



# **English Language Arts Grade 8 Performance Level Descriptors**

**Summer 2025**

**Columbia, SC**

South Carolina Department of Education  
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## Performance Levels and Performance Level Descriptors

For the South Carolina College- and Career-Ready Assessments (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in South Carolina’s College- and Career-Ready Standards (SCCCRS). Most students have at least some knowledge of the information described in the content standards; however, performance levels succinctly describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the college- and career-ready standards. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels on SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

The general meaning of each of the four levels is provided below:

- The student **does not meet** the expectations of the grade-level content standards.
- The student **approaches** expectations of the grade-level content standards.
- The student **meets** the expectations of the grade-level content standards.
- The student **exceeds** the expectations of the grade-level content standards.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. PLDs are descriptions of the knowledge and skills expected at each of the four performance levels and were developed by committees of South Carolina educators. The PLDs are based on the approved 2024 state-adopted ELA content standards.

**PLDs show a progression of knowledge and skills** that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within the student’s performance level as well as all content and skills in any performance levels that precede the student’s own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Approaches Expectations and Does Not Meet Expectations performance levels.

### Standard Expectations: Policies and Ranges

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>Policy</b>	The student <b>Does Not Meet Expectations</b> as defined by the grade-level content standards.	The student <b>Approaches Expectations</b> as defined by the grade-level content standards.	The student <b>Meets Expectations</b> as defined by the grade-level content standards.	The student <b>Exceeds Expectations</b> as defined by the grade-level content standards.
<b>Range</b>	The student <b>needs substantial academic support</b> to be on track for college and career readiness.	The student <b>needs additional academic support</b> to be on track for college and career readiness.	The student <b>is prepared</b> to be on track for college and career readiness.	The student <b>is well prepared</b> to be on track for college and career readiness.

## Applications of Reading (AOR)

### ELA.AOR.1

Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.AOR.1.1:</b> Analyze how key elements contribute to the meaning of the text as a whole.	Attempt to analyze how key elements contribute to the meaning of the text as a whole.	Minimally analyze how key elements contribute to the meaning of the text as a whole.	Analyze how key elements contribute to the meaning of the text as a whole.	Analyze in depth how key elements contribute to the meaning of the text as a whole.
<b>ELA.8.AOR.1.2:</b> Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.	Attempt to analyze how figurative language impacts mood, tone, and meaning in a text(s); attempt to explain an author's use of symbolism.	Minimally analyze how figurative language impacts mood, tone, and meaning in a text(s); minimally explain an author's use of symbolism.	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.	Analyze in depth how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.

### ELA.AOR.2

Evaluate and critique the development of themes and central ideas within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.AOR.2.1:</b> Analyze how key details contribute to the development of two or more themes within and across literary texts.	Attempt to analyze how key details contribute to the development of two or more themes within and across literary texts.	Minimally analyze how key details contribute to the development of two or more themes within and across literary texts.	Analyze how key details contribute to the development of two or more themes within and across literary texts.	Analyze in depth how key details contribute to the development of two or more themes within and across literary texts.
<b>ELA.8.AOR.2.2:</b> Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	Attempt to analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	Minimally analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	Analyze in depth how supporting details contribute to the development of two or more central ideas within and across informational texts.

**ELA.AOR.3**

Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.AOR.3.1:</b> Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.	Attempt to analyze how points of view or perspectives create effects to include suspense and dramatic irony.	Minimally analyze how points of view or perspectives create effects to include suspense and dramatic irony.	Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.	Analyze in depth how points of view and/or perspectives create effects to include suspense and dramatic irony.

**ELA.AOR.4**

Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.AOR.4.1:</b> Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	Attempt to analyze an author’s perspective or purpose in a text and attempt to analyze how an author uses rhetoric to advance that perspective or purpose.	Minimally analyze an author’s perspective or purpose in a text and minimally analyze how an author uses rhetoric to advance that perspective or purpose.	Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	Analyze in depth an author’s perspective or purpose in a text and analyze in depth how an author uses rhetoric to advance that perspective or purpose.

