

New York State Testing Program
Next Generation Learning Standards
English Language Arts Test

How were the PLDs developed?

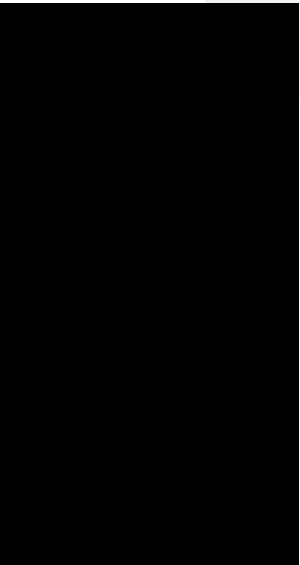
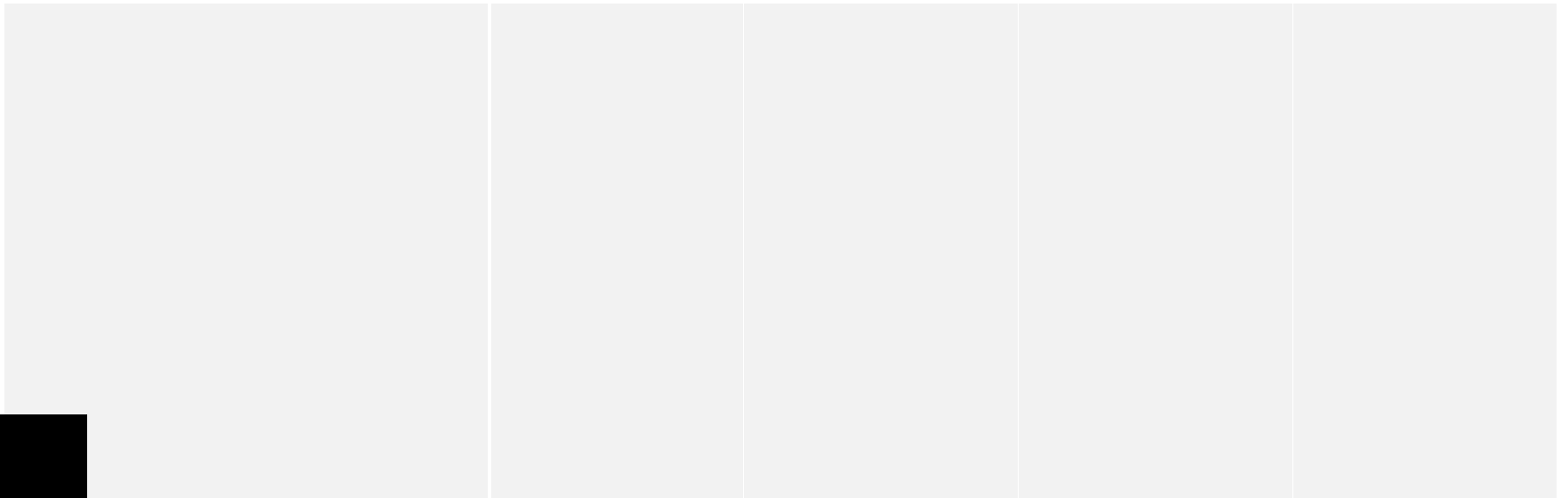
Following best practice for the development of PLDs, the number of performance levels and their

Next Generation Learning Standards Grade 8 English Language Arts Performance Level Descriptions

| Anchor Standard | Standard | Performance Level 4 | Performance Level 3 | Performance Level 2 | Performance Level 1 |
|---|---|--|--|--|---|
| Students read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (R1) | 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) | Make sophisticated inferences; cite textual evidence that logically supports an insightful analysis of what the text says explicitly/implicitly. | Make logical inferences; cite textual evidence that logically supports analysis of what the text says explicitly/implicitly | Make inferences; cite textual evidence that partially supports analysis of what the text says explicitly/implicitly. | Make weak inferences; cite textual evidence that provides little to no support of what the text says explicitly/implicitly. |
| Students determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R2) | 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) | Determine one or more themes or central ideas of the text and provide insightful analysis of its development over the course of the text; provide an accurate and sophisticated summary of the text. | Determine one or more themes or central ideas of a text and analyze its development over the course of the text; provide a summary of the text using key supporting details and ideas. | Determine a theme or central idea of a text and | |

