

Key Ideas and Details

LAFS.8.RL.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Task Demands

- Select textual evidence to support explicit information or an inference drawn from the text.
 - Students may be asked to:**
 - Select direct quotes from the text to support explicit or implicit information.
 - Select multiple direct quotations to support explicit or implicit information from the text.
 - Select a correct inference from multiple choice options and then to select a textual detail or details that support the inference.
 - Select words or phrases from the text to answer questions about explicit or implicit information in the text.
 - Select an inference and then to select words or phrases from the text to support the inference.
 - Identify and then explain in one or two sentences a piece of the text that supports explicit or implicit information.
 - Match pieces of textual support with explicit or implicit information from the text.

Sample Item Stems

- Why did the main character feel like he was being (excerpted text)?
- Select the sentence that best shows the main character’s [determination].
- Select two sentences that show [the main character’s curiosity].
- Select the sentence that explains why the main character (excerpted text).
- Select two details that show why the main character feels [frustrated] at the beginning of the text.
- Why is the main character motivated to _____?
- Select two pieces of text that show the narrator’s [apathetic] mood in this scene.
- Part A: Select how the narrator feels about [the town].
Part B: Select a sentence from the text that shows the narrator feels this way.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
cites textual evidence to support an analysis of what the text says explicitly as well as simple inferences drawn from the text	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	cites specific and relevant textual evidence that most strongly supports a complex analysis of the text	uses specific and relevant textual evidence as well as complex inferences to develop a deep analysis of the text

8th Grade Standards Assessed on FSA ELA

LAFS.8.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Task Demands

- Determine a theme or central idea and analyze its development, including its relationship to the characters, setting, and plot.
Students may be asked to:
 - Identify a theme or central idea and then select how that theme or central idea was developed through its characters, setting, or plot.
 - Drag words or phrases into a graphic organizer to demonstrate the development of a theme or central idea throughout a text.
 - Select the theme or central idea and then select words or phrases from the text that contribute to its development.
 - Move words or phrases into a graphic organizer to show the development of a theme.
- Summarize the text.
Students may be asked to:
 - Select the best summary of the text.
 - Select multiple sentences that could be used to create an accurate summary of the text.
 - Place pieces of a summary in the correct order.
 - Move pieces of a summary into a graphic organizer.

Sample Item Stems

- [Paragraph provided] Select the text that exemplifies a theme of the entire passage.
- Which quotation identifies a theme from the passage?
- [Quotation from the text] How does the author develop this theme in the passage? Select all that apply.
- Part A: Select the sentence that best states the theme of the passage.
 Part B: How does the author develop this theme in the passage?
- Part A: What universal statement about human behavior does the author make in this passage?
 Part B: How does the author develop this statement throughout the passage?
- How does the author develop a universal statement about [human behavior] in the text?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a theme or central idea of a text; analyzes characters, setting, and plot; provides a simple summary of the text	determines a theme or central idea of a text and analyzes its development over the course of a text, including its relationship to the characters, setting, and plot; provides an objective summary of the text	analyzes a theme or central idea and its development over the course of a text; evaluates its relationship to the narrative elements; provides a specific, objective summary of the text	evaluates multiple or implicit themes or central ideas and provides a deep analysis about their development over the course of a text; evaluates their relationship to the narrative elements; provides a succinct, objective summary of the text

8th Grade Standards Assessed on FSA ELA

LAFS.8.RL.1.3: Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.

Task Demands

- Analyze how specific line(s) of dialogue or incidents from the text propel the action, reveal aspects of a character, or provoke a decision.

Students may be asked to:

- Select a correct analysis of how particular lines of dialogue or incidents in a story propel an action, reveal an aspect of a character, or provoke a decision.
- Select an action, aspect of a character, or decision that has been affected by a line of dialogue or incident in the story.
- Select actions, aspects of a character, or decisions that have been affected by a line of dialogue or incident in the story.
- Explain in one or two sentences the impact a particular detail has on character or plot development.
- Select particular lines of dialogue or descriptions of an incident from the text that provide support for an inference about the text.
- Select an analysis about the text and then to select particular lines of dialogue or descriptions of an incident from the text as support.

