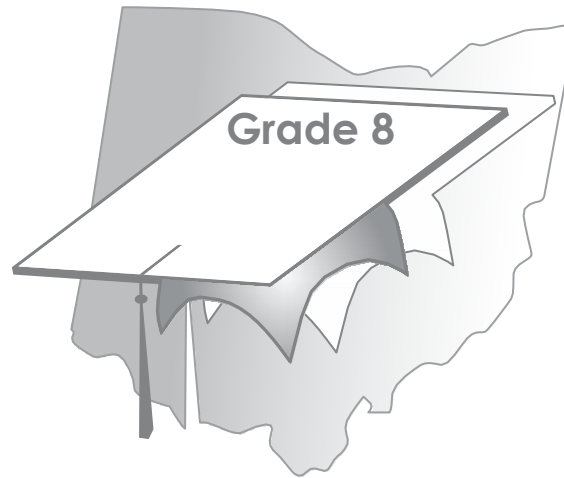


Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

Test Specifications



Grade 8 ELA

Introduction

The Test Specifications provide an overview of the structure and content of Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD). This overview includes a description of the test design as well as information on the items that will appear on the test. Also included is a test blueprint, a document that identifies the range and distribution of items grouped into various reporting categories. The specifications also provide specific guidelines for the development of all items used for Ohio’s AASCD. This document is a resource not only for item writers and test designers, but also for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

Test Design Overview

The AASCD is an online assessment designed to maximize access for students with the most significant cognitive disabilities and ensure that all students are included in Ohio’s statewide assessment and accountability programs. A student who qualifies for the AASCD is unable to participate in the state’s regular assessment, even with allowable accommodations. However, it is expected that the majority of students who take the AASCD will require supports and accessibility features to access or respond to the test. This is considered in the test design and the AASCD does allow for most student accommodations of any type. Accommodations are considered to be adjustments to the standard testing conditions, test format or test administration that provide equitable access to a student.

There are three test modes for the AASCD; online, supplemental and full paper. Supplemental braille materials are also available to be used with the supplemental and full paper test modes. Regardless of test mode, questions cannot be skipped and must be administered in the order they are presented. Tests are given at each individual grade level and consist of 50 questions per test. The questions are of varying complexity levels and all questions created for the AASCD align to Ohio’s Learning Standards-Extended.

Complexity Levels

The Ohio Learning Standards-Extended (OSL-E) include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the Ohio Learning Standards (OLS). The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. **It is important to move from left to right when reading the extensions.** To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. **It’s important to note that no one should categorize students according to an extension level.** Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

Blueprints

Test blueprints serve as a guide for test construction and provide an outline of the content and skills to be measured on the test. They contain information about individual tests, including the reporting category, the learning standards included for each reporting category, the item range for each reporting category and total test items for each test.

Grade 8 ELA			
Reporting Categories	Learning Standards*	Item Range	Total Test Items
Reading Literature	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9	9 - 15	40
Reading Informational Text	RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9	12 - 18	
Writing and Language	W.8.1, W.8.2, W.8.4, W.8.7, W.8.8, W.8.9, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6	10 - 16	

*All of the extensions for each learning standard are eligible for inclusion in the assessment.

Access Limitations

Blind and visually impaired students can be administered the AASCD online. These students should be marked in TIDE with a test mode of online (O) and also flagged in TIDE or the TA Interface as Yes under the Access Limited – Blind setting. Indicating Yes under this setting will prevent these students from receiving items on the online test that are flagged as access limited for blind or visually impaired students.

Items are flagged as access limited for blind or visually impaired students if a visual element that cannot be described with words is critical to answering the question. Items should only depend on visual elements where that is necessary to assess the extended standard.

Early-Stopping Rule

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for online and supplemental testers or in the Data Entry Interface (DEI) for paper testers.

The Student Interface and DEI have a built-in early stopping rule, which will automatically stop the test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject. Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was enacted for another subject. If the student is able to provide a discernible response to at least one of the first four items for a test subject, the administrator should continue the assessment.

The first four items on every test mode are fixed and are low complexity items. Low complexity items are selected for the first four items to give students a chance to demonstrate that they can provide a response.

