

**I AM Performance Level Descriptors (PLDs)  
Grade 8 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>8.RL.2.1.a.1</b>	Cite textual evidence when explaining what a text says explicitly.	Identify details within a low-complexity text using supports.	Identify specific details within a low-complexity text.	Identify specific details within a low- to moderate-complexity text.
<b>8.RL.2.1.a.2</b>	Refer to details and examples in the text when making inferences.	Identify details that support stated inferences drawn from a low-complexity text using supports.	Identify specific details to support stated inferences drawn from a low-complexity text.	Identify specific details to support inferences drawn from a low- to moderate-complexity text.
<b>8.RL.2.1.a.3</b>	Determine which piece(s) of evidence most strongly support analysis of a work of literature.	Determine which piece(s) of evidence support analysis of a low-complexity text using supports.	Determine which piece(s) of evidence support analysis of a low-complexity text.	Determine which piece(s) of evidence most strongly support analysis of a low- to moderate-complexity text.
<b>8.RL.2.2.a.1</b>	Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting, and plot.	Utilizing supports, identify detail(s) developing a stated central idea in a low-complexity text, including its relationship to the characters, setting, and plot.	Identify detail(s) developing a stated central idea or theme in a low-complexity text, including its relationship to the characters, setting, and plot.	Determine how detail(s) develop a stated central idea or theme in a low- to moderate-complexity text, including its relationship to the characters, setting, and plot.
<b>8.RL.2.2.a.2</b>	Provide a detailed summary of a text.	Select a provided summary of a low-complexity text.	Provide a detailed summary of a low-complexity text utilizing a graphic organizer.	Provide a detailed summary of a low- to moderate-complexity text.
<b>8.RL.2.3.a.1</b>	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.	Using stated lines of dialogue or incidents in a low-complexity text, apply them to the action, characters, or decision.	Identify dialogue or incidents in a low-complexity text that propel the action, reveal aspects of a character, or provoke a decision.	Determine how dialogue or incidents in a low- to moderate-complexity text propel the action, reveal aspects of a character, or provoke a decision.
<b>8.RN.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	Identify details and examples within a low-complexity text using supports.	Identify specific details and examples within a low-complexity text.	Identify specific details and examples within a low- to moderate-complexity text.

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<b>8.RN.2.1.a.2</b>	Refer to details and examples in a text when making inferences.	Utilizing supports, indicate details that support a stated inference drawn from a low-complexity text.	Identify specific details that support stated inferences drawn from a low-complexity text.	Identify specific details to support stated inferences drawn from a low- to moderate-complexity text.
<b>6-8.LH.2.1.a.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.	With supports, match details to primary and secondary sources in low-complexity texts.	Identify specific textual evidence to categorize for understanding primary and secondary sources in low-complexity texts.	Cite specific textual evidence to support analysis of primary and secondary sources in low- to moderate-complexity texts.
<b>6-8.LST.2.1.a</b>	Cite specific textual evidence to support analysis of science and technical texts.	With supports, identify details in low-complexity science and technical texts.	Identify specific textual evidence to categorize for understanding low-complexity science and technical texts.	Cite specific textual evidence to support analysis of low- to moderate-complexity science and technical texts.
<b>8.RN.2.2.a.1</b>	Analyze the development of the central ideas over the course of the text, including their relationship to supporting ideas.	Choose from provided detail(s) those that develop a stated central idea in a low-complexity text, including the relationship to supporting ideas using supports.	Identify detail(s) developing a stated central idea or theme in a low-complexity text, including their relationship to supporting ideas.	Explain how detail(s) develop a stated central idea or theme in a low- to moderate-complexity text, including their relationship to supporting ideas.
<b>8.RN.2.2.a.2</b>	Provide a detailed, objective summary of the text.	Select a provided objective summary of a low-complexity text.	Provide an objective summary of a low-complexity text utilizing a graphic organizer.	Provide a detailed, objective summary of a low- to moderate-complexity text.
<b>6-8.LH.2.2</b>	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.	With supports, identify an idea of a primary or secondary source; provide a summary of a low-complexity text.	Identify the central ideas or information of a primary or secondary source; provide an accurate summary of a low-complexity text distinct from prior knowledge or opinions.	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 of low- to moderate-complexity texts.
<b>6-8.LST.2.2.a</b>	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	With supports, determine a central idea or conclusion of a text; provide a summary of the low-complexity text.	Identify the central ideas or conclusions of a text; provide an accurate, objective summary of the low-complexity text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the low- to moderate-complexity text.