Sample Item Stems

- [Sample dialogue from passage] How does this line of dialogue propel the action in the passage?
- Which line of dialogue first causes the main character to [want to do chores]?
- What does the main character’s impression reveal about [his relationship with his friend]?
- Part A: What does the main character’s behavior [at the pond] reveal about his disposition?
Part B: Select the text that supports your answer.
- Part A: Select how the text reveals the relationship between the main character and [his friend].
Part B: Select a sentence from the text that best reveals this relationship.
- Part A: How is the narrator’s mood revealed in this scene?
Part B: Highlight two sentences that reveal this mood.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recognizes how lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	analyzes the use of dialogue or incidents in a story or drama to propel the action, reveal aspects of a character, and provoke a decision using evidence	analyzes and evaluates the use of dialogue or incidents in a story or drama to propel the action, reveal aspects of a character(s), and provoke a decision using thorough evidence

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Task Demands

- Select textual evidence to support explicit information or an inference drawn from the text.
 - Students may be asked to:**
 - Select direct quotes from the text to support explicit or implicit information.
 - Select multiple direct quotations to support explicit or implicit information from the text.
 - Select a correct inference from multiple choice options provided and then to select a textual detail or details that support the inference.
 - Select words or phrases from the text to answer questions about explicit or implicit information in the text.
 - Select an inference and then to select words or phrases from the text to support the inference.
 - Identify in one or two sentences a piece of the text that supports explicit or implicit information.
 - Select a direct quotation or description of textual evidence to support an explicit statement from the text.

Sample Item Stems

- What reason does the author provide for considering every individual to be (excerpted text)?
- How did [the explorer plan to capture the park’s beauty on his expedition]?
- What did [the explorer do to fully capture his team’s experience at the park]?
- Part A: Select [the U.S. government’s] attitude toward [the explorer and his mission].
Part B: Select a sentence from the text that supports your answer.
- Part A: Select the [explorer’s reason for bringing artists and photographers on the expedition].
Part B: Select a sentence from the article that supports this reason.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
cites textual evidence to support an analysis of what the text says explicitly as well as simple inferences drawn from the text	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	cites specific and relevant textual evidence that most strongly supports a complex analysis of the text	uses specific and relevant textual evidence as well as complex inferences to develop a deep analysis of the text

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Task Demands

- Determine a central idea and analyze its development, including its relationship to supporting ideas.

Students may be asked to:

- Identify a central idea and then select how that central idea was developed through its supporting ideas.
- Drag words or phrases into a graphic organizer to demonstrate the development of a central idea throughout a text.
- Select the central idea and then select words or phrases from the text that contribute to its development.
- Move words or phrases into a graphic organizer to show the development of a central idea.

- Summarize the text.

Students may be asked to:

- Select the best summary of the text.
- Select multiple sentences that could be used to create an accurate summary of the text.
- Place pieces of a summary in the correct order.
- Move pieces of a summary into a graphic organizer.

Sample Item Stems

- [Quotation from article] How does the author develop this central idea about the explorer throughout the text?
- What is the central idea of the text?
- How does the author convey [the explorer’s accomplishments and determination] to readers?
- Part A: Select the central idea of the text.
Part B: Select a sentence from the text that conveys the central idea.
- Part A: What is the central idea of the text?
Part B: How does the author develop this idea throughout the text?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a central idea of a text and follows its development over the course of a text; provides a simple summary of the text	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text	analyzes a central idea and its development over the course of a text; evaluates the strength of each supporting idea; provides a specific, objective summary of the text	evaluates multiple or implicit central ideas and provides a deep analysis about their development over the course of a text; evaluates how supporting ideas connect to the central idea; provides a succinct, objective summary of the text

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Task Demands

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Students may be asked to:

- Select an analysis about the connection or distinction between individuals, ideas, or events in the text.
- Select an individual, idea, or event in the text that connects to another individual, idea, or event.
- Select individuals, ideas, or events in the text that connect to or are distinct from each other.
- Select words or phrases from the text that provide explicit support for a connection or distinction between individuals, ideas, or events.
- Select an analysis about a connection or distinction between individuals, ideas, or events in the text and then to select words or phrases from the text as support.
- Drag options that correctly explain the development of individuals, events, and/or ideas into a graphic organizer of a text or texts.