**ELA.AOR.5**

Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.AOR.5.1:</b> Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.	Attempt to determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.	Determine and attempt to explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.	Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.	Determine and explain in depth how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.
<b>ELA.8.AOR.5.2:</b> Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Attempt to analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Minimally analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Analyze in depth how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.
<b>ELA.8.AOR.5.3:</b> Trace the development of an author's argument while analyzing the reasoning and/or rhetorical appeals used in an informational text.	Trace the development of an author's argument while attempting to analyze the reasoning or rhetorical appeals used in an informational text.	Trace the development of an author's argument while minimally analyzing the reasoning or rhetorical appeals used in an informational text.	Trace the development of an author's argument while analyzing the reasoning and/or rhetorical appeals used in an informational text.	Trace in depth the development of an author's argument while analyzing the reasoning and/or rhetorical appeals used in an informational text.

**ELA.AOR.6**

Summarize and paraphrase text to support comprehension and understanding.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.AOR.6.1:</b> Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Attempt to summarize or paraphrase content from grade-level text to enhance comprehension.	Partially summarize or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	[Meets Expectations is the highest level for this indicator.]

**ELA.AOR.7**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.8.AOR.7.1:</b> Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>b. use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ul>	<p>Attempt to determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. attempt to use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and</li> <li>b. [classroom-based]</li> <li>c. attempt to consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ul>	<p>Inconsistently determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. inconsistently use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and</li> <li>b. [classroom-based]</li> <li>c. inconsistently consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ul>	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and</li> <li>b. [classroom-based]</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ul>	<p>[Meets Expectations is the highest level for this indicator.]</p>

**ELA.AOR.8**

Analyze word relationships and nuances in word meanings within literary and informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.8.AOR.8.1:</b> Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;</p> <p>b. determine the relationship between particular words to better understand each of the words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</p>	<p>Attempt to interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. attempt to interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;</p> <p>b. attempt to determine the relationship between particular words to better understand each of the words; and</p> <p>c. attempt to distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</p>	<p>Minimally interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. minimally interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;</p> <p>b. minimally determine the relationship between particular words to better understand each of the words; and</p> <p>c. minimally distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</p>	<p>Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;</p> <p>b. determine the relationship between particular words to better understand each of the words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</p>	<p>Interpret in depth an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;</p> <p>b. determine the relationship between particular words to better understand each of the words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</p>

**ELA.AOR.9**

Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.8.AOR.9.1:</b> Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.</p>	<p>Attempt to apply knowledge of affixes and Greek and Latin roots to determine new or clarify meanings of words or phrases in grade-level content.</p>	<p>Inconsistently apply knowledge of affixes and Greek and Latin roots to determine new or clarify meanings of words or phrases in grade-level content.</p>	<p>Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

## Research (R)

### ELA.R.1

Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.R.1.1:</b> Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.	Conduct short and more sustained research by attempting to: a. generate and answer a research question(s) about a topic; and b. use a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic or purpose.	Conduct short and more sustained research by partially: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic or purpose.	Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.	[Meets Expectations is the highest level for this indicator.]
<b>ELA.8.R.1.2:</b> Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	Attempt to analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	Minimally analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	[Meets Expectations is the highest level for this indicator.]
<b>ELA.8.R.1.3:</b> Analyze findings to determine relevance to the topic.	Attempt to analyze findings to determine relevance to the topic.	Minimally analyze findings to determine relevance to the topic.	Analyze findings to determine relevance to the topic.	[Meets Expectations is the highest level for this indicator.]
<b>ELA.8.R.1.4:</b> Logically organize findings as relevant to the purpose.	Attempt to logically organize findings as relevant to the purpose.	Partially organize findings as relevant to the purpose.	Logically organize findings as relevant to the purpose.	[Meets Expectations is the highest level for this indicator.]

