

Schoolwide Benchmark Assessment Plan

Language Arts Standards

Test 1 September
Test 2 November

Test 3 January
Test 4 March

Test	Standard	Category	EIGHTH GRADE	
			Essential Language Standards	Kid Friendly Standards
1	2.4	Reading Comprehension (Focus on Informational Materials)	Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	2.4 I can judge if a summary includes key points of information from the original text (main idea, critical detail, hidden meanings).
1	1.2	Written and Oral English Language Conventions	Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	1.2 I can reproduce sentences that apply the same rules of grammar.
1	1.2	Writing Strategies	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	1.2 I can correctly connect written thoughts and paragraphs with transitional words and phrases (i.e., furthermore, in addition to... unlike, rather than).
1	2.1*	Writing Applications (at least 500 to 700 words in each genre)	<p>Write biographies, autobiographies, short stories, or narratives:</p> <p>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</p> <p>b. Reveal the significance of, or the writer's attitude about, the subject.</p> <p>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</p>	<p>2.1 I am able to write biographies (writing about a factual person), autobiographies (writing about self), short stories or narratives.</p> <ul style="list-style-type: none"> • Retell an event in a clear organized manner. • The writer's voice is heard throughout the written piece. • I am able to use quotes, descriptive language as well as compare and contrast characters.
2	2.3	Reading Comprehension (Focus on Informational Materials)	Find similarities and differences between texts in the treatment, scope, or organization of ideas.	2.3 Students find similarities and differences between text in their focus and layout of information.
2	1.4	Written and Oral English Language Conventions	Edit written manuscripts to ensure that correct grammar is used.	1.4 I am able to edit written work.
2	1.1	Writing Strategies	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	1.1 I am able to create well organized bodies of writing that include a clear introduction, body, and conclusion.
2	2.2*	Writing Applications (at least 500 to 700 words in each genre)	<p>Write responses to literature:</p> <p>a. Exhibit careful reading and insight in their interpretations.</p>	<p>2.2 I am able to respond well to something read.</p> <ul style="list-style-type: none"> • I read for detail. • I connect and respond to specific text

			<p><i>b. Connect the student's own responses to the writer's techniques and to specific textual references.</i></p> <p><i>c. Draw supported inferences about the effects of a literary work on its audience.</i></p> <p><i>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</i></p>		<p><i>references.</i></p> <ul style="list-style-type: none"> <i>I am able to make educated guesses about how a piece of writing would affect the reader.</i> <i>I can show evidence from the writings to support their own opinion.</i>
3	2.7	Reading Comprehension (Focus on Informational Materials)	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	2.7	I can logically extract key points from the patterns of text
3	3.5	Literary Response and Analysis	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	3.5	I can find and examine repeated concepts in writing of past and present.
3	2.4*	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<p><i>Write persuasive compositions:</i></p> <p><i>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</i></p> <p><i>b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</i></p> <p><i>c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.</i></p>	2.4	<p><i>I can persuade others through writing.</i></p> <ul style="list-style-type: none"> <i>I can say/state a clear opinion.</i> <i>I can support my views and opinions with facts, statistics and expert opinions.</i> <i>I can anticipate disagreements of other points of view and find data that answers opposing arguments.</i>
4	3.7	Literary Response and Analysis	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical -approach)	3.7	I can extract the traditions, attitudes, beliefs, and cultural history of the author.
4	1.6	Writing Strategies	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	1.6	I can select quality vocabulary, correct organization and a consistent viewpoint using transitional words and phrases.
4	2.3*	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<p><i>Write research reports:</i></p> <p><i>a. Define a thesis.</i></p> <p><i>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</i></p> <p><i>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</i></p> <p><i>d. Organize and display information on charts, maps, and graphs.</i></p>	2.3	<p><i>I am able to write research reports.</i></p> <ul style="list-style-type: none"> <i>I am able to define a thesis.</i> <i>I am able to correctly find, extract and restate in my own words information found from reliable sources.</i> <i>I am able to use first and second hand accounts in their writing and use information appropriately.</i> <p><i>I am able to correctly use charts, maps, and graphs to support written work.</i></p>

*Italicized standards may not be included in the Edusoft benchmark assessment, but will be included in the state STAR testing in the spring.