# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**August 2017**

**Next-Generation Achievement Level Descriptors**

**Exceeding Expectations**
A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

**Meeting Expectations**
A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

**Partially Meeting Expectations**A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

**Not Meeting Expectations**A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**Grade 3**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

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| --- | --- | --- | --- |
|  | **Partially Meeting Expectations*****On MCAS, a student at this level:*** | **Meeting Expectations*****On MCAS, a student at this level:*** | **Exceeding Expectations*****On MCAS, a student at this level:*** |
| Reading | Demonstrates **partial** understanding of what a text states explicitly; cites **limited** textual support; demonstrates **incomplete** understanding of key details and how they support the main idea; provides a **partial** description of a character, an event, or an idea in grade 3 textsDemonstrates **partial** understanding of words and phrases (e.g., figurative language); demonstrates a **limited** understanding of structural elements and different points of view Makes **basic** comparisons between texts; shows **partial** understanding of information presented in illustrations; **partially** compares and contrasts important points in text(s) | Demonstrates **sufficient** understanding of what a text states explicitly; cites **solid** textual support; demonstrates **appropriate** understanding of key details and how they support the main idea; provides a **mostly complete** description of a character, an event, or an idea in grade 3 textsDemonstrates **general** understanding of words and phrases (e.g., figurative language); demonstrates a **general** understanding of structural elements and different points of view Makes **appropriate** comparisons between texts; shows **solid** understanding of information presented in illustrations; **appropriately** compares and contrasts important points in text(s) | Demonstrates **comprehensive** understanding of what a text states explicitly; cites **in-depth** textual support; demonstrates **in-depth** understanding of key details and how they support the main idea; provides a **comprehensive** description of a character, an event, or an idea in grade 3 textsDemonstrates **in-depth** understanding of words and phrases (e.g., figurative language); demonstrates a **clear** understanding of structural elements and different points of view Makes **effective** comparisons between texts; shows **clear** understanding of information presented in illustrations; **effectively** compares and contrasts important points in text(s) |
| Writing | Produces **basic** writing with **limited** selection and explanation of facts and details related to grade 3 texts, topics, or subject areasProduces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of facts and details related to grade 3 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **effective** selection and explanation of facts and details related to grade 3 texts, topics, or subject areasProduces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of grade 3 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text; shows **partial** understanding of word parts and word relationships in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 3 academic and domain-specific words and phrasesDemonstrates **solid** understanding of unfamiliar words in text; shows **sufficient** understanding of word parts and word relationships in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 3 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text; shows **full** understanding of word parts and word relationships in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**Grade 4**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

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|  | **Partially Meeting Expectations*****On MCAS, a student at this level:*** | **Meeting Expectations*****On MCAS, a student at this level:*** | **Exceeding Expectations*****On MCAS, a student at this level:*** |
| Reading | Demonstrates **partial** understanding of what a text implies and states explicitly; cites **limited** textual support; **incompletely** **summarizes** key details and main ideas; provides a **partial** description of a character, an event, or an idea in grade 4 textsDemonstrates **partial** understanding of words and phrases (e.g., figurative language); provides a **limited** understanding of structural elements and different points of viewMakes **basic** comparisons between texts; shows **partial** understanding of information presented in media; **partially** explains important points and themes in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; cites **solid** textual support; **appropriately** summarizes key details and main ideas; provides a **mostly complete** description of a character, an event, or an idea in grade 4 textsDemonstrates **general** understanding of words and phrases (e.g., figurative language); provides a **general** understanding of structural elements and different points of viewMakes **appropriate** comparisons between texts; shows **solid** understanding of information present in media; **appropriately** explains important points and themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; cites **in-depth** textual support; **skillfully** summarizes key details and main ideas; provides a **comprehensive** description of a character, an event, or an idea in grade 4 textsDemonstrates **in-depth** understanding of words and phrases (e.g., figurative language); provides a **clear** understanding of structural elements and different points of viewMakes **effective** comparisons between texts; shows **clear** understanding of information present in media; **effectively** explains important points and themes in text(s) |
| Writing | Produces **basic** writing with **limited** selection and explanation of facts and details related to grade 4 texts, topics, or subject areasProduces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of facts and details related to grade 4 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **effective** selection and explanation of facts and details related to grade 4 texts, topics, or subject areasProduces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of grade 4 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text; shows **partial** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 4 academic and domain-specific words and phrasesDemonstrates **solid** understanding of unfamiliar words in text; shows **sufficient** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 4 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text; shows **full** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**Grade 5**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