## Written and Oral Communication (C)

### ELA.C.1

Write arguments to support claims with clear reasons and relevant evidence.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.8.C.1.1:</b> Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;</li> <li>b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;</li> <li>c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;</li> <li>d. establish and maintain a tone appropriate to the task and audience; and</li> <li>e. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments that <b>attempt to</b> support a claim(s) with clear reasons or relevant evidence. When writing, <b>attempts to</b>:</p> <ul style="list-style-type: none"> <li>a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;</li> <li>b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;</li> <li>c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;</li> <li>d. establish and maintain a tone appropriate to the task and audience; and</li> <li>e. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments that <b>minimally</b> supports a claim(s) with clear reasons or relevant evidence. When writing, <b>minimally</b>:</p> <ul style="list-style-type: none"> <li>a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;</li> <li>b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;</li> <li>c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;</li> <li>d. establish and maintain a tone appropriate to the task and audience; and</li> <li>e. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;</li> <li>b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;</li> <li>c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;</li> <li>d. establish and maintain a tone appropriate to the task and audience; and</li> <li>e. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments that <b>skillfully</b> supports a claim(s) with clear reasons and relevant evidence. When writing, <b>skillfully</b>:</p> <ul style="list-style-type: none"> <li>a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;</li> <li>b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;</li> <li>c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;</li> <li>d. establish and maintain a tone appropriate to the task and audience; and</li> <li>e. provide a concluding statement or section that supports the argument presented.</li> </ul>

**ELA.C.2**

Write informative/expository texts to analyze and explain complex ideas and information.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.8.C.2.1:</b> Write informative texts to examine a topic and analyze information from multiple sources. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use varied transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience;</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts that <b>attempt to</b> examine a topic and analyze information from multiple sources. When writing, <b>attempts to:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use varied transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience;</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts that <b>minimally</b> examine a topic and analyze information from multiple sources. When writing, <b>minimally:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use varied transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience;</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts to examine a topic and analyze information from multiple sources. When writing,</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use varied transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience;</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts that <b>skillfully</b> examine a topic and analyze information from multiple sources. When writing, <b>skillfully:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use varied transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience;</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>

**ELA.C.3**

Write narratives to develop real or imagined experiences using effective techniques.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.8.C.3.1:</b> Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing:</p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>	<p>Write narratives that <b>attempt to</b> develop real or imagined experiences, memories, or ideas, using some narrative techniques, descriptive details, or structured event sequences. When writing, <b>attempts to:</b></p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>	<p>Write narratives that <b>minimally</b> develop real or imagined experiences, memories, or ideas, using some narrative techniques, descriptive details, and structured event sequences. When writing, <b>minimally:</b></p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing,</p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>	<p>Write narratives that <b>skillfully</b> develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing, <b>skillfully:</b></p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.	e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.	e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.	e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.	e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.

**ELA.C.4**

Demonstrate command of standard English grammar and conventions when writing.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.8.C.4.1:</b> Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission;</li> <li>c. use different types of verbals in sentences (gerunds, participles, infinitives);</li> <li>d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);</li> <li>e. use appropriate parallel structure in words, phrases, and clauses;</li> <li>f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>g. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ul>	<p><b>Attempt to</b> use the rules of and make decisions about standard English grammar and conventions to write compositions. When writing, <b>attempts to:</b></p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission;</li> <li>c. use different types of verbals in sentences (gerunds, participles, infinitives);</li> <li>d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);</li> <li>e. use appropriate parallel structure in words, phrases, and clauses;</li> <li>f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>g. [classroom-based]</li> </ul>	<p><b>Inconsistently</b> use the rules of and make decisions about standard English grammar and conventions to write compositions. When writing, <b>inconsistently:</b></p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission;</li> <li>c. use different types of verbals in sentences (gerunds, participles, infinitives);</li> <li>d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);</li> <li>e. use appropriate parallel structure in words, phrases, and clauses;</li> <li>f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>g. [classroom-based]</li> </ul>	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission;</li> <li>c. use different types of verbals in sentences (gerunds, participles, infinitives);</li> <li>d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);</li> <li>e. use appropriate parallel structure in words, phrases, and clauses;</li> <li>f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>g. [classroom-based]</li> </ul>	<p>[Meets Expectations is the highest level for this indicator.]</p>

**ELA.C.5**

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.8.C.5.1:</b> Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.	<b>Attempt to</b> improve writing by planning, editing, and considering feedback from adults or peers and revising for clarity or cohesiveness.	<b>Minimally</b> improve writing by planning, editing, and considering feedback from adults or peers and revising for clarity or cohesiveness.	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.	[Meets Expectations is the highest level for this indicator.]