and abstract problems, considering relevant referents.</p>	<p>Applies reasoning to create coherent representations of problems, considering relevant referents. Flexibly uses a variety of properties and operations.</p>

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.				
3	Construct viable arguments and critique the reasoning of others. // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from	Generates responses based on limited prior knowledge or understanding of evidence.	Develops arguments, taking into limited consideration prior knowledge or understanding of evidence.	Develops and defends arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	Develops and defends arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. Asks useful and probing question to strengthen conjectures or the conjectures of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	<p>which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>				
4	<p>Model with mathematics. // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated</p>	<p>Identifies a model to represent a situation.</p>	<p>Develops an appropriate model to solve a real-world problem using mathematical knowledge</p>	<p>Models real-world problems using appropriate tools to analyze and draw mathematical conclusions. Interprets results for reasonableness and possible revision.</p>	<p>Develops and compares multiple models to solve real-world problems.</p>

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	<p>situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>				
5	<p>Use appropriate tools strategically. // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to</p>	<p>Identifies tools to solve problems.</p>	<p>Uses given tools correctly for the tasks at hand.</p>	<p>Identifies and uses tools to solve problems with an understanding of mathematical concepts.</p>	<p>Uses a variety of tools to develop mathematical understanding, reasoning, and problem solving.</p>

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	<p>be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.</p>				
6	<p>Attend to precision. // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They</p>	<p>Computes solutions to problems without attending to precision.</p>	<p>Computes solutions to problems and explains with limited mathematical vocabulary.</p>	<p>Precisely communicates mathematical reasoning using appropriate vocabulary. Performs calculations with precision and efficiency, checking validity of results.</p>	<p>Uses appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.</p>

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.				
7	Look for and make use of structure. // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	Applies basic ideas of mathematical principles to solve simple problems.	Applies ideas of mathematical principles to solve any problem; identifies simple patterns to solve related problems.	Identifies patterns in mathematics to solve related problems. Applies ideas of mathematical principles to solve any problem. Provides different representations of the same math concept to solve problems.	Analyzes patterns and structures to make predictions about related problems.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8	<p>Look for and express regularity in repeated reasoning. // Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.</p>	<p>Recognizes that a general method or rule is possible for repeated calculations.</p>	<p>Applies general methods and rules for repeated calculations.</p>	<p>Develops general methods and rules for solving mathematical problems.</p>	<p>Evaluates the reasonableness of general methods and rules.</p>

ILEARN Performance Level Descriptors (PLDs) Grade 8 English/Language Arts (ELA)

Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment development process to inform item development, and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, Range PLDs and Threshold PLDs.

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Threshold PLDs: Threshold PLDs provide content-specific claims across each Academic Standard to represent expectations for student performance surrounding each cut point as a model for standard setting. The Threshold PLDs will be created by panelists during standard setting in Summer 2019 to help define the threshold for “just barely” meeting the expectation for each performance level.

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The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

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	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
ELA 7 Standard: 7.RL.2.2	Identify an explicit theme or central idea of a work of literature; provide a simple summary of the text.	Describe the development of a theme or central idea in a portion of a text of literature; provide an emerging summary of the text.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	Analyze the development of a complex theme or central idea over the course of a work of literature; provide a succinct, detailed summary that supports the analysis.
Classroom Implications	The key difference between Below Proficiency and Approaching Proficiency lies in a student's ability to describe the development of a theme or central idea as opposed to simply identifying an explicit theme or central idea. When thinking about moving students into Approaching Proficiency, focus on texts that do not have an obvious theme or central idea. Then guide students to describe what they think the text is about, focusing on portions of the text where the theme or central idea is conveyed.	Students who are Approaching Proficiency can describe a theme or central idea, but may not be able to analyze the development of the theme or central idea over the course of the text. When moving students into At Proficiency, guide students toward thinking about why they chose a particular theme or central idea and have them identify details throughout the text that helped them identify the theme.	The main difference between students At Proficiency and Above Proficiency is the student's ability to support how the theme or central idea develops over the course of a text with a detailed summary supporting that analysis. When moving students into Above Proficiency, ask students to write a summary of the text. Then ask them to revise that summary to include only the most significant details that show how the theme or central idea develops over the course of the text.	

