Topic: English Language Arts/Reading	
Included Standards: Grade 8 Access Points Vocabulary and Fluency	
Grade: 8	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**
Score 3.0	**The student will be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression and be able to use multiple strategies to increase knowledge of grade level appropriate vocabulary.** **Performs complex skills:** 　Adjust reading rate based on difficulty. (I) 　Listen to, read and discuss a variety of text. (I/S) 　Read text with accuracy (I/S) 　Listen and respond to stories and informational text (P) 　Identify word relationships (e.g. common analogies) and their meaning. (I) 　Determine the meaning of a word with multiple meanings (e.g. homographs) in text. (I/S) **The student exhibits no major errors or omissions regarding the score 3.0 content.**
Score 2.0	**The student:** **Recognizes or recalls specific terminology:** 　rate, expression, multisyllabic, prefixes, suffixes, root words, phrase, context clues **Performs basic skills**: 　Use new vocabulary that is introduced and taught directly. (I/S) 　Use context clues and graphics to determine meanings of unknown words (I/S) 　Categorize key vocabulary (I/S) 　Relate new vocabulary to familiar words. (I/S) 　Identify new vocabulary that is introduced and taught directly. (P) 　Recognize and use prefixes, suffixes, and root words. (I) 　Recognize and use common suffixes (-ed, -ing). (S) 　Determine the meaning of unknown words using a dictionary or digital tool. (I/S) 　Use phonics skills to decode multisyllabic words. (S) 　Use phonics skills to decode unknown words. (I) 　Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities. (P) 　Accurately and consistently identify pictures or symbols paired with words in stories and daily activities. (P) 　Identify pictures or symbols to indicate the next step in a familiar school activity. (P) 　Identify persons, objects and actions by name or characteristics (P) **No major errors or omissions regarding the score 2.0 content.**
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic:	English Language Arts/Reading
Included Standards: Grade 8 Access Points Comprehension	
Grade: 8	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**
Score 3.0	**The student will be able to use a variety of strategies to comprehend grade level text.** **Performs complex skills:** - Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. (I) - Identify similarities and differences characters, actions, or settings in two texts. (I) - Identify a theme shared by two or more fiction and nonfiction selections. (I) - Identify text structures (e.g. comparison/contrast, cause/effect relationships, chronological order) in narrative and informational text using strategies, including graphic organizers. (I) - Identify cause and effect relationships in stories and informational text. (I) - Determine the main idea or essential message in text through guided retelling an identifying relevant details and facts. (I) - Identify the author's purpose (e.g. to inform, entertain, persuade) in a variety of text formats (e.g. stories, letters, reports) and use the information to construct meaning. (I) - Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. Table of content, headings, subheadings, charts, maps, text styles, index, glossary) to make and confirm predictions of content and purpose of reading selections. (I) **The student exhibits no major errors or omissions regarding the score 3.0 content.**
Score 2.0	**The student:** **Recognizes or recalls specific terminology:** narrative, informational text, text features, author's purpose, essential message, cause/effect, theme, chronological order **Performs basic skills:** - Identify persons, objects, actions, and settings in read-aloud narrative and informational text. (S) - Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. (S) - Recognize a theme shared by two fiction or nonfiction selections. (S) - Identify similarities and differences and the sequence of events in stories and informational text using strategies, including graphic organizers. (S) - Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities. (P) - Identify explicit cause/effect relationships in stories and informational text. (S) - Recognize familiar read-aloud stories with a theme (e.g. caring). (P) - Determine the main idea or essential message in text through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how and what happened. (S) - Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities. (P) - Identify the author's purpose (e.g. to inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections. (S) - Recognize details and what happened in real-aloud stories and informational text. (P) - Use background knowledge of the subject and text features (e.g., illustrations, title, graphics, table of contents) to make and confirm predictions of reading selections. (S) - Respond accurately and consistently to pictures or symbols paired with words on charts, used to guide school activities. (P) **No major errors or omissions regarding the score 2.0 content.**
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.