Sample Item Stems

- What does the author do to explain [how winning a competition can affect the lives of the individuals]?
- What technique does the author use to define the word (excerpted text)?
- What technique does the author use to connect or distinguish individuals throughout the text?
- Part A: Select how the first author chooses to describe [her experience].
Part B: Select a sentence from the text that exemplifies your answer.
- Part A: Select the major distinction that the second author draws between two central ideas in the text.
Part B: Select a sentence from the text that supports your answer.
- How does the author draw a distinction between the two ideas that are at odds throughout the text?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recognizes how a text makes explicit connections among and distinctions between individuals, ideas, or events	analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)	analyzes the implications of connections among and distinctions between individuals, ideas, or events	analyzes the implications of connections among and distinctions between individuals, ideas, or events and provides evidence to support the analysis

Craft and Structure

LAFS.8.RL.2.4: 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 and tone, including analogies or allusions to other texts.

Also Assesses: LAFS.8.L.3.4 and LAFS.8.L.3.5

Task Demands

- Determine the meaning of words or phrases, using context as a clue.
Students may be asked to:
 - Select the meaning of a word or phrase from the passage.
 - Select multiple correct meanings of a word or phrase from the passage.
 - Select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
 - Select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
- Analyze the impact of word choice on the text's meaning or tone.
Students may be asked to:
 - Interpret the meaning of words or phrases and then to select the impact they have on the text.
 - Select the tone or meaning of the text and then select words or phrases that helped create that tone or meaning.
 - Select the impact of word choice on a certain section of the text.
 - Select multiple ways in which words or phrases affect a certain section of the text.
 - Select the text's meaning or tone and then to select words from the text that support that meaning or tone.
 - Explain in one or two sentences how the impact of word choice affects the text's meaning or tone.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases, using grade appropriate Greek or Latin affixes and roots.
Students may be asked to:
 - Determine how common, grade appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.
- Interpret figures of speech in context.
Students may be asked to:
 - Select the meaning of figurative language from the passage.
 - Select the meaning of figurative language and then to select context clues from the text to support the meaning.
 - Select the meaning of figurative language and then to select context clues from the text to support the meaning.
 - Select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.
- Use the relationship between particular words to better understand each of the words.
Students may be asked to:
 - Select how a relationship between two words serves as a context clue for the meaning of one of the words.
 - Move words into a graphic organizer to demonstrate their relationship with one another.
- Distinguish among the connotations of words with similar denotations.
Students may be asked to:

8th Grade Standards Assessed on FSA ELA

- Select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation.
- Select a different word or phrase that would maintain the connotation of a word or phrase in the text.
- Select multiple ways a different word choice might change the tone or meaning of the text.
- Match words with similar denotations with the change in connotation each word has to the original word.

Sample Item Stems

- What is the effect of the phrase (excerpted text) in paragraph [1]?
- The author uses phrases like (excerpted text) and (excerpted text). How does the author’s word choice impact the tone of the story?
- Part A: What effect does figurative language have on the passage?
Part B: Select an example from the text that shows this.
- Part A: Select how the author establishes the tone of the story.
Part B: Select a sentence from the text to support your response.
- [Sample quotation from the passage] What does this line say about the character of the protagonist?
- How does the meaning of the word [“work”] change throughout the passage?

LAFS.8.RL.2.4, LAFS.8.L.3.4, LAFS.8.L.3.5 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	determines the meaning of words and phrases as they are used in the text, including figurative, connotative, and nuanced meanings; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., secede); analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	determines the meaning of complex words and phrases, including figurative, connotative, and nuanced meanings as well as Greek or Latin affixes and roots with limited context; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	evaluates the meaning and use of words and phrases, including figurative, connotative, and nuanced meanings as well as Greek or Latin affixes and roots; analyzes and evaluates the subtle impact of word choices on meaning and tone, including analogies or allusions to other texts

8th Grade Standards Assessed on FSA ELA

LAFS.8.RL.2.5: 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.