**ILEARN Performance Level Descriptors (PLDs)
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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the explicit textual evidence that supports a basic understanding of a simple text.	Cite the textual evidence that supports a basic understanding of what a text says explicitly as well as simple inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the precise textual evidence that most strongly supports an in-depth analysis of what a complex text says explicitly as well as inferences drawn from the text.
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	Describe an explicit theme or central idea of a simple work of literature; provide a basic summary that includes the characters, setting, and plot.	Describe the development of a theme or central idea over the course of a simple work of literature, including its relationship to the characters, setting, and plot; provide a basic summary.	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	Analyze and apply the development of a theme or central idea over the course of a complex work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that strongly supports the analysis.
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	Identify particular lines of basic dialogue or incidents in a simple work of literature that are related to the action, character, or a decision.	Describe how particular lines of dialogue or incidents in a simple work of literature propel the action, reveal aspects of the character, or provoke a decision.	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	Analyze and apply how particular lines of dialogue or incidents in a complex work of literature propel the action, reveal aspects of a character, or provoke a decision.
8.RN.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the explicit textual evidence that supports a basic understanding of a simple text.	Cite the textual evidence that supports a basic understanding of what a text says explicitly as well as simple inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	Cite the precise textual evidence that most strongly supports an in-depth analysis of what a complex text says explicitly as well as inferences drawn from the text.
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite related textual evidence that provides limited support that represents a simple understanding of primary and secondary sources.	Cite textual evidence to generally support a simple understanding of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite extended textual evidence to precisely support an in-depth analysis of primary and secondary sources.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.2.1	Cite specific textual evidence to support analysis of science and technical texts.	Cite related textual evidence that provides limited support that represents a simple understanding of science and technical texts.	Cite textual evidence to generally support a simple understanding of science and technical texts.	Cite specific textual evidence to support analysis of science and technical texts.	Cite extended textual evidence to precisely support an in-depth analysis of science and technical texts.
8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	Describe an explicit central idea of a simple text; provide a basic summary that includes supporting ideas.	Describe the development of a central idea over the course of a simple text, including its relationship to supporting ideas; provide an emerging summary.	Analyze the development of a central idea over the course of a text, including its relationship to the supporting ideas; provide a detailed, objective summary of the text.	Analyze and apply the development of a central idea over the course of a complex text, including its relationship to the supporting ideas; provide a detailed, objective summary of the text.
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Locate clearly stated central ideas or basic information of a simple primary or simple secondary source; provide a simple summary based on evidence from the text.	Identify apparent central ideas or information of a simple primary or simple secondary source; provide an emerging summary based on evidence from the text.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Distinguish the development of implied central ideas or complex information of a complex primary or complex secondary source; provide a clear and concise summary that is detailed and objective and supports the analysis.
6-8.LST.2.2	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Locate clearly stated central ideas or basic conclusions in a simple text; provide a simple summary of the text.	Identify apparent central ideas or conclusions in a simple text; provide an emerging summary of the text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Distinguish the development of implied central ideas or complex information in a complex text; provide a clear and concise summary that is detailed and objective and supports the analysis.
8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	Describe individuals, events, and ideas within a simple text.	Describe how a simple text makes basic connections between individuals, events, or ideas.	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	Analyze and apply how a complex text makes connections and distinctions among individuals, events, and ideas.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.2.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Locate steps in lower-complexity text's description of a simple process related to history/social studies.	Identify steps in a text's description of a simple process related to history/social studies.	Identify key steps in a text's description of a process related to history/social studies.	Identify critical steps in a text's description of a complex process related to history/social studies.
6-8.LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow simple step-by-step procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow consistent multistep procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow and apply precisely a multistep procedure when carrying out experiments, taking measurements, or performing challenging technical tasks.
8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	Use simple, literal context within the same sentence to recognize words and phrases with similar meanings.	Use general context within the same sentence to recognize words and phrases with similar meanings.	Use context to determine or clarify the meaning of words and phrases.	Use implicit context to determine and clearly clarify the meanings of complex words and phrases.
8.RV.2.3	Distinguish among the connotations of words with similar denotations.	Identify the obvious connotations of basic words with similar denotations.	Understand the connection between grade level word meanings and their associated feelings.	Distinguish among the connotations of words with similar denotations	Interpret meanings of complex words using connotation and denotation skills.
