

<b>Grade 8 SUMMATIVE ASSESSMENT TARGETS</b> <b>Providing Evidence Supporting Claim #1</b> <b>ELA/Literacy Claim #1</b> <b>Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.</b>	
<p><b>45% of text-related items will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction</b></p> <p><b>To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets, #3 and #4 and one item assessing target #1 or assessing target #2:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Identify explicit textual evidence to support inferences made or conclusions drawn about texts <b>Standards: RL-1, RL-3</b> (DOK 2)</li> <li><b>CENTRAL IDEAS:</b> Summarize central ideas/key events using key details <b>Standards: RL-2</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) <b>Standards: RL-4; L-4, L-5b, L-5c</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (character development/ interactions, point of view, theme, conflicts, plot development) <b>Standards: RL-2, RL-3, RL-6</b> (DOK 3)</li> </ol> <p><b>Use the specific passage (or <u>two or more texts</u>) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text:</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS:</b> Analyze relationships within or across texts, including author’s discourse style (dramatic irony, humor, satire) <b>Standards: RL-3, RL-5, RL-7, RL-9</b> (DOK 2, 3, 4)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structures or features (visual information) to analyze the impact on meaning or presentation <b>Standards: RL-5, RL-7</b> (DOK 3, DOK 4)</li> <li><b>LANGUAGE USE:</b> Interpret impact or intent of figurative meanings of words and phrases used in context <b>Standards: RL-4; L-5a</b> (DOK 3)</li> </ol>	<p><b>55% of text-related items will come from reading informational texts, and may include biographies, and science, social studies, and technical texts/topics</b></p> <p><b>To the degree possible, all <u>informational passages</u> will include at least one item assessing each of the 4 assessment targets (#8-#11) below:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Identify explicit text evidence to support inferences made or conclusions drawn about texts <b>Standards: RI-1, RI-3</b> (DOK 2)</li> <li><b>CENTRAL IDEAS:</b> Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details <b>Standards: RI-2</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) <b>Standards: RI-4; L-4, L-5b, L-5c</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> Apply reasoning and a range of textual evidence to justify inferences or interpret author’s presentation of information (author’s line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas) <b>Standards: RI-3, RI-6, RI-8</b> (DOK 3)</li> </ol> <p><b>Use the specific passage (or <u>two or more texts</u>) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text:</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS:</b> Analyze one or more texts to determine how connections are made; or how conflicting information or presentation format reveals author interpretation of the topic or potential bias <b>Standards: RI-3, RI-7, RI-9</b> (DOK 3, DOK 4)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structures, formats, or features (visual information) to analyze the impact on meaning or presentation <b>Standards: RI-5, RI-7</b> (DOK 3, DOK 4)</li> <li><b>LANGUAGE USE:</b> Interpret impact or intent of figurative meanings of words and phrases used in context <b>Standards: RI-4; L-5a</b> (DOK 3)</li> </ol>

<b>Grade 8 SUMMATIVE ASSESSMENT TARGETS</b>		
<b>Providing Evidence Supporting Claim #2</b>		
<b>ELA/Literacy Claim # 2</b>		
<b>Students can produce effective writing for a range of purposes and audiences.</b>		
30% of the assessment evidence will come from composing, revising, or editing narrative writing	35% of the assessment evidence will come from composing, revising, or editing informational writing	35% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on topics or texts
Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims (Research) or #5 (Understand & Apply Language).		
<p>1. <b>WRITE/REVISE:</b> Apply narrative strategies and appropriate text structures and transitions when writing or revising short narrative texts (e.g., introduce narrator or use dialogue when describing an event) <b>Standards: W-3a, W-3b, W-3c, or W-3e</b> (DOK 2)</p> <p>2. <b>PLAN/WRITE:</b> Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors’ craft appropriate to purpose (writing a speech, developing point of view, style in short story) <b>Standards: W- 3a, W-3b, W-3c, W-3e, W-4</b> (DOK 3)</p>	<p>3. <b>WRITE/REVISE:</b> Apply a variety of strategies when writing or revising short informational texts: organizing ideas by stating and maintaining a focus, developing a topic including relevant supporting evidence and elaboration, or providing a conclusion appropriate to purpose and audience <b>Standards: W-2a, W-2b, W-2c, W-2e, or W-2f</b> (DOK 2)</p> <p>4. <b>PLAN/WRITE:</b> Write full informational texts: organizing ideas by stating and maintaining a focus, developing a topic including citing relevant supporting (text) evidence and elaboration, with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience <b>Standards: W- 2a, 2b, 2c, 2e, 2f, W-4, W-8, W-9</b> (DOK 3, DOK 4)</p> <p>5. <b>FEATURES:</b> Employ text features and visual components appropriate to purpose and style <b>Standards: W-2a</b>(DOK 2)</p>	<p>6. <b>WRITE/REVISE:</b> Apply a variety of strategies when writing or revising arguments about topics or texts: establishing a claim, organizing and citing supporting evidence using credible sources, or providing a conclusion appropriate to purpose and audience <b>Standards: W-1a, W-1b, W-1c, W-1d, or W-1e</b> (DOK 2)</p> <p>7. <b>PLAN/WRITE:</b> Write full persuasive pieces/arguments: about topics or texts: establishing a claim, organizing and citing supporting (text) evidence from credible sources, and providing a conclusion appropriate to purpose and audience <b>Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-8, and W-9</b> (DOK 3, DOK 4)</p>
<p>8. <b>LANGUAGE USE:</b> Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when editing or composing texts <b>Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, 2)</p> <p>9. <b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts <b>Standards: L-1, L-2</b> (DOK 1)</p> <p>10. <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or to produce texts <b>Standards: W-6</b> (DOK 1)</p>		