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Evaluate evidence in text to identify and select the evidence that most strongly supports answers to questions that require inference.	Locate evidence from the text and use it to support answers to literal and inferential questions.	Identify details that support answers to literal questions.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grades 8, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which paragraph explains why Ken and Bill are worried?		
Moderate Complexity Level B	Which sentence shows why Bill is sad?		
Low Complexity Level C	Where is Elsa when the king arrives?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	<p>8.2 Analyze literary text development.</p> <p>a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Summarize text, including theme(s) or central idea(s), and show how these are supported through the sequence of events and through characterization and use of setting.	Identify the themes or central ideas and locate evidence from the text to support them.	Sequence main events in relation to a stated theme or central idea.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grades 8, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	How is Holly’s decision at the end of the story related to the theme of the story?		
Moderate Complexity Level B	How is the setting of the story important to its theme?		
Low Complexity Level C	What happens just before Maria is supposed to sing?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe the story's plot and explain how the events and characters contribute to the resolution of the story.	Explain how a character's actions affect the plot.	Identify the problem in a story and how it is resolved.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grades 6-7-8, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	How does Juan help Carson earn the medal?		
Moderate Complexity Level B	How does the story change after Chloe quits the team?		
Low Complexity Level C	What happens to solve the problem in the story?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the meaning of words/phrases indicated by analogies or allusions as they are used in a text, including figurative language.	Select phrases or passages in text that allude to something not directly stated.	Connect the term “analogy” with making a comparison.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words and phrases from literary texts with themes familiar in grade 8, including stories, poems, plays, and songs Literary texts on themes familiar in grade 8, including stories, poems, plays, and songs 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Why does Bella’s mother tell her, “You are my sunshine”?		
Moderate Complexity Level B	Which phrase shows that Bella is feeling confused?		
Low Complexity Level C	In the story, how is Bella’s mother like a juggler?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe the similarities and differences in the structure and meaning of two different texts.	Identify similarities in structure and meaning of two different texts.	Identify structures within texts.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 8, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	What is different about the way the two authors tell their stories?		
Moderate Complexity Level B	In what way are the two stories alike?		
Low Complexity Level C	What part of the story is organized in steps like a recipe?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compare the perspective of two different characters in a story and explain how these perspectives add to the narrative.	Identify words or phrases the author uses to evoke feelings.	Identify characters and describe their perspectives.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Literary texts on themes familiar in grade 8, including stories, poems, plays, and songs Information stated directly in the text Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	How do Ms. Diaz’s ideas about hiking affect the story?		
Moderate Complexity Level B	Which phrase suggests the story is funny?		
Low Complexity Level C	Which character thinks the science fair is scary?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the effect of the choices made by directors or authors in print and multimedia/live productions of the same story, drama, or poem.	Describe the key similarities and differences between print and multimedia/live productions of the same story, drama, or poem.	Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 8, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	How is Alex's behavior in the play different from the story?		
Moderate Complexity Level B	How are the comic strip and the story similar?		
Low Complexity Level C	Which picture shows something that happens in both the story and the video?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the <i>Epic of Gilgamesh</i> , including describing how the material is rendered new.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Recognize the influence of a traditional work of fiction on a more recent story.	Identify similarities in characters, themes, and events between two stories, including myths, traditional stories, and religious literary texts.	Identify a character, theme, or event from a story (e.g., myths, traditional stories, religious literary texts).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 8, including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which famous myth has the same theme as this story?		
Moderate Complexity Level B	What is one thing Anansi does in the poem that Brer Rabbit also does?		
Low Complexity Level C	Which one is a picture of Anansi?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Given 2–3 pieces of evidence, choose the evidence in text that best supports answers to inferential questions.	Identify a detail from text that best supports the answers to literal or inferential questions.	Identify details that support answers to literal questions.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts on topics commonly found in grade 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which piece of evidence shows why some shoes wear out faster than others?		
Moderate Complexity Level B	Which paragraph gives information about the proper way to fit new shoes?		
Low Complexity Level C	Which picture shows that the school is far away from the library?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	<p>8.2 Analyze informational text development.</p> <p>a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>b. Incorporate central ideas and their relationships into an objective summary of the text.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify a main idea and trace its development (e.g., supporting ideas, details) across events in the text.	Sequence related events, ideas, or steps in a process from beginning, middle, and end of the text; identify the central idea of the text.	Identify the topic(s) of a text including central ideas and details.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts on topics commonly found in grade 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Fill in the timeline to show which event happened near the end of Marconi’s life.		
Moderate Complexity Level B	Which poster shows the correct order of steps to plant a seed?		
Low Complexity Level C	Which picture shows the connection between two main ideas in the text?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compare and/or contrast similarities and differences among ideas and events in a text.	Identify connections among ideas and events in a text.	Identify individuals, ideas, and/or events described in informational text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts on topics commonly found in grades 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	How is Great Britain's Magna Carta similar to the United States' Bill of Rights?		
Moderate Complexity Level B	According to paragraph 2, how are wheat and barley alike?		
Low Complexity Level C	Which event happened during the Civil War?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the meaning of technical, connotative, and figurative words or phrases as they are used in a text.	Explain how the author’s word choice affects the tone of the text.	Identify words or phrases that suggest the senses.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words and phrases from informational or procedural texts commonly found in grade 8 		
Sample Items			
<i>Items</i>			
High Complexity Level A	In this report, what does the word “agriculture” mean?		
Moderate Complexity Level B	Why does the author use words like “bitter” and “regretful” in the text?		
Low Complexity Level C	Which sense does the word “smooth” suggest?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain how specific sentences within a paragraph work together to structure the key concepts within a text.	Identify a statement in the text that links one idea to another.	Identify a paragraph that addresses a specific key concept in the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts commonly found in grade 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	How do the first and last sentences in paragraph 2 expand the main idea?		
Moderate Complexity Level B	Which statement in paragraph 2 links the two main ideas of the text?		
Low Complexity Level C	Which paragraph supports the opinion that video games are fun?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.6 Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe conflicting evidence or viewpoints within a text.	Explain the perspective or the purpose of a text.	Identify differences in the purpose of texts.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts commonly found in grade 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which detail differs from the author’s opinion?		
Moderate Complexity Level B	What is the author’s opinion of flood zones?		
Low Complexity Level C	How is the purpose of the report different from the purpose of the magazine article?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.7 Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify similarities and differences in the treatment of a topic in different media forms.	Identify details in a text that are also evident in a different medium (e.g., a map, table, graph, or chart).	Identify the same idea depicted in two different forms of media (e.g., picture of George Washington at Mount Vernon and a paragraph describing Washington’s life at Mount Vernon).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts or multimedia materials commonly found in grade 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	How is the experiment on the web site different from the one in the science book?		
Moderate Complexity Level B	Which detail is the same in both the map and the lab report?		
Low Complexity Level C	What idea do the paragraph and the chart both show?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify a stated argument or claim and determine whether the support provided is relevant and sufficient.	Identify details in a text that support an opinion.	Identify an opinion statement in a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts or multimedia materials commonly found in grade 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which piece of evidence is not related to the main claim of the text?		
Moderate Complexity Level B	Which detail from the timeline supports the author's opinion?		
Low Complexity Level C	Which sentence in the text states the author's opinion?		

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain discrepancies in information about the same topic in two or more sources.	Identify discrepancies in information about the same topic in two different sources.	Identify resources in two or more formats on the same topic (e.g., textbook, magazine, website, etc.).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Informational or procedural texts or multimedia materials commonly found in grade 8 • Information stated directly in the text • Within-text inferences 		
Sample Items			
<i>Items</i>			
High Complexity Level A	What is the main difference between the map and the travel brochure?		
Moderate Complexity Level B	Which picture shows an event from the news article that is not included in the history book?		
Low Complexity Level C	Which textbook will most likely have the same information as the website?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Establish a clear thesis statement to present an argument.</p> <p>b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternative or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrate an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Generate a text of one or more paragraphs on a topic. Provide an introduction, express a claim or argument, and organize relevant details to support the position.	Compare two or more opinions on the same topic by providing an argument statement to support each claim	Express a claim or opinion in writing.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words, sentences and paragraphs on topics appropriate for grade 8 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which outline shows a well-supported argument?		
Moderate Complexity Level B	Which opinion does this sentence support?		
Low Complexity Level C	Which sentence states an opinion about homework?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a clear thesis statement to present information.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Generate an informative writing text using a formal style, including a topic sentence with supporting facts, details, and a concluding sentence.	Introduce a topic and generate three factual sentences about it.	Select a topic and provide a detail to support information about it.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words, sentences and paragraphs on topics appropriate for grade 8 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which topic sentence is in a style that can be used in a science report?		
Moderate Complexity Level B	Here is a paragraph about the history of soccer. Which additional fact about soccer can we add to the paragraph?		
Low Complexity Level C	Which detail should we include in this paragraph about soccer?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Use two or more sources to answer a self-generated research question.	Collect information from relevant sources to answer a question.	Select and ask a question to gain information for research.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 8 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which set of sources will have the most information about the formation of sand dunes?		
Moderate Complexity Level B	Which source will have information about plants that live on sand dunes?		
Low Complexity Level C	Which question can we ask to get more information about zebras?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Select relevant information from several reliable sources (e.g., websites that end in .gov or .org) and organize it to describe, explain, or expand knowledge on a topic.	Select quotations from a source to support or summarize a topic.	Match information from a source to a relevant topic.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words, sentences and paragraphs on topics appropriate for grade 8 • Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 8 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which is a good source to use to research trade routes?		
Moderate Complexity Level B	Which quotation summarizes our topic?		
Low Complexity Level C	What information is important to include in our report about trade routes?		