8.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Identify the meaning of explicit, grade-appropriate Greek or Latin affixes and roots.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meanings of simple words.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Apply and explain the use of grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a text.
8.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	Select reference materials, both print and digital, to locate, but not apply information about the pronunciation, meaning, part of speech, or origin of a word.	Select reference materials, both print and digital, to locate, but not apply information about the pronunciation, meaning, part of speech, or origin of a word.	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the meaning of simple words and phrases as they are used in works of literature, including figurative and connotative meanings; recognize that word choice has an impact on meaning and tone, including analogies or allusions.	Determine the meaning of simple words and phrases as they are used in works of literature, including figurative and connotative meanings; explain the impact of word choices on meaning and tone, including analogies or allusions to other texts.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Analyze and apply the meaning of complex words and phrases as they are used in works of literature, including figurative and connotative meanings; thoroughly analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the meaning of simple words and phrases as they are used in a nonfiction text, including simple figurative, and connotative, and technical meanings; recognize that word choice has an impact on meaning and tone, including analogies or allusions.	Identify the meaning of simple words and phrases as they are used in a nonfiction text, including simple figurative, connotative, and technical meanings; explain the impact of word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Analyze and apply the meaning of complex words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; thoroughly analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Identify the meaning of simple words and phrases as they are used in a simple history/social studies text.	Determine the simple meaning of the words or phrases as they are used in a simple text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Explain how words and phrases used in context related to a history/social studies text relate to other content domains.
6-8.LST.3.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Locate the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple scientific or technical context relevant to grades 6–8 texts and topics.	Determine the basic meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple specific scientific or technical context relevant to grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Explain the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a complex specific scientific or technical context relevant to grades 6–8 texts and topics.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.RV.3.3	Interpret figures of speech (e.g., verbal irony, puns) in context.	Identify figures of speech in explicit context.	Determine the meaning of simple figures of speech.	Interpret figures of speech in context.	Explain complex figures of speech in context.
Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy					
8.ML.2.1	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	Identify persuasive and propaganda techniques and determine whether visual and verbal messages by electronic, print and mass media is false or misleading.	Identify and describe persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify obvious false or misleading information.	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	Evaluate persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify subtle false or misleading information.
8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	Identify how people of various cultures or points of view experience media messages differently.	Describe how people of various cultures or points of view experience media messages differently.	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	Clearly analyze and interpret in-depth how people experience media messages differently, depending on point of view, culture, etc.
8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	Identify basic similarities and/or differences in the structure of two or more related simple works of literature and how structure and meaning are related.	Compare and/or contrast the structure of two or more related simple works of literature, and distinguish how the meaning and style are affected by the structure of each text.	Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	Compare and contrast the complex structure of two or more related complex works of literature and analyze and evaluate in-depth how the differing structure of each text contributes to its meaning and style.
8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	Identify a particular point of view or cultural experience in a simple work of world literature recognizing how it is connected to heritage, traditions, attitudes, and beliefs.	Describe a particular point of view or cultural experience in a simple work of world literature recognizing how closely it is connected to heritage, traditions, attitudes, and beliefs.	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	Evaluate a particular point of view or cultural experience in a complex work of world literature considering how strongly it reflects heritage, traditions, attitudes, and beliefs.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Identify how a filmed or live production of a simple story or play is similar or different from the text or script, recognizing the choices made by the director or actors.	Identify the extent to which a filmed or live production of a simple story or play is similar or different from the text or script, and describe the choices made by the director or actors.	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Evaluate the extent to which a filmed or live production of a complex story or play stays faithful to or departs from the text or script, and critique the specific choices made by the director or actors.
8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.	Identify how works of literature with a low complexity follow and/or change earlier texts.	Distinguish how simple works of literature use and/or transform earlier texts.	Analyze how works of literature draw on and transform earlier texts.	Evaluate how complex works of literature draw on and transform earlier texts.
8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Identify the structure of a simple paragraph in a simple text, including how particular sentences develop an understanding of the key concept.	Explain the structure of a specific paragraph in a simple text, including the role of particular sentences in developing and improving a key concept.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Evaluate 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.
