

## Grade 8 ELA & Math Performance Descriptors

This is the descriptors provided parents for each level of performance

<b>Content Strand/Reporting Category Statements</b>	
<b>Reporting Category</b>	<b>Text</b>
<b>Reading for Information</b>	Students explain how reasoning and evidence shape and support the main idea of a text. They examine how a text makes connections between different individuals, ideas, or events. They show how an author of a text responds to evidence that does not support his or her point of view.
<b>Reading for Literature</b>	Students find the main idea of a text and examine how it is developed. They determine how specific words and phrases can change the meaning and tone of a text. They analyze how a character’s point of view affects a text. They recognize the influence of other literature on a text.
<b>Writing and Language</b>	Students write to inform or make an argument. They use evidence and clear reasoning to support their writing. Their evidence comes from many different sources. They determine the meaning of new words and figurative language. They spell correctly and use correct grammar.

<b>What These Results Mean</b>	
<b>Reporting Category</b>	<b>Text</b>
<b>Reading for Information – Below Mastery</b>	Your student may have trouble giving an unbiased (fair) summary of a text; showing how an author organizes and develops the main idea of a text; determining an author’s point of view and how he or she responds to conflicting viewpoints; recognizing how word choice affects a text.
<b>Reading for Information – At/Near Mastery</b>	Your student can often give an unbiased (fair) summary of a text; show how an author organizes and develops the main idea of a text; recognize that word choice

	affects a text’s meaning; explain how an author responds to conflicting viewpoints; recognize information that is unimportant.
<b>Reading for Information – Above Mastery</b>	Your student gives an objective summary of a text; uses evidence from a text to make and support conclusions; explains how an author addresses a conflicting viewpoint; determines if information in a text is needed; evaluates how presentation (like text or audio) affects information.
<b>Reading for Literature – Below Mastery</b>	Your student may have trouble making conclusions about a text; finding the theme or main idea; explaining how a story moves forward; recognizing how word choice affects meaning; explaining different points of view in a text; recognizing the influence of other literature on a text.
<b>Reading for Literature – At/Near Mastery</b>	Your student often uses supporting details to explain the theme or main idea; shows how a story moves forward; describes the effect of point of view on a text; recognizes the influences of other literature on a text; compares the structure of two or more texts.
<b>Reading for Literature – Above Mastery</b>	Your student explains how authors use characters, setting, and plot to develop the theme or main idea of a text; shows how word choice can affect the overall tone of a story; describes the influence of other literature on a text; compares and contrasts the structure of two or more texts.
<b>Writing and Language – Below Mastery</b>	Your student may have trouble stating a claim clearly and providing supporting details to make an argument when writing; using citations correctly when doing research; using verb tenses and punctuation correctly; using other words or word parts to figure out the meaning of new words.
<b>Writing and Language – At/Near Mastery</b>	Your student often writes clearly on a topic using supporting details and transitions; makes revisions and edits to improve his or her writing; summarizes the conclusions of other writers when doing research; understands figures of speech in a text; spells correctly.
<b>Writing and Language – Above Mastery</b>	Your student makes a claim and supports it with clear reasoning and evidence; uses and cites information from many sources when researching; uses punctuation and grammar correctly; uses and understands words and phrases with many meanings; revises and edits his or her writing.



AzMERIT ELA 6-11 Writing Essay Performance Text (Informative)

