

## MI-Access Functional Independence English Language Arts Assessment Grade 8 Performance Level Descriptors

Grade 8	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students <b>who are emerging toward the performance standard</b> , with or without assistance, are typically able to demonstrate a <b>limited*</b> ability to...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students <b>who attained the performance standard</b> are typically able to <b>independently*</b> ...	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
Claim 1	Use <u>narrative text</u> to: 1) Answer a question using explicit details or identify a specific detail that supports an inference; 2) Relate details about events, characters, or settings to the theme or main idea; 3) Identify that a particular event and a subsequent happening or event are related. Use <u>informational text</u> to: 1) Answer a question using explicit details or identify a specific detail that supports an inference; 2) Identify which of two sentences/statements best provides a summary. 3) Sequence two or more events; 4) Identify the author's purpose or point of view or select one example from the text that describes it. Understand <u>vocabulary</u> : 1) Use context as a clue to guide selection of a word that best completes a sentence; 2) Identify the meaning of a word found within a text, including multiple meaning words.	Use <u>narrative text</u> to: 1) Answer a question using explicit details and/or identify a specific detail that supports an inference; 2) Relate details about events, characters, and/or settings to the theme or main idea; 3) Identify how a particular event led to a later action or caused a subsequent happening to occur. Use <u>informational text</u> to: 1) Answer a question using explicit details and/or identify a specific detail that supports an inference; 2) Identify a statement that accurately provides a summary. 3) Sequence three events; 4) Identify the author's purpose or point of view and/or select one example from the text that describes/supports it. Understand <u>vocabulary</u> : 1) Use context as a clue to guide selection of a word or words that best complete a sentence, including content-area words; 2) Identify the meaning of a word found within a text, including multiple meaning words.	Use <u>narrative text</u> to: 1) Answer questions using explicit details and identify specific details that support an inference; 2) Relate details about events, characters, and settings to the theme or main idea; 3) Identify how a particular event led to a later action or caused a subsequent happening to occur. Use <u>informational text</u> to: 1) Answer questions using explicit details and identify specific details that support an inference; 2) Identify sentences/statements that accurately provide a summary. 3) Sequence three or more events; 4) Identify the author's purpose or point of view and select examples from the text that describes/supports it. Understand <u>vocabulary</u> : 1) Use context as a clue to guide selection of words that best completes a sentence, including content-area words; 2) Identify the meaning of a word/words found within a text, including multiple meaning words.
Claim 2	Write/dictate or draw about a personal experience, including two or more details about characters, settings or events; Begin to identify a grammatically correct sentence that uses correct capitalization and ending punctuation.	Write/dictate or draw about a personal experience, including three details about characters, settings or events; Identify a grammatically correct sentence that uses correct capitalization and ending punctuation.	Write/dictate or draw about personal experiences including three or more details about characters, settings or events with well-developed examples and details; Identify grammatically correct sentences that use correct capitalization and ending punctuation.
Claim 3	Identify one point that supports a speaker's argument; Identify the appropriate verb tense when communicating; Use language to communicate effectively with peers and adults.	Identify one point that supports a speaker's argument; Identify/ use the appropriate verb tense when communicating; Use language to communicate effectively with peers and adults.	Identify one or more points that support a speaker's argument; Identify appropriate verb tense when communicating; Use language to communicate effectively with peers and adults.
Claim 4	Select a fact or detail related to a given topic; Identify words to describe the feelings of people/characters or other sensory information about the setting.	Identify/list/organize facts or details to support a given topic; Identify/use words to describe the feelings of people/characters or other sensory information about the setting.	Identify/list/organize facts or details to support a given topic and begin to explain the method for organizing; Use two or more adjectives to describe the feelings of people/characters or other sensory information about the setting.

\*May include students using standard accommodations as determined by their Individualized Education Program  
\*\*Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better