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<b>8.RN.2.3.a.1</b>	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	Identify text connections and distinctions among individuals or events, and ideas in a low-complexity text by choosing from a list.	Identify text connections and distinctions among individuals or events, and ideas in a low-complexity text using supports.	Determine how a text makes connections and distinctions among individuals, events, and ideas in a low- to moderate-complexity text.
<b>8.RV.2.1.a.1</b>	Use context to determine or clarify the meaning of words and phrases.	Using stated context clues with supports to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low- to moderate-complexity text.
<b>8.RV.2.3.a.1</b>	Distinguish among the connotations of words with similar denotations.	Utilizing supports, identify the connotations of words with similar denotations.	Identify the connotations of words with similar denotations.	Distinguish among the connotations of words with similar denotations.
<b>8.RV.2.4.a.1</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Group words based on their provided common, grade-appropriate Greek or Latin affixes and roots with supports.	Identify common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
<b>8.RV.3.1.a.1</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	Utilizing supports, identify the meaning of words or phrases as they are used in works of low-complexity literature.	Identify the meaning of words and phrases as they are used in works of low-complexity literature.	Determine the meaning of words and phrases as they are used in works of low- to moderate-complexity text, including figurative and connotative meanings.
<b>8.RV.3.1.a.2</b>	Analyze the impact of specific word choices on meaning and tone in literature, including analogies or allusions to other texts.	Identify the impact of specific word choices on stated meaning and stated tone in low-complexity literature with supports.	Identify the impact of specific word choices on meaning and tone in low-complexity literature, including analogies or allusions to other texts.	Determine the impact of specific word choices on meaning and tone in low- to moderate-complexity literature, including analogies or allusions to other texts.
<b>8.RV.3.2.a.1</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Utilizing supports, identify the meaning of words and phrases as they are used in a nonfiction low-complexity text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Identify the meaning of words and phrases as they are used in a nonfiction low-complexity text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Determine the meaning of words and phrases as they are used in a nonfiction low- to moderate-complexity text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

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<b>8.RV.3.2.a.2</b>	Analyze the impact of specific word choices on meaning and tone in works of nonfiction, including analogies or allusions to other texts.	Identify the impact of specific word choices on stated meaning and stated tone in low-complexity nonfiction text with supports.	Identify the impact of specific word choices on meaning and tone in low-complexity nonfiction text, including analogies or allusions to other texts.	Determine the impact of specific word choices on meaning and tone in low- to moderate-complexity nonfiction text, including analogies or allusions to other texts.
<b>6-8.LH.3.1.a.1</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	With supports, match the meaning of words and phrases of specific vocabulary related to history/social studies of a low-complexity text.	Identify the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low-complexity text.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in low- to moderate-complexity text.
<b>6-8.LST.3.1.a</b>	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.	With supports, match 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.	Identify 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.	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.
<b>8.RV.3.3.a.1</b>	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.	Identify the type of figures of speech (e.g., allusions, verbal irony, puns) in context utilizing visual supports.	Determine figures of speech (e.g., allusions, verbal irony, puns) in context.	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>8.ML.2.1.a.1</b>	Identify persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.	Match persuasive or propaganda techniques to explicit examples used in visual and verbal messages in low-complexity text and media.	Identify persuasive or propaganda techniques used in visual and verbal messages found in low-complexity text including electronic, print, and/or low-complexity mass media.	Identify persuasive and propaganda techniques used in visual and verbal messages found in low- to moderate-complexity text including electronic, print, and mass media.
<b>8.ML.2.1.a.2</b>	Analyze persuasive and propaganda techniques used in visual and verbal messages by	Match persuasive or propaganda techniques to explicit examples used in visual and verbal	Evaluate persuasive or propaganda techniques used in visual and verbal messages found	Evaluate persuasive and propaganda techniques used in visual and verbal messages found

