ACHIEVEMENT LEVELS

A = Excellent

Student demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

B = Above Average

Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

C = Average

Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

D = Minimal Progress

Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

F = No Progress

X = Not Yet Covered

WORK HABITS

O = Outstanding Progress
G = Good Progress
S = Some Progress
L = Little Progress
N = No Progress

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Reading

In all subjects (language arts, history, science, math, etc.), students independently read and comprehend increasingly challenging fiction and nonfiction texts appropriate for the grade level. They cite several pieces of text evidence that strongly support their analysis of what the text says as well as inferences they make. They summarize texts, including identifying central ideas and themes and explaining how those ideas and themes are developed across the text.

Reading Literature Standards:

- They analyze stories, dramas, and poems in terms of both the content and the structure of the writing, including how specific lines of dialogue or specific incidents in the story move the story forward, reveal details about a character, or provoke a decision. They analyze how differences in the points of views of characters can create effects, such as humor, in a story.
- They compare and contrast text structures of two or more texts and analyze how the change of structure contributes to the meaning and tone.
- The analyze how well a text and a film or live version of the same story are aligned, and how a modern work of fiction draws on themes, patterns of events, and/or character types from myths, traditional tales, or religious works.

Reading Informational Text Standards:

- They analyze nonfiction articles and texts and textbooks in terms of both the content and the structure of the writing. They determine the author's argument, or claim, whether the author's reasoning is sound, and whether the evidence is sufficient. They analyze how connections among or distinctions between people, ideas, and events are made. They identify an author's point of view or purpose and analyze how the author responds to conflicting views.
- They evaluate the advantages and disadvantages of the use of a various mediums to present a particular topic (e.g., text, video, Power Point).
- They analyze two or more texts on the same topic that provide conflicting information and identify which information is in conflict.

Writing

- They produce writing appropriate to the task and their purpose for writing (e.g., to explain, to tell a story, to respond), and they plan, try different approaches, revise, and edit with guidance.
- They work on short research projects that use several sources to learn about a topic and, as a result, generate questions for further research and investigation.
- They gather information from multiple sources, including both texts and websites; take notes; organize the information; quote, paraphrase, and cite facts while avoiding plagiarism; cite correctly, and write written responses using the information gathered.
- They respond to questions about reading and content in writing.
- They collaborate with others about writing and can write a minimum of 750 words in a sitting (the equivalent of 3 typed pages).

Writing Standards:

- Students write arguments and support their claims with reasons and evidence from credible sources that demonstrate an understanding of the topic. They introduce their topic and claims, use transitions (e.g., therefore, in spite of), maintain a formal style, and provide a conclusion.
- They write informative and explanatory texts. They introduce and develop the topic using relevant facts, definitions, details, and illustrations/charts; follow a specific organizational structure (e.g., compare and contrast); use transitions (e.g., in contrast, especially) to connect and clarify the relationships between ideas; use precise vocabulary; and provide a conclusion.
- They write narratives that describe real or imagined experiences. They organize and describe a logical event sequence; use effective dialogue and descriptions of the events and characters' actions and responses; use a variety of transition words (e.g., after, later, suddenly) that signal sequence and shifts; use precise words and relevant descriptive details; and include a conclusion that follows logically from the narrated events.

Speaking and Listening Standards:

- Students prepare for, and participate in, discussions about texts and topics, in which they make statements, pose and respond to questions, clarify what was heard, elaborate on ideas, reflect on and respond to the comments of others.
- They analyze the purpose of information heard in various media and formats, explain how the presented ideas clarify the topic or issue being discussed, and explain the speaker's argument and specific claims. They evaluate the speaker's reasoning as well as how relevance and sufficiency of the evidence provided.
- They present knowledge and ideas (e.g., narrative, argument, and/or informative presentations). They emphasize important points and use relevant descriptions, facts, details, and examples. They use appropriate eye contact, volume, and clear pronunciation.

Language

Eighth grade students produce a variety of sentence structures to express ideas precisely and concisely, as well as to achieve particular effects (e.g., emphasis, uncertainty).

Grammar: Students learn to use verbs in the active (I received a gift) and passive voice (a gift was given to me) as well as other verb tenses and learn to recognize and correct shifts in tense when writing or speaking.

Punctuation & Capitalization: Students are expected to use correct capitalization and punctuation.

Spelling: Students use what they know about words to spell correctly.

Vocabulary: Students learn new words across the day in all subjects and are expected to use those new words when talking with others and when writing. This includes using context clues and knowledge of Greek and Latin roots (e.g., precede, recede, secede) to determine word meanings; understanding figurative language and figures of speech (e.g., *irony)*, and using reference materials to verify meanings (e.g., thesaurus, dictionary).

MATHEMATICS

COMMON CORE STATE STANDARDS

Students take their understanding of unit rates and proportional relationships to a new level, connecting these concepts to points on a line and ultimately using them to solve linear equations that require them to apply algebraic reasoning as well as knowledge of the properties of operations. Students will also expand their understanding of numbers *beyond rational numbers to include numbers that are irrational—meaning that they cannot be written as a simple fraction, such as the square root of 2 or* $\sqrt{2}$. *Mathematical work at this grade includes:*

- Understanding that every *rational* number (such as $\frac{1}{2}$, 0.3, 2, or -2) can be written as a decimal, but that the decimal form of an *irrational* number (such as $\sqrt{2}$) is both non-repeating and infinite
- Applying the properties of exponents to generate equivalent numerical expressions
- Determining the value of square roots of small perfect squares (such as $\sqrt{49}$ = 7) and cube roots of small perfect cubes (such as $\sqrt[3]{64}$ = 4)
- Graphing proportional relationships and interpreting the unit rate as the *slope* (how steep or flat a line is)
- Solving and graphing one- and two-variable linear equations
- Understanding that a *function* is a rule that assigns to each value of x exactly one value of *y*, such as $y = 2x$, a rule that would yield such ordered pairs as (-2, -4), (3, 6), and (4, 8)
- Comparing the properties of two functions represented in different ways (in a table, graph, equation, or description)
- Determining *congruence* (when shapes are of equal size and shape) and *similarity* (same shape but different sizes)
- Learning and applying the Pythagorean Theorem (an equation relating the lengths of the sides of a right triangle: $a^2 + b^2 = c^2$)
- Solving problems involving the volume of cylinders, cones, and spheres

SCIENCE

- Physics & Chemistry
- Density & Buoyancy
- The Atom
- The Periodic Table
- Acids, Bases, & Solutions
- Chemical Reactions
- Distance, Time, & Speed
- Forces; Forces & Motions
- The Solar System
- The Sun & Stars

HISTORY/SOCIAL SCIENCE

- United States History and Geography: Growth and Conflict