6-8.LH.3.2	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Identify how a simple text presents information.	Identify how a text presents information.	Describe how a text presents information.	Provide a detailed description of how a complex text presents information.
6-8.LST.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	Identify the basic structure an author uses to organize a simple text, identifying the major sections.	Describe the structure an author uses to organize a text, identifying the major sections and a basic understanding of the topic.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	Analyze and evaluate the structure an author uses to organize a complex text, including how the major sections and their organization contribute to the whole and to an in-depth understanding of the topic.
8.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Recognize an author's explicit position or purpose in a simple text, and recognize that the author's position is different from the position of others.	Identify an author's clearly stated perspective or purpose in a simple text, and state how the author distinguishes his or her position from the positions of others.	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Infer an author's perspective or purpose in a complex text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.3.3	Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a simple text that reveal an author’s clearly stated perspective or purpose.	Identify aspects of a simple text that reveal an author’s perspective or purpose.	Identify aspects of a text that reveal an author’s perspective or purpose.	Identify key aspects of a complex text that reveal an author’s inferred perspective or purpose.
6-8.LST.3.3	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify the clearly stated author’s purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a basic text.	Describe the author’s purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a text.	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Analyze and evaluate the author’s purpose in providing a detailed explanation, describing a complex procedure, or discussing an elaborate experiment in a challenging text.
8.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Determine the stated argument in a simple text and identify basic claims, and recognize whether there is reasoning to support the claims.	Describe the argument and specific claims in a simple text, recognizing whether the reasoning and evidence support the claims; determine whether evidence is irrelevant or sufficient.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Delineate and evaluate complex arguments and specific claims in a text, assessing whether the reasoning is sound and evaluating the quality of the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish the clear difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish the difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish and explain the difference among fact, opinion, and reasoned judgment in a complex text.
6-8.LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish the clear difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish the difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish and explain the difference among facts, reasoned judgment based on research findings, and speculation in a complex text.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Categorize the advantages and disadvantages of using different mediums to present a particular topic or idea.	Describe the advantages and disadvantages of using different mediums to present a particular topic or idea.	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	Justify the advantages and disadvantages of using different mediums to present a particular complex topic or idea.
6-8.LH.4.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate basic visual information with other information in print and digital texts that are directly related.	Integrate visual information with other information in print and digital texts that are closely related.	Integrate visual information with other information in print and digital texts.	Integrate complex visual information with other information in print and digital texts from related topics.
6-8.LST.4.1	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate basic quantitative or technical information expressed in words in a simple text with a clearly parallel version of that same information expressed visually.	Integrate quantitative or technical information expressed in words in a simple text with a version of that information expressed visually that is closely related.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	Integrate key pieces of quantitative or technical information expressed in words in a complex text with a version of that information expressed visually.
8.RN.4.3	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Recognize that two or more explicit texts provide conflicting information on the same topic.	Explain how two or more simple texts provide conflicting information on the same topic and locate where the texts disagree on matters of fact or interpretation.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyze and evaluate how two or more complex texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source.	Identify treatments of the same topic in a primary and secondary source.	Compare the treatments of the same topic in a primary and secondary source.	Compare and contrast treatments of the same topic in a primary and secondary source.	Compare, contrast, and synthesize treatments of the same topic in a primary and secondary source
6-8.LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Identify the clearly stated information gained from simple experiments, simulations, video, or multimedia sources with that gained from reading a basic text on the same topic.	Compare the clearly stated information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare, contrast, and synthesize the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a complex text on the same topic.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	Writing				