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	electronic, print, and mass media.	messages in low-complexity text and media.	in low-complexity text including electronic, print, and/or low-complexity mass media.	in low- to moderate-complexity text including electronic, print, and mass media.
<b>8.ML.2.2.a.1</b>	Interpret how people experience media messages differently, depending on point of view, culture, etc.	With supports, identify relationships between media messages and point of view, culture, etc.	Identify relationships between media messages and point of view, culture, etc.	Explain how people experience media messages differently, depending on point of view, culture, etc.
<b>8.ML.2.2.a.2</b>	Analyze how people experience media messages differently, depending on point of view, culture, etc.	With supports, identify relationships between media messages and point of view, culture, etc.	Identify relationships between media messages and point of view, culture, etc.	Analyze how people experience media messages differently, depending on point of view, culture, etc.
<b>8.RL.3.1.a.1</b>	Compare and contrast the structure of two or more related works of literature.	Using supports, identify similarities and differences in the structure of two or more related works of low-complexity literature text.	List similarities and/or differences in the structure of two or more related works of low-complexity literature text.	Compare and contrast the structure of two or more related works of low- to moderate-complexity literature text.
<b>8.RL.3.1.a.2</b>	Analyze and evaluate how the differing structure of each text contributes to its meaning and style.	Using supports, identify structural elements that contribute to meaning or style of low-complexity literature text.	Explain how the differing structure of a text contributes to its meaning or style in low-complexity literature text.	Explain how the differing structure of a text contributes to its meaning and style in moderate- to low-complexity literature text.
<b>8.RL.3.2.a.1</b>	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	Given specific details and visual supports, match examples of heritage, traditions, attitudes, and beliefs to a particular point of view in a low-complexity text.	Identify examples of heritage, traditions, attitudes, and beliefs that support a particular point of view in a low- to moderate-complexity text.	Explain how a particular point of view or cultural experience in a work of world literature reflects heritage, traditions, attitudes, and beliefs in a low- to moderate-complexity text.
<b>8.RN.3.2.a.1</b>	Analyze in detail the structure of a specific paragraph in a text.	Using supports, identify structural elements of a specific paragraph in a low-complexity text.	Identify the structural elements of a specific paragraph in a low-complexity text.	Explain in detail the structure of a specific paragraph in a low- to moderate-complexity text.
<b>8.RN.3.2.a.2</b>	Analyze the role of particular sentences in developing and refining a key concept.	With supports, select the role of a particular sentence in a low-complexity text.	Select the role of a particular sentence of a text in developing a key concept in a low-complexity text.	Explain the role of particular sentences of a text in developing a key concept in a moderate- to low-complexity text.

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<b>6-8.LH.3.2.a.1</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).	With visual supports, identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>6-8.LST.3.2.a</b>	Describe 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.	Using visual supports, identify the topic and major sections of a low-complexity text.	Identify the topic and major sections of a low- to moderate-complexity text.	Describe 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.
<b>8.RN.3.3.a.1</b>	Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Given an author's purpose, use visual supports to identify supporting details in a low-complexity text.	Given an author's perspective or purpose, identify supporting details in a low-complexity text.	Determine an author's perspective or purpose in a text and identify where the author acknowledges and responds to conflicting evidence or viewpoints in a low- to moderate-complexity text.
<b>6-8.LH.3.3.a.1</b>	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, match aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, label 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 text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>6-8.LST.3.3.a</b>	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify an author's purpose for discussing an experiment in a text of low complexity.	Identify an author's purpose for discussing an experiment in a text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>8.RN.4.1.a.1</b>	Evaluate the claim or argument to determine if it is supported by evidence.	With the use of visual supports, identify the details that support a claim in a low-complexity text.	Identify details to determine if the details supports the stated claim or argument in a low-complexity text.	Evaluate the stated claim or argument to determine if it is supported by evidence in a low- to moderate-complexity text.
<b>8.RN.4.1.a.2</b>	Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	With supports, identify the relevant evidence in a low-complexity text.	Identify the relevant and sufficient evidence in a low-complexity text.	Determine sound reasoning and identify relevant and sufficient evidence in a low- to moderate-complexity text.