Task Demands

- Compare and contrast the structure of two or more texts and analyze how the different structure of each text contributes to its meaning and style.
Students may be asked to:
 - Select how an element of form or structure contributes meaning to the texts.
 - Select how multiple elements of form or structure contribute meaning to the texts.
 - Drag structural elements of a text into the appropriate boxes on a chart, and then to match descriptions of these effects to the corresponding elements.
 - Select an analysis of a text’s structure and then to select an analysis of/comparison to another text’s structure.
 - Complete a graphic organizer, matching the structural element of each text to the effect those elements have on the text’s meaning and style.

Sample Item Stems

- What is the function of each poem’s shape?
- What structural feature of both poems parallels an aspect of each poem’s meaning?
- Compare and contrast the structures of the two poems.
- Part A: In the first poem, how does the poet use form to convey the theme of _____ and _____?
 Part B: How does the second poet create a similar relationship between form and meaning?
- Part A: What is the relationship between form and meaning in the first poem?
 Part B: How does this compare to the relationship between form and meaning in the second poem?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
compares or contrasts the structure of two texts, describing how structure connects to meaning or style	compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style	analyzes how the differing structure of each text contributes to its meaning and style; provides evidence to support the analysis	evaluates the impact of differing structures of texts; provides thorough evidence to support the analysis

8th Grade Standards Assessed on FSA ELA

LAFS.8.RL.2.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Task Demands

- Analyze how different points of view of the characters and the audience or reader create different effects.
Students will be asked to:
 - Select an analysis about how a difference in points of view affects the text.
 - Select explicit or implicit details that support an inference about how a difference in points of view affects the text.
 - Select multiple explicit or implicit details that support an inference about how a difference in points of view affects the text.
 - Determine a difference between two points of view and then select an analysis about how the difference in points of view affects the text.

Sample Item Stems

- How does a comparison of the main character and [his friend] create a [comical] tone in the passage?
- The author shifts the perspective of the passage away from the main character to create a [comical tone] and reveal a different point of view.
Select the sentence in the text where this shift occurs.
- How does this shift in perspective affect the passage?
- How does the point of view create [humor] in the passage?
- The main character does not recognize that [he is being tricked].
Part A: How does this differ from the reader’s perspective?
Part B: What effect do these differing perspectives have on the tone of the passage?
- Part A: How does Character A’s understanding of the main character’s actions differ from the reader’s understanding of the main character’s actions?
Part B: How does this difference affect the tone of the passage?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recognizes how differences in the points of view of the characters and the audience or reader affect the meaning of the text	analyzes how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text	analyzes the impact of how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor	evaluates the impact of how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor, and provides evidence

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.2.4: 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.

Also Assesses: LAFS.8.L.3.4 and LAFS.8.L.3.5

Task Demands

- Determine the meaning of words or phrases, using context as a clue.
Students may be asked to:
 - Select the meaning of a word or phrase from the passage.
 - Select multiple correct meanings of a word or phrase from the passage.
 - Select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
 - Select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
- Analyze the impact of word choice on the text's meaning or tone.
Students may be asked to:
 - Interpret the meaning of words or phrases and then to select the impact they have on the text.
 - Select the tone or meaning of the text and then select words or phrases that helped create that tone or meaning.
 - Select the impact of word choice on a certain section of the text.
 - Select multiple ways in which words or phrases affect a certain section of the text.
 - Select the text's meaning or tone and then to select words from the text that support that meaning or tone.
 - Explain in one or two sentences how the impact of word choice affects the text's meaning or tone.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases, using grade appropriate Greek or Latin affixes and roots.
Students may be asked to:
 - Determine how common, grade appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.
- Interpret figures of speech in context.
Students may be asked to:
 - Select the meaning of figurative language from the passage.
 - Select the meaning of figurative language and then to select context clues from the text to support the meaning.
 - Select the meaning of figurative language and then to select context clues from the text to support the meaning.
 - Select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.
- Use the relationship between particular words to better understand each of the words.
Students may be asked to:
 - Select how a relationship between two words serves as a context clue for the meaning of one of the words.
 - Move words into a graphic organizer to demonstrate their relationship with one another.
- Distinguish among the connotations of words with similar denotations.
Students may be asked to:
 - Select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation.
 - Select a different word or phrase that would maintain the connotation of a word or phrase in the text.