8.W.3.1	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge opposing claims without elaborating on them, and attempt to use some organizational structures. • Support claim(s) with basic reasoning or evidence, using sources and demonstrating a minimal understanding of the topic or text. • Use some basic transitions to create cohesion among claim(s), counterclaims, reasons, and evidence. • Begin to establish a style and tone minimally appropriate to purpose and audience. • Inconsistently provide a concluding statement or section that follows from and that minimally supports the basic argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge the alternate or opposing claims, and begin to organize the reasons and evidence. • Support claim(s) with basic reasoning or evidence, using some accurate, credible sources and demonstrating a minimal understanding of the topic or text. • Use transitions to create cohesion and begin to clarify the relationship among claim(s), counterclaims, reasons, and evidence. • Establish and inconsistently maintain a style and tone generally appropriate to purpose and audience. • Provide a basic concluding statement or section that follows from and that minimally supports the argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claims, acknowledge and distinguish the claim(s) from strong alternate or opposing claims, and organize the reason and evidence logically. • Evaluate claims with complex, logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an in-depth understanding of the topic or text. • Apply a variety of effective transitions to create sophisticated cohesion and synthesize the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain an effective, consistent style and tone appropriate to purpose and audience. • Provide an elaborate concluding statement or section that follows from and clearly and effectively supports the argument presented.
6-8.LH.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
6-8.LST.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.W.3.2	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic; inconsistently organize ideas, concepts, and information into simply organized categories; include simple formatting. • Develop the topic with inconsistently related facts, definitions, simple details, quotations, or other basic information and examples from a source or text. • Use some basic transitions between ideas and concepts. • Choose language and content-related vocabulary that expresses ideas. • Begin to establish a style and tone minimally appropriate to purpose and audience. • Inconsistently provide a concluding statement or section that follows from and that minimally supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic, previewing what is to follow; begin to organize ideas, concepts, and information into broader categories; include simple formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with related facts, definitions, simple details, quotations, or other basic information and examples from various sources and texts. • Use transitions to create cohesion and begin to clarify the relationship among ideas and concepts. • Begin to choose language and content-related vocabulary that expresses ideas precisely and concisely, beginning to recognize and eliminate wordiness and redundancy. • Establish and inconsistently maintain a style and tone generally appropriate to purpose and audience. • Provide a concluding statement that follows from and supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; effectively organize ideas, concepts, and information into broader categories; include sophisticated formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other credible information and examples from various sources and texts. • Apply a variety of effective transitions to create sophisticated cohesion and synthesize the relationships among ideas and concepts. • Choose clearly appropriate language and higher-level, content-specific vocabulary that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain an effective, consistent style and tone appropriate to purpose and audience. • Provide an elaborate concluding statement or section that follows from and clearly and effectively supports the information or explanation presented.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.5.2	Write informative texts, including analyses of historical events.	Write informative texts, recounting historical events.	Write informative texts, with limited analysis of historical events.	Write informative texts, including analyses of historical events.	Write informative texts, including in-depth analyses of historical events.
6-8.LST.5.2	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including minimal scientific procedures/experiments or some technical processes that include details from data and/or research.	Write informative texts, including scientific procedures/experiments or some technical processes that include details and conclusions drawn from data and/or research.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including evaluations of scientific procedures/experiments or technical processes that include precise and concise descriptions and conclusions drawn from data and research.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce the reader by presenting a context and introducing a narrator and/or characters. • Organize a simple event sequence using a limited amount of transition words to convey sequence from one time frame or setting to another. • Make some attempt at narrative techniques to develop a limited number of experiences, events, and/or characters. • Use words, phrases, details, and limited sensory language to attempt to capture the action, experiences, and events. • Provide an ending that inconsistently follows from narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and minimally orient the reader by presenting a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds logically, using a variety of transition words or clauses to convey sequence from one time frame or setting to another. • Use narrative techniques to develop a limited number of experiences, events, and/or characters. • Use related words and phrases, descriptive details, and limited sensory language to attempt to capture the action, experiences, and events. • Provide an ending that follows from narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Effectively engage and orient the reader by thoroughly establishing a context and point of view and clearly introducing and developing a narrator and/or characters. • Organize an event sequence that clearly unfolds naturally and logically, using a variety of skillful transition words, phrases, and clauses to convey sequence and precisely signal shifts from one time frame or setting to another. • Use purposeful narrative techniques, such as dialogue, pacing, vivid description, and reflection to fully develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and effective sensory language to capture the action and convey cohesive experiences and events. • Provide a coherent ending that directly follows from and reflects clearly on the narrated experiences or events.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
8.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing, with significant guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent, with minimal guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
6-8.LH.6.1	<p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<p>Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.</p>	<p>Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.</p>	<p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.</p>	<p>Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.</p>