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<b>6-8.LH.4.2.a.1</b>	Distinguish among fact, opinion, and reasoned judgment in a text.	Using supports, identify facts and opinion in a text of low complexity.	Identify facts, opinions, and reasoned judgments in a low- to moderate-complexity text.	Distinguish among fact, opinion, and reasoned judgement in a moderately complex text.
<b>6-8.LST.4.2.a</b>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Using supports, identify facts and speculation in a text of low complexity.	Identify facts, reasoned judgments, and speculation in a low- to moderate-complexity text.	Differentiate among facts, reasoned judgment based on research findings, and speculation in a text of moderate complexity.
<b>6-8.LH.4.1.a.1</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Match visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Categorize visual information (e.g., charts, graphs, photographs, videos, or maps) to use with other information in print and digital texts.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>6-8.LST.4.1.a</b>	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).	Match quantitative or technical information expressed in words in a text and a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Categorize 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 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).
<b>Writing</b>				
<b>8.W.3.1.a.1</b>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Given supports, identify claim(s).	Introduce claim(s), recognize the claim(s) from alternate or opposing claims, and list/state the reasons and evidence.	Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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<b>8.W.3.1.a.2</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Given supports, identify supporting claim(s).	Support claim(s) with reasoning and/or sources demonstrating an understanding of the topic or text.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>8.W.3.1.a.3</b>	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Using supports, identify transitions.	Use transitions among claim(s), counterclaims, reasons, and/or evidence.	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>8.W.3.1.a.4</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience.	Using supports, choose the audience and/or purpose.	Establish a style and/or tone appropriate to purpose and/or audience.	Establish and maintain a consistent style and tone appropriate to purpose and audience.
<b>8.W.3.1.a.5</b>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Using supports, match the style and/or voice (e.g., pronouns and verb tense).	Demonstrate a style and voice in writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
<b>8.W.3.1.a.6</b>	Provide a concluding statement or section that follows from and supports the argument presented.	Using supports, choose the concluding statement.	Provide a concluding statement.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>8.W.3.1.a.7</b>	Write arguments in a variety of forms.	With the use of supports, identify an argument(s) in a variety of forms.	With support, write an argument(s) in a variety of forms.	Write arguments in a variety of forms.
<b>6-8.LH.5.1.a.1</b>	Write arguments focused on discipline- specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline-specific content.

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<b>6-8.LST.5.1.a</b>	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline-specific content.
<b>8.W.3.2.a.1</b>	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.	With support, identify the topic.	Introduce a topic, organize ideas, concepts, and information.	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.
<b>8.W.3.2.a.2</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	With support, identify supporting detail(s).	Develop the topic with definitions, concrete details, quotations, or other information and examples from various sources and texts.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
<b>8.W.3.2.a.3</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	With support, identify transition(s).	Use transition(s) among ideas and concepts.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>8.W.3.2.a.4</b>	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	With supports, match vocabulary.	Choose language and vocabulary that express ideas.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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<b>8.W.3.2.a.5</b>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	With support, match the style and/or voice (e.g., pronouns and verb tense).	Demonstrate a style and voice in writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
<b>8.W.3.2.a.6</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience.	Using supports, recognize the audience.	Establish a style and tone appropriate to purpose and audience.	Establish and maintain a consistent style and tone appropriate to purpose and audience.
<b>8.W.3.2.a.7</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	With support, choose the concluding statement.	Provide a concluding statement.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>8.W.3.2.a.8</b>	Write informative compositions in a variety of forms.	With support, identify different types of informative writing.	Write informative compositions.	Write informative compositions in a variety of forms.
<b>6-8.LH.5.2.a.1</b>	Write informative texts, including analyses of historical events.	When given supports, identify historical events as topics for informative compositions.	Identify historical events as topics for informative compositions.	Write informational texts that analyze historical events.
<b>6-8.LST.5.2.a</b>	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	When given supports, identify scientific or technical procedures for informative compositions.	Identify scientific or technical procedures for informative compositions.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
<b>8.W.3.3.a.1</b>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	With support, engage the reader.	Engage and orient the reader by introducing a narrator and/or characters.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