8th Grade Standards Assessed on FSA ELA

- Select multiple ways a different word choice might change the tone or meaning of the text.
- Match words with similar denotations with the change in connotation each word has to the original word.

Sample Item Stems

- What is the meaning of (word from excerpted text)?
- Part A: Select the meaning of the word (excerpted text).
Part B: Select two words or phrases that help the reader determine the meaning of this word.
- Part A: How does the author use figurative language in this part of the text?
Part B: What is the effect of this language?
- Part A: Select the tone created by the author’s description of the geographical feature.
Part B: Select two words or phrases that help create this tone.
- How does the figurative language in this part of the text affect the article as a whole?

LAFS.8.RI.2.4, LAFS.8.L.3.4, LAFS.8.L.3.5 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	determines the meaning of words and phrases as they are used in the text, including figurative, connotative, technical, and nuanced meanings; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., secede); analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	determines the meaning of complex words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots with limited context; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	evaluates the meaning and use of words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots; analyzes and evaluates the subtle impact of word choices on meaning and tone, including analogies or allusions to other texts

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.2.5: 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.

Task Demands

- Analyze the structure of a specific paragraph in the text.

Students may be asked to:

- Select an analysis about the paragraph's structure and/or the structure's impact on the meaning of the text.
- Select an analysis about the role of a particular sentence in the paragraph.
- Select multiple analyses about the paragraph's structure and/or the structure's impact on the meaning of the text.
- Select words or phrases from the paragraph that explicitly show or highlight its structure.
- Select words or phrases from the paragraph that explicitly show or highlight its structure and then to select the impact of these words or phrases on the paragraph's meaning.
- Select an analysis about the paragraph's structure and then to select the structure's impact on the meaning of the text.
- Analyze the structure of a paragraph in the text by dragging descriptions, analyses, or elements of structure into a graphic organizer.

Sample Item Stems

- How is paragraph [four] structured?
- What is the best description of the text's structure?
- How does the paragraph work to refute a commonly held belief about _____?
- Part A: Select the sentence containing an assumption about _____.
Part B: Select a description of how the paragraph's structure relies on this assumption.
- Each sentence plays a specific role within the paragraph. Show each sentence's role by dragging and dropping the words and phrases into the correct boxes.
- Part A: How is paragraph [four] structured?
Part B: How does this structure impact the meaning of the paragraph?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the structure of a specific paragraph in a text and particular sentences that develop or refine a key concept	analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept	evaluates the structure and purpose of a specific paragraph and sentences in a text and how they affect meaning	evaluates the use of paragraph structure within or across texts

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Task Demands

- Determine an author’s point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Students may be asked to:

- Select the author’s point of view and then select how the author responds to conflicting information in the text.
- Place the author’s point of view or purpose and ways the author responds to conflicting evidence in a graphic organizer.

Sample Item Stems

- How does the author of the first text feel about [laws against _____]?
- The first author feels that neither _____ nor _____ should be used while _____. Select a sentence from the text where the author responds to a conflicting viewpoint about _____.
- How does the author use conflicting evidence to develop the point of view in the text?
- Part A: Why do you think the author wrote this text?
Part B: How does the author respond to conflicting evidence and viewpoints on the various topics of _____?
- Part A: Select the best explanation of how the author uses conflicting evidence to develop the point of view in the text.
Part B: Select a sentence from the text that supports this explanation.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies an author’s point of view or purpose in a text and recognizes how the author acknowledges and responds to conflicting evidence or viewpoints	determines an author’s point of view or purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints	analyzes an author’s point of view or purpose in a text and evaluates how the author acknowledges and responds to conflicting evidence or viewpoints	analyzes the subtleties of an author’s point of view or purpose in a text and evaluates how the author acknowledges and responds to conflicting evidence or viewpoints

Integration of Knowledge and Ideas

LAFS.8.RL.3.7: 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.

