

**Missouri Assessment Program Achievement Level Descriptors (ALDs)  
Grade 8 ELA (Fall 2014-Spring 2017)**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p>Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit little command of the conventions of standard English.</p>	<p>Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts, and in writing. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing, and exhibit an inconsistent command of the conventions of standard English.</p>	<p>Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational text, and in writing. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.</p>	<p>Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text, and in writing efficiently. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of standard English.</p>

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<b>Reading Literary and Informational</b>			
<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b></p> <ul style="list-style-type: none"> <li>• cite minimal or inaccurate textual evidence when drawing conclusions or inferencing.</li> <li>• inaccurately determine meaning of words based on context-word relationships, word structure, connotative and denotative meanings and word with multiple meanings.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• cite basic textual evidence that supports an analysis of what the text says explicitly as well as simple inferences.</li> <li>• provides a basic summary.</li> <li>• determine basic meanings of words and phrases; connotative, denotative.</li> <li>• partially analyzes two or more texts that provide conflicting information on same topics.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• consistently cites the relevant textual evidence that supports an analysis of what the text says explicitly as well as inferences.</li> <li>• determine theme or central idea of a text and analyze its development over the course of the text include characters, setting and plot.</li> <li>• provide an objective summary of central ideas, topics, procedures.</li> <li>• analyze how particular lines of dialogue or incidents propel the action, reveal aspects of the characters, provoke a decision, refine a concept.</li> <li>• determine the figurative, connotative, technical meanings of words and phrases using context clues, affixes, root words, reference material.</li> <li>• analyze the impact of specific word choices on meaning, tone, and analogies, allusions to other texts.</li> <li>• compare and contrast the structure of two or more texts and analyze how the differing structure contributes to its meaning and style.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• cite several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections and to justify analysis regarding theme story elements, dialogue and point of view.</li> <li>• evaluate meanings of words and distinguish connotative, multiple meanings and figurative meanings of complex words and phrases.</li> <li>• evaluate and interpret the impact and intent of complex literary devices and the impact of those choices.</li> <li>• analyze complex relationships by comparing and contrasting them among literary elements.</li> </ul>

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		<ul style="list-style-type: none"> <li>• analyze how differences in the points of view of the characters and the audience create effects as suspense and humor.</li> <li>• analyze how a modern work of fiction draws on past works and describe how the material is rendered new.</li> <li>• analyze how a text makes connections/distinctions between individuals, ideas, events.</li> <li>• determine an author’s point of view or purpose in a text.</li> <li>• analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>• delineate and evaluate the argument and specific claim in a text.</li> <li>• assess whether the reasoning is sound and the evidence is relevant and sufficient.</li> <li>• recognize irrelevant evidence is introduced.</li> <li>• analyze a case in which two or more texts provide conflicting information on the same topic.</li> </ul>	
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**Writing**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students</b></p>

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			<b>at this level:</b>
<ul style="list-style-type: none"> <li>plan, write, revise and edit arguments that show little point of view.</li> <li>plan, write, revise and edit informative/ explanatory pieces that show little or no examination of a topic and minimally convey ideas and information.</li> <li>plan, write, revise and edit narratives that show little or no development of real or imagined experiences using few or no techniques or details.</li> </ul>	<ul style="list-style-type: none"> <li>plan, write, revise and edit arguments on topics or texts, using a general point of view.</li> <li>plan, write, revise and edit informative/explanatory pieces texts to partially examine a topic and partially convey ideas and information.</li> <li>plan, write, revise and edit narratives to partially develop real or imagined experiences or events using limited techniques and details.</li> <li>produce writing in which the development and organization are generally appropriate to task, purpose, and/or audience</li> <li>demonstrate limited command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>plan, write, revise and edit arguments to support claims with clear reasons and relevant evidence.</li> <li>plan, write, revise and edit informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.</li> <li>plan, write, revise and edit narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>demonstrate a competent command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</li> <li>use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve effects.</li> </ul>	<ul style="list-style-type: none"> <li>effectively and engagingly write, revise and edit claims about topics, attend to purpose and audience, organize ideas, include structures and transitional strategies, identify evidence and develop appropriate conclusions.</li> <li>effectively and engagingly write informative/explanatory texts, revise and edit precise language and formal style to organize ideas and state a focus.</li> <li>effectively and engagingly write narratives, revise and edit precise words and phrases and use relevant descriptive details and sensory language to convey experiences.</li> <li>effectively write or edit texts demonstrating a strong understanding of standard English grammar, conventions and usage.</li> </ul>

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**Listening**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>
<ul style="list-style-type: none"> <li>use minimal details in information presented orally to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>interpret and use basic information delivered orally to determine the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>analyze the purpose of information presented in media and evaluate the motives behind its presentation.</li> <li>delineate a speaker's argument and specific claims.</li> <li>evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identify when irrelevant evidence is introduced.</li> </ul>	<ul style="list-style-type: none"> <li>critically interpret and use relevant information delivered orally.</li> </ul>

**Research**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>
<ul style="list-style-type: none"> <li>gather minimal information from source materials.</li> </ul>	<ul style="list-style-type: none"> <li>draw basic conclusions from source materials.</li> <li>summarize basic ideas and topics from source materials.</li> </ul>	<ul style="list-style-type: none"> <li>gather relevant information from multiple sources.</li> <li>assess the credibility and accuracy of each source.</li> <li>quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>follow a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li>critically evaluate and cite substantial, relevant evidence without plagiarism.</li> </ul>