<b>Grades 6-8 SUMMATIVE ASSESSMENT TARGETS</b>	
<b>Providing Evidence Supporting Claim #3</b>	
<b>ELA/Literacy Claim # 3</b>	
<b>Students can employ effective speaking and listening skills for a range of purposes and audiences.</b>	
1.	<b>LANGUAGE USE:</b> Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when speaking <b>Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, 2)
2.	<b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message appropriate to the purpose and audience <b>Standards: L-1, L-2</b> (DOK 1)
3.	<b>PLAN/SPEAK:</b> Compose and orally deliver short (e.g., summaries) and longer (presentations) compositions for different purposes and audiences <b>Standards: SL-2, SL-3, SL-4, SL-5</b> (DOK 2, DOK 3)
4.	<b>LISTEN/INTERPRET:</b> Interpret and use information delivered orally or visually <b>Standards: SL-1, SL-2, SL-3, SL-4, SL-5, SL-6</b> (DOK 1, DOK 2, DOK 3)
5.	<b>INTERACT:</b> Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing own ideas <b>Standards: SL-1, SL-2, SL-3</b> (DOK 1, DOK 2, DOK 3)

#### **Claim #4**

##### **Examples of what to expect with short research performance tasks:**

- At middle school, students might collaboratively generate and explore a variety of potential digital and print resources that can be used to respond to a research question or problem presented. Collaborative discussions would include considering the credibility of sources located and relevance of information to the topic. Individually, students prepare and present their results to show that they can draw conclusions that integrate or analyze information (using data and/or text evidence as support).

**Grade 8 SUMMATIVE ASSESSMENT TARGETS**  
**Providing Evidence Supporting Claim #4**

**ELA/Literacy Claim # 4**

**Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.**

1. **PLAN/RESEARCH:** Conduct short research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives **Standards: SL-2, SL-3, SL-4, SL-5; W-7** (DOK 3, DOK 4)
2. **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among data sets or texts **Standards: W-8** (DOK 3, DOK 4)
3. **EVALUATE INFORMATION/SOURCES:** Use reasoning, planning, and evidence to support inferences and interpretations **Standards: W-8** (DOK 3)
4. **USE EVIDENCE:** Cite evidence to support arguments or conjectures **Standards: W-8 W-9** (DOK 3, DOK 4)
5. **LANGUAGE USE:** Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience **Standards: W-2d, W-3d, L-3a, L-6** (DOK 1, 2)
6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message ( narrative, informational, and persuasive texts) **Standards: L-1, L-2** (DOK 1)
7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards: W-6** (DOK 1)

**Grade 8 SUMMATIVE ASSESSMENT TARGETS**  
**Providing Evidence Supporting Claim #5**

**ELA/Literacy Claim # 5**

**Students can use oral and written language skillfully across a range of literacy tasks.**

1. [Assessed in Claim 1(Reading)/Target #3] When engaging with literary text, determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) **Standards: RL-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
2. [Assessed in Claim 1(Reading)/Target #7] When engaging with literary text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-4; L-5a** (DOK 3)
3. [Assessed in Claim 1(Reading)/Target #10] When engaging with informational text, determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) **Standards: RI-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
4. [Assessed in Claim 1(Reading)/Target #14] When engaging with informational text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-1; L-5a** (DOK 3)
5. [Assessed in: Claim 2 (Writing)/Target #8; Claim 3(Speaking-Listening)/Target #1; and Claim 4 (Research)/Target #5] Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience when editing or composing texts **Standards: W-2d, W-3d, L-3a, L-3c, L-6** (DOK 1)