Also assesses: LAFS.8.SL.1.2

Task Demands

- 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.
Students may be asked to:
 - Select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected. Select words or phrases that are similar in both sources and then to select a comparison or analysis of this similarity.
 - Select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected.
 - Select an analysis or comparison of the sources.
 - Select an analysis of the director’s/actor’s choice.
 - Select explicit or implicit details that support an analysis of the sources.
- Analyze the purpose of presenting the information in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Students may be asked to:
 - Select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected.
 - Select an analysis of the purpose of presenting the information in a particular media format and then to select reasons behind its presentation.
 - Select an evaluation of the motives behind the decision to present information in a particular format and then to select details that support the evaluation.
 - Select an analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis.
 - Select an analysis or comparison of the sources.
 - Select an analysis of the purpose for presenting information in a particular media or format.
 - Select an evaluation of the motives behind the presentation decision.

Sample Item Stems

- [Quotation from text/video] This line is said by the main character in both versions of the text. How does the line’s meaning in the video differ from its original meaning?
- [Excerpt from each source] Part A: Select a line that is similar in the text and the video.
Part B: What is the effect of keeping the line from the original in the adaptation?
- How does the screenwriter’s choice of setting impact the video and alter the meaning of the original text?

8th Grade Standards Assessed on FSA ELA

LAFS.8.RL.3.7 Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
describes the extent to which a film of a story or drama stays faithful to or departs from the text or script, identifying how differences made by the director or actors affects meaning	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors and examining alternate treatments	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors while interpreting the effectiveness of the adaptation and examining alternate treatments
LAFS.8.SL.1.2 Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies the main ideas and supporting details presented in diverse media and formats and the motives behind their presentation	analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind their presentation	analyzes and interprets the motives, main ideas, and supporting details presented in diverse media and formats	analyzes, interprets, and describes the motives, main ideas and supporting details presented in diverse media and formats

8th Grade Standards Assessed on FSA ELA

LAFS.8.RL.3.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Task Demands

- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works including describing how the material is rendered new.

Students may be asked to:

- Select an analysis of how the modern work draws from older sources.
- Select explicit or implicit details that support an analysis of how the modern work draws from older sources.
- Select multiple explicit or implicit details that support an analysis of how the modern work draws from older sources.
- Select an analysis or inference and then to select words or phrases from the text to support the analysis or inference selected.
- Select an analysis or inference and then to select words or phrases from the text to support the analysis or inference selected.
- Compare and contrast the use of a particular element in two or more texts by dragging descriptions or analyses into a graphic organizer.

Sample Item Stems

- How does the title influence the passage's theme?
- How does the author of a classic text alter elements of a myth to convey the author's own story?
- Part A: How does the author explicitly draw on myth to convey meaning in this text?
Part B: What effect does this choice have?
- (Description of element from the passage) Part A: What is the purpose of this line in the text?
Part B: How does the title alter the meaning of this line?
- Part A: Which element from the classic text is drawn from the myth?
Part B: How does the author of the classic text alter this element for the purposes of this story?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new	analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new	provides specific evidence to support an analysis of how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new	provides thorough evidence to support an analysis of subtle ways that a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.3.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Also assesses: LAFS.8.SL.1.2 and LAFS.8.SL.1.3

