

**Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 8 ELA**

Below Basic	Basic	Proficient	Advanced
<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 in responding to literary and informational text and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts and media. They demonstrate little understanding of literary forms and apply few strategies for accessing information while rarely taking into account credibility of sources. They demonstrate little or no ability to organize and/or develop writing. Students 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 limited command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. 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, interpret, and support an analysis of a variety of texts and media. They demonstrate a partial understanding of literary forms and inconsistently apply few strategies for accessing and summarizing information while occasionally taking into account credibility of sources. 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, listening, and speaking forms. 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, interpret, and support an analysis of a variety of texts and media. They demonstrate an understanding of literary forms and apply strategies for accessing and summarizing information while regularly taking into account credibility of sources. They demonstrate a sufficient 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, listening, and speaking forms. 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 complete and 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 extensive command of the conventions of standard English.</p>

**Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 8 ELA**

Reading Literary and Informational			
Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p> <ul style="list-style-type: none"> • cite inaccurate, irrelevant, or no textual evidence explicitly. • inaccurately determine meaning of words based on context-word relationships, word structure, connotative and denotative meanings. • make simplistic inferences losing accuracy with more complex figurative language. 	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p> <ul style="list-style-type: none"> • cite minimal textual evidence explicitly when inferring, analyzing, and drawing conclusions. • determine theme or central idea with insufficient discussion of the development. • provide a partial or biased summary. • determine basic meanings of words and phrases (connotative, denotative). • identify literary devices. • partially analyze two or more texts that provide conflicting information on same topics. • partially analyze differences in points of view. • determine the speaker's point of view. • identify conflicting viewpoints. 	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p> <ul style="list-style-type: none"> • consistently cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as drawing conclusions and inferences. • determine theme or central idea of a text and analyze its development over the course of the text. • provide an objective summary. • determine the figurative, connotative, and technical meanings of words and phrases using context clues, affixes, root words, and reference material. • analyze the impact of specific word choices on meaning, tone, and literary devices to other texts. • analyze author's choice concerning structure and determine how the structure contributes to the meaning. 	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p> <ul style="list-style-type: none"> • consistently cites relevant textual evidence that most strongly supports an analysis of what the text says explicitly when inferring and drawing conclusions. • determines a complex theme or explains a sophisticated development of theme or central idea. • evaluate and interpret the impact and intent of complex literary devices and the impact of those choices. • evaluate meanings of words and distinguish connotative, multiple meanings and figurative meanings of complex words and phrases. • analyze complex relationships by comparing and contrasting them among literary elements.

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Grade 8 ELA**

		<ul style="list-style-type: none">• analyze how differences in the points of view of the characters and the audience create effects such as dramatic irony.• explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.• analyze how the author acknowledges and responds to conflicting evidence or viewpoints.• delineate and evaluate the argument and specific claim in a text.• assess whether the reasoning is sound and the evidence is relevant and sufficient to a claim.• analyze a case in which two or more texts provide conflicting information on the same topic.• interpret visual elements from a text and draw conclusions from them.	
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Missouri Assessment Program Performance Level Descriptors (PLD's)

Grade 8 ELA

Writing

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

**Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 8 ELA**

			at this level
<ul style="list-style-type: none"> • plan, write, revise, and edit arguments that show little point of view. • plan, write, revise, and edit informative/expository pieces that show little or no examination of a topic and minimally convey ideas and information. • plan, write, revise, and edit narratives that show little or no development of real or imagined experiences using few or no techniques or details. 	<ul style="list-style-type: none"> • plan, write, revise, and edit arguments on topics or texts, using a general point of view. • plan, write, revise and edit informative/expository texts to partially examine a topic and partially convey ideas and information. • plan, write, revise, and edit narratives to partially develop real or imagined experiences or events using limited techniques and details. • produce writing in which the development and organization are generally appropriate to task, purpose, and/or audience. • demonstrate functional command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • produce clear and coherent writing in which the development, organization, word choice, point of view, and style are appropriate for task, purpose, and audience. • plan, write, revise, and edit arguments to support claims with clear reasons and relevant evidence and to acknowledge counter-claims. • plan, write, revise, and edit informative and expository texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • 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. • demonstrate a competent command of the conventions of standard English grammar, usage, transitions, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • 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. • effectively and engagingly write informative/expository texts; revise and edit for precise language and formal style to organize ideas and state a focus. • effectively and engagingly write narratives, revise, and edit precise words and phrases and use relevant descriptive details and sensory language to convey experiences. • effectively write or edit texts demonstrating a strong understanding of standard English grammar, conventions, and usage.

Missouri Assessment Program Performance Level Descriptors (PLD's)

Grade 8 ELA

Speaking & Listening

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • minimally delineate a speaker's argument and specific claims. 	<ul style="list-style-type: none"> • partially delineate a speaker's argument and specific claims. • speak appropriately but may not always be audible or clear. 	<ul style="list-style-type: none"> • delineate a speaker's argument and specific claims. • evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identify when irrelevant evidence is introduced. • plan and deliver appropriate and engaging presentations to demonstrate appropriateness for task, audience, and purpose. • speak articulately to communicate a clear viewpoint. • recognize diverse viewpoints. 	<ul style="list-style-type: none"> • critically interpret and use relevant information delivered orally.

Missouri Assessment Program Performance Level Descriptors (PLD's)

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Research

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