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<b>8.W.3.3.a.2</b>	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 timeframe or setting to another.	With support, sequence events.	Using a graphic organizer, organize an event sequence (e.g., conflict, climax, resolution).	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 timeframe or setting to another.
<b>8.W.3.3.a.3</b>	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	With supports, identify experiences, events, and/or characters.	Develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>8.W.3.3.a.4</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	With supports, identify the action, experience, and/or event.	Use words, phrases, details, and/or sensory language to capture the action and convey experiences and events.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>8.W.3.3.a.5</b>	Provide an ending that follows from and reflects on the narrated experiences or events.	With supports, identify the ending in narrative writing.	Provide an ending on the narrative.	Provide an ending that follows from and reflects on the narrated experiences or events.
<b>8.W.3.3.a.6</b>	Write narrative compositions in a variety of forms.	With supports, identify different types of narrative writing.	Write narrative compositions.	Write narrative compositions in a variety of forms.
<b>8.W.6.1b.a.1</b>	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	With supports, identify verbals (gerunds, participles, infinitives).	Identify verbals (gerunds, participles, infinitives) in sentences.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>8.W.6.1b.a.2</b>	Use active and passive verbs in writing.	With supports, identify a correct verb for a sentence.	Identify active and passive verbs in writing.	Use active and passive verbs in writing.

**I AM Performance Level Descriptors (PLDs)  
Grade 8 English/Language Arts (ELA)**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>8.W.6.1b.a.3</b>	Recognize and correct inappropriate shifts in verb voice.	With supports, recognize inappropriate shifts in verb voice.	Recognize inappropriate shifts in verb voice.	Recognize and correct inappropriate shifts in verb voice.
<b>8.W.6.2b.a.1</b>	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	With supports, recognize punctuation to indicate a pause or break.	Recognize punctuation to indicate a pause or break.	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
<b>Speaking and Listening</b>				
<b>8.SL.3.1.a.1</b>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	Students will match purpose with explicit examples presented in diverse media.	When given information presented in diverse media, identify the purpose.	Explain the purpose of information presented in diverse media.
<b>8.SL.3.1.a.2</b>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	With visual supports, match explicit motives to information presented in low-complexity diverse media and formats.	Identify the motives behind information presented in low-complexity diverse media and formats.	Identify the motives behind information presented in diverse low- to moderate-complexity media and formats (e.g., visually, personal communication, periodicals, social media).
<b>8.SL.3.1.a.3</b>	Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.	With visual supports, identify the purpose behind information presented in low-complexity diverse media and format for persuasive reasons.	When given a stated purpose, identify the motive presented in low-complexity diverse media and format for persuasive reasons.	Explain the motives and purpose behind information presented in low- to moderate-complexity diverse media and format for persuasive reasons.
<b>8.SL.3.2.a.1</b>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	With visual supports, identify reasoning in a provided argument.	Identify relevant reasoning in a provided argument.	Differentiate between relevant and irrelevant evidence to determine sufficient evidence for a provided argument.
<b>8.SL.3.2.a.2</b>	Identify when irrelevant evidence is introduced within an argument.	With visual support, match explicitly stated evidence to a stated argument to determine relevance.	Classify evidence to determine relevance toward a provided argument.	Differentiate between relevant and irrelevant evidence within an argument.