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| <p>Students analyze how and why individuals, events, and ideas develop and interact over the course of a text. (R3)</p> | <p>8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)</p> | <p>In literary texts, provide a detailed and insightful analysis of how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>In informational texts, provide a detailed and insightful analysis of the subtleties and interactions of how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> | <p>In literary texts, provide an analysis of how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>In informational texts, provide an analysis of how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> | <p>In literary texts, provide a partial analysis of how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>In informational texts, provide a partial analysis of how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> | <p>In literary texts, provide an inadequate or inaccurate analysis of how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>In informational texts, provide an inadequate or inaccurate analysis of how individuals, events, and ideas are introduced, relate to each other, and are developed.</p> |
| <p>Students interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (R4)</p> | <p>8R4: Determine the meaning of words and phrases as they are used in a text, including figures</p> | | | | |



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| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1) | Language Standards 1 and 2 are organized within grade band. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills by the end of Grade 8. | Demonstrate a sophisticated command of the conventions of standard English grammar and usage when writing to produce few errors. | Demonstrate a command of the conventions of standard English grammar and usage when writing to produce writing with occasional errors that do not hinder comprehension. | Demonstrate an emerging command of the conventions of standard English grammar and usage when writing to produce writing with some errors that may hinder comprehension. | Demonstrate a limited command of the conventions of standard English grammar and usage by producing writing with errors that hinder comprehension. |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2) | | Demonstrate a sophisticated command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with few errors. | Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with occasional errors that do not hinder comprehension. | Demonstrate an emerging command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with some errors that may hinder comprehension. | Demonstrate a limited command of the conventions of standard English capitalization, punctuation, and spelling by producing writing with errors that hinder comprehension. |
| Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L3) | 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Exhibit a skillful and sophisticated use of grade-appropriate language and its conventions when reading and writing. | Exhibit an accurate use of grade-appropriate language and its conventions when reading and writing. | Exhibit an inconsistent or imprecise use of grade-appropriate language and its conventions when reading and writing. | Exhibit an inaccurate use of grade-appropriate language and its conventions when reading and writing. |

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| Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (L4) | 8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | Determine or clarify with precision and detail the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. | Partially determine or clarify the meaning of unknown and multiple-meaning words and phrases, demonstrating limited range of strategies. | Demonstrate an inability to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L5) | 8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Demonstrate a sophisticated understanding of figurative language, word relationships, and nuances in word meanings by choosing words precisely and purposefully. | Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings by choosing words that suit the purpose. | Demonstrate a limited understanding of figurative language, word relationships, and nuances in word meanings by choosing words that partially connect to the purpose. | Demonstrate a minimal ability to understand figurative language, word relationships, and nuances in word meanings by choosing words that show little or no connection to the purpose. |
| Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (L6) | 8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge | | | | |

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| Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and clear sequencing. (W3) | 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and clear sequencing. | Write compelling narratives to develop real or imagined experiences or events using sophisticated techniques, insightful descriptive details, and purposeful sequencing and development of points of view of narrators and characters; use advanced and content-specific vocabulary and purposeful and varied transitions to connect ideas while maintaining sophisticated style and tone; concluding statement or section that explains the argument presented. | Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and clear sequencing and development of points of view of narrators and characters; use precise and content-specific vocabulary, and appropriate and varied transitions to connect ideas while maintaining appropriate style and tone; concluding statement or section that explains the argument presented. | Write narratives to develop real or imagined experiences or events using techniques, descriptive details, and sequencing and development of points of view of narrators and characters; use content-specific vocabulary and transitions to connect ideas; concluding statement that partially explains the argument presented. | Write underdeveloped narratives about real or imagined experiences or events using simple techniques, few descriptive details, and basic sequencing and development of points of view of narrators and characters. |
| Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience; explain divergences from the original text when appropriate. (W4) | 8W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience; explain differences from the original text when appropriate. | Create a sophisticated poem, story, play, artwork, or other response to a text, author, theme, or personal experience with an insightful explanation of differences from the original text when appropriate. | Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience; explain differences from the original text when appropriate. | Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience; partially explain differences from the original text when appropriate. | Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; minimal explanation of the differences from the original text. |

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| Draw evidence from literary or informational texts to support analysis, reflection, and research. (W5) | 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply Grade 8 reading standards to both literary and informational texts, where applicable. | Insightfully draw evidence from literary or informational texts to support analysis, reflection, and research, applying Grade 8 reading standards to both literary and informational texts, where applicable. | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying Grade 8 reading standards to both literary and informational texts, where applicable. | Partially draw evidence from literary or informational texts to support analysis, reflection, and research, applying Grade 8 reading standards to both literary and informational texts, where applicable. | Minimally draw evidence from literary or informational texts to support analysis, reflection, and research, applying Grade 8 reading standards to both literary and informational texts, where applicable. |