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.	Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.	Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.
8.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Begin to formulate a basic research question. • Gather information from multiple sources, using general search terms and attempt to annotate sources. • Assess the credibility and accuracy of some sources. • Incorrectly quote or paraphrase information and conclusions of others. • Inconsistently avoid plagiarism and follow a standard format for citation. • Ineffectively present information, choosing from a variety of simple formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a basic research question. • Gather information from multiple sources, using search terms, and annotate sources. • Assess the credibility and accuracy of most sources. • Occasionally quote or paraphrase the information and conclusions of others. • Occasionally avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of simple formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a complex research question. • Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully, and annotate sources appropriately. • Assess the credibility and accuracy of each source. • Effectively quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Effectively present information, choosing from a variety of formats.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.7.1	Conduct short research assignments and tasks 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.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.
6-8.LH.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or Chicago).	Gather information from multiple sources, using general search terms effectively; attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw related facts from informational texts that connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
6-8.LST.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, or test a complex hypothesis, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).	Gather information from multiple sources, using general search terms effectively; attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LST.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw related facts from informational texts that connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
8.W.6.1b	Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	Verbs – Ineffectively explaining the function of verbals in general and their function in particular sentences; inconsistently forming and using active and passive voice; infrequently recognizing and correcting inappropriate shifts in verb voice.	Verbs – Attempting to explain the function of verbals in general and their function in particular sentences; sometimes forming and using active and passive voice; infrequently recognizing and correcting inappropriate shifts in verb voice.	Verbs – Explaining the function of verbals in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	Verbs – Effectively explaining the function of verbals in general and their function in particular sentences; purposefully forming and using active and passive voice; consistently recognizing and correcting inappropriate shifts in verb voice.
8.W.6.2b	Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Rarely using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Occasionally using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	Punctuation – Effectively using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.

**ILEARN Performance Level Descriptors (PLDs)
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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Speaking and Listening					
8.SL.3.1	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Identify the purpose of information presented in diverse media and formats.	Describe the purpose of information presented in diverse media and formats and identify the motives behind its presentation.	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	Analyze the purpose of complex information presented in diverse media and formats and evaluate the hidden motives behind its presentation.
8.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Identify a speaker's argument and specific claims and inconsistently identify irrelevant evidence.	Identify a speaker's argument and specific claims, evaluate the soundness of the reasoning related to the claim, and begin to identify when irrelevant evidence is introduced.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Delineate a speaker's complex argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.