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|  | **Partially Meeting Expectations*****On MCAS, a student at this level:*** | **Meeting Expectations*****On MCAS, a student at this level:*** | **Exceeding Expectations*****On MCAS, a student at this level:*** |
| Reading | Demonstrates **partial** understanding of what a text implies and states explicitly; provides **limited** textual support through the use of quotations or paraphrasing; **incompletely** summarizes key details and main ideas; provides a **partial** analysis of a character, an event, or an idea in grade 5 textsDemonstrates **partial** understanding of words and phrases (e.g., figurative language); provides a **limited** explanation of how structural elements or points of view influence text(s)Makes **basic** comparisons between texts; shows **partial** understanding of information present in multiple sources or media; **partially** analyzes important points and themes in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; provides **solid** textual support through the use of quotations or paraphrasing; **appropriately** summarizes key details and main ideas; provides a **mostly complete** analysis of a character, an event, or an idea in grade 5 textsDemonstrates **general** understanding of words and phrases (e.g., figurative language); provides a **general** explanation of how structural elements or points of view influence text(s)Makes **appropriate** comparisons between texts; shows **solid** understanding of information present in multiple sources or media; **appropriately** analyzes important points and themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; provides **in-depth** textual support through the use of quotations or paraphrasing; **skillfully** summarizes key details and main ideas; provides a **comprehensive** analysis of a character, an event, or an idea in grade 5 textsDemonstrates **in-depth** understanding of words and phrases (e.g., figurative language); provides a **clear** explanation of how structural elements or points of view influence text(s)Makes **effective** comparisons between texts; shows **clear** understanding of information present in multiple sources or media; **effectively** analyzes important points and themes in text(s) |
| Writing | Produces **basic** writing with **limited** selection and explanation of facts and details related to grade 5 texts, topics, or subject areasProduces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of facts and details related to grade 5 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **effective** selection and explanation of facts and details related to grade 5 texts, topics, or subject areasProduces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of grade 5 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text; shows **partial** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics  | Demonstrates **solid** reading vocabulary of grade 5 academic and domain-specific words and phrasesDemonstrates **solid** understanding of unfamiliar words in text; shows **sufficient** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 5 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text; shows **full** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**Grade 6**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

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|  | **Partially Meeting Expectations*****On MCAS, a student at this level:*** | **Meeting Expectations*****On MCAS, a student at this level:*** | **Exceeding Expectations*****On MCAS, a student at this level:*** |
| Reading | Demonstrates **partial** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **partially** support conclusions; **incompletely** summarizes text; provides a **partial** analysis of a character, an event, or an idea in grade 6 textsDemonstrates **partial** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **limited** understanding of how structural elements and point of view contribute to the development of ideasMakes **basic** comparisons between texts; **partially** integrates information in different media or formats; **partially** analyzes important claims, arguments, or themes in text(s)  | Demonstrates **sufficient** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **generally** support conclusions; **appropriately** summarizes text; provides a **mostly complete** analysis of a character, an event, or an idea in grade 6 texts Demonstrates **general** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **general** understanding of how structural elements and point of view contribute to the development of ideasMakes **appropriate** comparisons between texts; **solidly** integrates information in different media or formats; **appropriately** analyzes important claims, arguments, or themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **insightfully** support conclusions; **skillfully** summarizes text; provides a **sophisticated** analysis of a character, an event, or an idea in grade 6 textsDemonstrates **in-depth** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **sophisticated** understanding of how structural elements and point of view contribute to the development of ideasMakes **insightful** comparisons between texts; **skillfully** integrates information in different media or formats; **insightfully** analyzes important claims, arguments, or themes in text(s) |
| Writing | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade 6 texts, topics, or subject areasProduces writing with **little** development of a central idea, a claim, or sequenced events; **limited** organization; and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade 6 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea, a claim, or sequenced events; **moderate** organization; and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **sophisticated** writing with **skillful** selection and explanation of evidence and details related to grade 6 texts, topics, or subject areasProduces writing with **full** development of a central idea, a claim, or sequenced events**;** **skillful** organization; and **rich** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of grade 6 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 6 academic and domain-specific words and phrases Demonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 6 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**Grade 7**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations*****On MCAS, a student at this level:*** | **Meeting Expectations*****On MCAS, a student at this level:*** | **Exceeding Expectations*****On MCAS, a student at this level:*** |
| Reading | Demonstrates **partial** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **partially** support conclusions; incompletelysummarizes text; provides a **partial** analysis of the interactions of characters, events, or ideas in grade 7 textsDemonstrates **partial** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **limited** understanding of how structural elements and point of view contribute to the development of ideasMakes **basic** comparisons between texts; **partially** integrates information in different media or formats; **partially** analyzes important claims, arguments, or themes in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **generally** support conclusions; **appropriately** summarizes text;provides a **mostly complete** analysis of the interactions of characters, events, or ideas in grade 7 textsDemonstrates **general** understanding of **meanings** (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **general** understanding of how structural elements and point of view contribute to the development of ideasMakes **appropriate** comparisons between texts; **solidly** integrates information in different media or formats; **appropriately** analyzes important claims, arguments, or themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **insightfully** support conclusions; **skillfully** summarizes text; provides a **sophisticated** analysis of the interactions of characters, events, or ideas in grade 7 texts Demonstrates **in-depth** understanding of **meanings** (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **sophisticated** understanding of how structural elements and point of view contribute to the development of ideasMakes **insightful** comparisons between texts; **skillfully** integrates information in different media or formats; **insightfully** analyzes important claims, arguments, or themes in text(s) |
| Writing | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade 7 texts, topics, or subject areasProduces writing with **little** development of a central idea, a claim, or sequenced events; **limited** organization; and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade 7 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea, a claim, or sequenced events; **moderate** organization; and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **sophisticated** writing with **skillful** selection and explanation of evidence and details related to grade 7 texts, topics, or subject areasProduces writing with **full** development of a central idea, a claim, or sequenced events; **skillful** organization; and **rich** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of grade 7 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 7 academic and domain-specific words and phrases Demonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 7 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts, figurative language, word relationships, and nuances in word meanings Demonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**Grade 8**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

