U-PASS English Language Arts Grade 8

Proficiency Level Descriptors

Substantial

Students performing at the substantial level consistently apply English language arts skills. They accurately use word parts, connotation, synonyms, and context clues to understand vocabulary. In comprehending informational text, students effectively use text features and structures to infer meaning and to distinguish fact from opinion. Students also consistently comprehend literary text by determining incidents important to the plot, by making predictions about text, and by identifying figurative language, setting, and themes. Students effectively revise a written draft for controlling ideas, topic sentences, supporting details, appropriate word choice, and sentence variety. They accurately edit grade-level spelling, punctuation and usage errors. Students skillfully use the process of inquiry to choose supporting information and to differentiate reliable from unreliable sources and primary from secondary sources.

Sufficient

Students performing at the sufficient level generally apply English language arts skills appropriately. They use word parts, connotation, synonyms, and context clues to understand vocabulary. In comprehending informational text, students use text features and structures to infer meaning and to distinguish fact from opinion. Students also comprehend literary text by determining incidents important to the plot, by making predictions about text, and by identifying figurative language, setting, and themes. Students revise a written draft for controlling ideas, topic sentences, supporting details, word choice, and sentence variety. They edit grade-level spelling, punctuation and usage errors. Students use the process of inquiry to choose supporting information and to differentiate reliable from unreliable sources and primary from secondary sources.

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Proficiency Level Descriptors

Partial

Students performing at the partial level are inconsistent in the application of their English language arts skills. Their use of word parts, connotation, synonyms, and context clues to understand vocabulary is not fully developed. In comprehending informational text, students have a limited ability to use text features and structures; they may be able to infer meaning and distinguish fact from opinion. Students' ability to comprehend literary text when determining incidents important to the plot, when making predictions about text, and when identifying figurative language, setting, and themes is not fully developed. Students may be able to revise portions of a written draft for controlling ideas, topic sentences, supporting details, word choice, and/or sentence variety. They attempt to edit grade-level spelling, punctuation and usage errors. Students may have difficulty using the process of inquiry to choose supporting information and to differentiate reliable from unreliable sources or primary from secondary sources.

Minimal

Students performing at the minimal level are beginning to apply English language arts skills. They have limited understanding of word parts, connotation, synonyms, and context clues. They have minimal reading comprehension skills with most grade-level texts. In comprehending informational text, students have difficulty using text features and structures to determine meaning, and they often struggle to distinguish facts from opinion. They identify some fundamental elements of literature, such as character, plot, setting, figurative language, and simple themes. Students have a limited understanding of appropriate revisions, and they identify few grade-level spelling, punctuation and usage errors. Their ability to use the process of inquiry to select supporting information and to differentiate reliable from unreliable sources or primary from secondary sources is developing.