Dimension 1: Grades 6-11				
ELA	Statement of Purpose/Focus and Organization	6-11 (Informative)	NS	Your student earned no score out of 4 possible points. Your student's essay was difficult to read or written in a foreign language. The response was off topic or unrelated to the purpose.
ELA	Statement of Purpose/Focus and Organization	6-11 (Informative)	1	Your student earned 1 out of 4 possible points. Your student's essay may be related to the topic but may be very short, unclear, or drift off topic. The response is not very organized and does not use transitions to connect ideas. It may often include ideas that are not relevant to the topic.
ELA	Statement of Purpose/Focus and Organization	6-11 (Informative)	2	Your student earned 2 out of 4 possible points. Your student's essay is somewhat on topic and may have a minor drift in focus. The main idea may be unclear and somewhat unfocused. The response is not clearly organized. It does not use transitions consistently or make clear connections between ideas. If there are a conclusion and an introduction, they are weak.
ELA	Statement of Purpose/Focus and Organization	6-11 (Informative)	3	Your student earned 3 out of 4 possible points. In general, your student's essay stays on topic and is focused. The main idea of the topic is given context and addresses the audience and purpose for writing. The response is organized and develops connections between ideas. It uses transitions and has an introduction and conclusion.

ELA	Statement of Purpose/Focus and Organization	6-11 (Informative)	4	Your student earned 4 out of 4 possible points. Your student's essay is focused and stays on topic. The main idea of a topic is clearly stated and communicated to the audience. The response is clearly and effectively organized. It uses transitions to make and develop strong connections between ideas. It uses an introduction and conclusion to bring together the essay.
<b>Dimension 2: Grades 6-11</b>				
ELA	Evidence/Elaboration	6-11 (Informative)	NS	Your student earned no score out of 4 possible points. Your student's essay was difficult to read or written in a foreign language. The response was off topic or unrelated to the purpose.
ELA	Evidence/Elaboration	6-11 (Informative)	1	Your student earned 1 out of 4 possible points. Your student's essay includes little support or evidence for the main idea. It uses few sources, facts, or details, which may be unrelated or incorrect. The response does not express ideas clearly and uses limited language and vocabulary. It does not address the audience or purpose for writing well.
ELA	Evidence/Elaboration	6-11 (Informative)	2	Your student earned 2 out of 4 possible points. Your student's essay includes some support or evidence for the main idea. It uses some facts and details from other sources but does not use citations regularly. The response does not expand on ideas or make clear connections between ideas. It uses simple and sometimes inappropriate language for the audience and purpose.
ELA	Evidence/Elaboration	6-11 (Informative)	3	Your student earned 3 out of 4 possible points. Your student's essay gives support or evidence for the main idea using facts and details. The response generally cites information used from other sources. It expands on ideas. The response expresses ideas clearly using specific vocabulary that is appropriate for the audience and style of writing.
ELA	Evidence/Elaboration	6-11 (Informative)	4	Your student earned 4 out of 4 possible points. Your student's essay gives detailed and convincing support or evidence for the main idea. It uses sources, facts, and details to fully explain the main idea. The response expands on ideas and uses citations correctly. It explains information clearly using accurate language appropriate for the audience and style of writing.

Dimension 3: Grades 6-11

ELA	Conventions/Editing	6-11 (Informative)	0	Your student earned 0 out of 2 possible points. Your student's essay shows a lack of understanding of sentence formation and other conventions. There are many mistakes in spelling, punctuation, and capitalization. These errors make the meaning or main idea of the response unclear.
ELA	Conventions/Editing	6-11 (Informative)	1	Your student earned 1 out of 2 possible points. Your student's essay shows some understanding of sentence formation and other conventions. The response has some punctuation, capitalization, and spelling mistakes. These mistakes may confuse the meaning of the response.

ELA	Conventions/Editing	6-11 (Informative)	2	Your student earned 2 out of 2 possible points. Your student's essay shows an understanding of sentence formation and other conventions. The response may have some mistakes, but they are not repeated often in the text. It uses correct punctuation, capitalization, and spelling.
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## Grade 8 Math

Content Strand/Reporting Category Statements	
Reporting Category	Text
<b>Functions</b>	Students understand the definition of functions. They compare functions algebraically, graphically, numerically in tables, or by verbal descriptions. They classify functions as linear or nonlinear. They figure out rates of change and initial values. They interpret and create graphs.
<b>Expressions and Equations</b>	Students work with numerical expressions with positive and negative exponents and with square and cube roots. They graph proportional relationships, understanding that the unit rate is the slope. They solve linear equations in one variable and systems of equations in two variables.