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| --- | --- | --- | --- |
|  | **Partially Meeting Expectations*****On MCAS, a student at this level:*** | **Meeting Expectations*****On MCAS, a student at this level:*** | **Exceeding Expectations*****On MCAS, a student at this level:*** |
| Reading | Demonstrates **partial** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **partially** support conclusions; **incompletely** summarizes text; provides a **partial** analysis of connections among characters, events, or ideas in grade 8 texts Demonstrates **partial** understanding of meanings (e.g., figurative, ironic, allusive) and effects (e.g., on mood) of words and phrases; demonstrates **limited** understanding of how structural elements and point of view contribute to the development of ideasProvides a **basic** analysis between texts; **partially** integrates information from different media or formats; **partially** analyzes important claims, arguments, or themes in multiple texts  | Demonstrates **sufficient** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **generally** support conclusions; **appropriately** summarizes text; provides a **mostly complete** analysis of connections among characters, events, or ideas in grade 8 textsDemonstrates **general** understanding ofmeanings (e.g., figurative, ironic, allusive) and effects (e.g., on mood) of words and phrases; demonstrates **general** understanding of how structural elements and point of view contribute to the development of ideasProvidesan **appropriate** analysis between texts; **solidly** integrates information from different media or formats; **appropriately** analyzes important claims, arguments, or themes in multiple texts  | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **insightfully** support conclusions; **skillfully** summarizes text; provides a **sophisticated** analysis of connections among characters, events, or ideas in grade 8 texts Demonstrates **in-depth** understanding ofmeanings (e.g., figurative, ironic, allusive) and effects (e.g., on mood) of words and phrases; demonstrates **sophisticated** understanding of how structural elements and point of view contribute to the development of ideasProvides an **insightful** analysis between texts; skillfully integrates information from different media or formats; **insightfully** analyzes important claims, arguments, or themes in multiple texts  |
| Writing | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade 8 texts, topics, or subject areasProduces writing with **little** development of a central idea, a claim, or sequenced events; **limited** organization; and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade 8 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea, a claim, or sequenced events; **moderate** organization; and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **sophisticated** writing with **skillful** selection and explanation of evidence and details related to grade 8 texts, topics, or subject areasProduces writing with **full** development of a central idea, a claim, or sequenced events; **skillful** organization; and **rich** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of grade 8 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 8 academic and domain-specific words and phrases Demonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 8 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |