**Virginia Standards of Learning Assessment**

**Grade 8 Reading Performance Level Descriptors**

| **Fail/Below Basic** | **Fail/Basic** | **Pass/Proficient** | **Pass/Advanced** |
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| A student performing at this level should be able to:   * Define figurative language. * Define context clues. * Identify roots, prefixes, or suffixes. * Identify synonyms or antonyms. * Recall the purpose of word-reference materials. * Define connotation or denotation. * Explain literary elements. * Identify the direct effect of a given cause or the direct cause of a given effect. * Define symbolism. * Locate information in texts to answer literal questions. * Define genres. * Compare texts by the topic or theme. * Recall that authors have specific writing styles. * Recognize that some words signal an author’s organizational pattern. * Locate text features. * Explain how to skim a text. * Recognize that an author has a viewpoint and intended impact. * Explain the difference between a fact and an opinion. * Recognize the topic of a text. | A student performing at this level should be able to:   * Identify figurative language. * Identify context for unfamiliar words. * Identify roots, prefixes, and suffixes. * Identify synonyms and antonyms. * Locate information in word-reference materials. * Define connotation and denotation. * Identify relationships between and among literary elements. * Identify cause-and-effect relationships. * Identify symbolism. * Locate information to answer literal questions and draw conclusions. * Identify characteristics of genres. * Identify connections between texts related by topic or theme. * Identify examples of an author’s craft and style. * Identify an organizational pattern or the transitional words or phrases that signal the pattern. * Identify text features. * Skim text to locate specific information. * Identify the author’s qualifications, viewpoint, or intended impact. * Define relevance and accuracy. * Identify fact or opinion. * Identify details from a text. * Recall that information from a source can be used in other formats. | A student performing at this level should be able to:   * Identify figurative language and its intended effect. * Use context to gain meaning from unfamiliar or multiple-meaning words. * Use roots or affixes to expand vocabulary. * Classify synonyms and antonyms. * Apply information from word-reference materials. * Identify connotation and denotation. * Describe relationships between and among literary elements. * Describe cause-and-effect relationships. * Explain symbolism. * Draw conclusions and make inferences based on textual evidence. * Explain characteristics of genres. * Explain connections between texts related by topic or theme. * Explain how an author’s word choice demonstrates the author’s style. * Identify an organizational pattern and the transitional words or phrases that signal the patterns. * Use text features to aid in comprehension. * Skim text to develop a general overview of content. * Identify the author’s qualifications, viewpoint, and intended impact. * Identify details that are relevant and accurate. * Identify fact and opinion. * Identify main idea and supporting details. * Summarize information.   Identify information for use in another format. | A student performing at this level should be able to:   * Analyze figurative language and identify its intended effect. * Use context to understand meaning of unfamiliar and multiple-meaning words. * Apply knowledge of roots and affixes to expand vocabulary. * Use synonyms and antonyms. * Evaluate and apply information from word-reference materials. * Evaluate connotation and denotation. * Analyze relationships between and among literary elements. * Elaborate on cause-and-effect relationships. * Analyze author’s use of symbolism. * Draw multiple conclusions based on textual evidence. * Analyze characteristics within a variety of genres. * Compare and contrast information from texts related by topic or theme. * Describe the author’s craft and style. * Identify organizational patterns and the transitional words and phrases that signal the pattern. * Evaluate text features for the purpose of providing or categorizing information. * Skim text to locate information and develop a general overview of content. * Explain the relationships among the author’s qualifications, viewpoint, word choice, and intended impact. * Analyze details for relevance and accuracy. * Differentiate between facts and opinions. * Summarize information by including the main idea and discriminating among supporting details. * Evaluate, organize, and synthesize information for use in other formats. |