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as but not limited to the Bible and the <i>Epic of Gilgamesh</i>, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Select information from several relevant and reliable sources and organize it to describe, explain, and expand knowledge on a topic.	Select quotations from a source to support or summarize a topic.	Classify works of literary or historical significance as fiction or nonfiction.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 8 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which outline supports Hailey’s report on types of government?		
Moderate Complexity Level B	Which quotation supports the topic?		
Low Complexity Level C	Which text is a fictional story set in a historical time period?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Generate complex sentences forming varied sentence structures to make content interesting.	Communicate using the conventions of standard English grammar, including: <ul style="list-style-type: none"> • Nouns, pronouns • Verbs in active voice • Prepositions • Adjectives and adverbs Use a variety of sentence structures.	Communicate using sentences pictures, gestures, or AAC.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which sentence describes two related actions?		
Moderate Complexity Level B	Which sentence describes something that is happening now?		
Low Complexity Level C	What can Kelly say to politely ask for more?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Generate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC, VCe, VVC).	Generate simple sentences that include correct conventions of capitalization, punctuation, and spelling of grade-level words using available tools and resources.	Use capital letters and ending punctuation in sentences; spell phonetically regular words correctly.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions • Application of capitalization, punctuation (end marks, commas) and correct spelling of age- and grade-appropriate words 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Where should the comma be placed in this sentence?		
Moderate Complexity Level B	Which punctuation mark belongs at the end of this sentence?		
Low Complexity Level C	Which word in the sentence needs a capital letter?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).</p> <p>b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Apply conventions of standard English specific to the purpose when speaking or writing.	Apply conventions of standard English when speaking or writing.	Use language in the student's preferred communication mode to share thoughts and feelings with others.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions • Precise, concise language; verbs with appropriate voice, tense, mood 		
Sample Items			
<i>Items</i>			
High Complexity Level A	Which sentence shows interest in a friend's hobby?		
Moderate Complexity Level B	Which sentence is complete?		
Low Complexity Level C	Which phrase should be used to give an opinion?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Use context clues, word structure, or reference materials to determine the meaning of unknown words, including multiple-meaning words or phrases.	Use sentence or paragraph-level context to determine the meaning of unfamiliar or multiple-meaning words or phrases.	Determine the meaning of a word.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words, phrases and terms consistent with the grade 8 curriculum 		
Sample Items			
<i>Items</i>			
High Complexity Level A	What does the phrase “talks in circles” suggest about Mr. Wilson?		
Moderate Complexity Level B	What does the phrase “stick together” mean in this story?		
Low Complexity Level C	What does the word “sincere” mean?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the meaning of figurative language (e.g., similes, metaphors, idioms).	Identify the difference between literal and nonliteral meanings of words based on their use in context.	Identify connections between words and their uses.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words, phrases and terms consistent with the grade 8 curriculum 		
Sample Items			
<i>Items</i>			
High Complexity Level A	What does “call it a day” mean?		
Moderate Complexity Level B	What does “get up on the wrong side of the bed” mean?		
Low Complexity Level C	Which picture shows a generous person?		

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.	Use grade-level, age-appropriate academic and content-specific words and phrases in conversations.	Communicate using words and phrases acquired through interactions with others.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words, phrases and terms consistent with the grade 8 curriculum 		
Sample Items			
<i>Items</i>			
High Complexity Level A	What is another word for “exchange”?		
Moderate Complexity Level B	Does a “molecule” have a crust, an atom, or a stem?		
Low Complexity Level C	Which picture shows a person who is sympathetic?		