<b>Geometry</b>	Students examine and describe transformations and understand how they relate to congruent and similar figures. Students use angle relationships to solve for angles in triangles and intersecting lines. They understand and apply the Pythagorean theorem. They use formulas for volume.
<b>Statistics &amp; Probability and the Number System</b>	Students interpret and create scatter plots and two-way frequency tables. They recognize when scatter plots suggest linear associations, and use linear equations to solve problems. Students identify rational and irrational numbers, and can approximate the values of irrational numbers.

<b>What These Results Mean</b>	
<b>Reporting Category</b>	<b>Text</b>
<b>Functions – Below Mastery</b>	Your student may have trouble identifying functions; creating a graph from a given equation; classifying functions modeled by equations or graphs as linear or nonlinear; determining the rate of change.
<b>Functions – At/Near Mastery</b>	Your student is often able to identify functions; represent functions in multiple ways; determine if functions are linear; explain the definition of a function and the relationship between a function and its graph; compare functions; determine the rate of change and the initial value.
<b>Functions – Above Mastery</b>	Your student almost always correctly represents mathematical relationships and determines if they can be described with a function; justifies if two functions are equivalent; identifies if a set of values or function is linear; interprets key features of a function.
<b>Expressions and Equations – Below Mastery</b>	Your student may have trouble applying properties of exponents; evaluating square roots; representing numbers in scientific notation; graphing proportional relationships; interpreting the unit rate as the slope; solving linear equations with integer coefficients (like 4 in $4xyz$ ).
<b>Expressions and Equations – At/Near Mastery</b>	Your student is often able to apply properties of exponents to create equivalent expressions; multiply and divide numbers written in scientific notation; compare two

	proportional relationships represented in different ways; solve multistep linear equations; solve a system of equations.
<b>Expressions and Equations – Above Mastery</b>	Your student almost always correctly applies properties of exponents; finds square and cube root solutions to equations; converts numbers between decimal and scientific notation; represents proportional relationships; explains if a system of equations has 0, 1, or infinite solutions.
<b>Geometry – Below Mastery</b>	Your student may have trouble identifying similar and congruent figures; using the sum of a triangle’s angles to solve problems; identifying equal angle pairs; knowing the Pythagorean theorem and using it to calculate distances; finding the volume of a cylinder.
<b>Geometry – At/Near Mastery</b>	Your student is often able to identify transformations and corresponding angles; find the measures of unknown angles; understand and apply the Pythagorean theorem to solve problems and calculate distance; use the formulas for volumes of cones, cylinders, and spheres to solve problems.
<b>Geometry – Above Mastery</b>	Your student almost always recognizes and explains transformations resulting in congruent or similar figures; understands angle relationships; uses the Pythagorean theorem when solving multistep problems; uses the formulas for volumes of cones, cylinders, and spheres to solve problems.
<b>Statistics &amp; Probability and the Number System – Below Mastery</b>	Your student may have trouble creating a scatter plot; recognizing that a line can sometimes be used to describe associations for data; finding slopes and y-intercepts for the line of best fit; completing a two-way table; identifying irrational numbers; converting decimals to fractions.
<b>Statistics &amp; Probability and the Number System – At/Near Mastery</b>	Your student is often able to construct a scatter plot and identify possible relationships between data; interpret the meaning of the line of best fit; interpret and describe information in two-way tables; compare rational and irrational numbers; convert decimals to rational numbers.
<b>Statistics &amp; Probability and the Number System – Above Mastery</b>	Your student almost always constructs and interprets scatter plots to identify possible associations between data; identifies and interprets line of best fit to solve multistep problems; creates and uses linear models; approximates irrational numbers; converts all decimals to fractions.

