**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.
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