Task Demands

- Evaluate one or more advantage and/or disadvantage of using different media to present a topic or idea.
Students may be asked to:
 - Select an evaluation of the advantages or disadvantages of using the different media and then to select words or phrases from the text to support the evaluation selected.
 - Select an evaluation of the advantages of using the different media and then to select an evaluation of the disadvantages.
 - Distinguish between advantages and disadvantages of using different media in table or chart.
 - Distinguish between advantages and disadvantages of using different media in a Venn diagram.
- Analyze the purpose of presenting the information in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Students may be asked to:
 - Select a correct analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis.
 - Select a correct evaluation of the motives behind the decision to present the information in a particular format and then to select details that support the evaluation.
 - Select a correct analysis of the purpose of presenting information in a particular format and then to select the motivation for its presentation.
 - Select an analysis of the purpose of presenting the information in a particular medium or format.
 - Select an evaluation of the motives behind the presentation decision.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Students may be asked to:
 - Identify where irrelevant evidence is introduced.
 - Identify a speaker's argument and then select specific claims that support the argument.
 - Identify a speaker's argument.
 - Select a claim that supports the speaker's argument.
 - Evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence.

Sample Item Stems

- Part A: What are the advantages of using video to present information about the explorer and the park?
Part B: What are the disadvantages?
- Part A: Select an advantage of using video to present information about [the explorer's expedition to the park].
[Two paragraphs from the text] Part B: Select a sentence that would most benefit from being portrayed in video format

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.3.7 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
compares and contrasts the use of different media in presenting a particular topic or idea	evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea	evaluates the advantages and disadvantages of using different media to present a particular topic or idea, providing specific evidence to support the evaluation	evaluates the advantages and disadvantages of using different media to present a particular topic or idea, providing specific evidence to support the evaluation while addressing the effectiveness of the presentation

LAFS.8.SL.1.2 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the purpose of information presented in diverse media and formats and the motives behind its presentation	analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluates the motives (e.g., social, commercial, political) behind its presentation	analyzes the purpose of information presented in diverse media and formats and interprets the motives behind its presentation	evaluates the purpose of information presented in diverse media and formats and interprets the motives behind its presentation

LAFS8.SL.1.3 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recognizes a speaker's argument and specific claims, identifying whether irrelevant evidence is introduced	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced	delineates and evaluates a speaker's argument and specific claims and counterclaims for the soundness of reasoning and the relevance and sufficiency of the evidence	delineates and evaluates the subtleties of a speaker's argument and specific claims and counterclaims for the soundness of reasoning and the relevance and sufficiency of the evidence

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.3.8: 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.

Task Demands

- Delineate an argument or specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.
 - Students may be asked to:**
 - Identify a speaker’s argument and then select specific claims that support the argument.
 - Identify a speaker’s argument.
 - Select a claim that supports the speaker’s argument.
 - Evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence.
 - Select multiple explicit or implicit details that support the evaluation of an argument or claim in the text.
 - Select multiple evaluations of an argument or claim in the text.
 - Evaluate the arguments and claims of the text by dragging descriptions, analyses, details, or elements of structure into a graphic organizer.
- Recognize when irrelevant evidence is introduced.
 - Students may be asked to:**
 - Select where irrelevant evidence is introduced.
 - Identify a piece of irrelevant evidence.
 - Select multiple pieces of irrelevant evidence.

Sample Item Stems

- Select a sentence in the first text where the author appeals to the reader’s emotions to support an argument.
- Select the word or phrase where the author first introduces an argument.
- Select the sentence in this text where the author introduces irrelevant evidence.
- Part A: Select the main argument of the text provided.
Part B: Select a sentence containing relevant and supportive evidence for this argument.
- Part A: Select a sentence containing relevant and supportive evidence for the text’s central argument.
Part B: Select a sentence containing irrelevant or inappropriate evidence.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the explicit argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced	explains and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient; delineates where irrelevant evidence is introduced	explains and evaluates the argument and subtle or implicit claims within or across texts, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient; examines subtle uses of irrelevant evidence

8th Grade Standards Assessed on FSA ELA

LAFS.8.RI.3.9: 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.

Task Demands

- Contrast the ways in which the authors provide information, use facts, or interpret details.
 - Students may be asked to:**
 - Select words or phrases from the text to support an analysis of how the texts conflict or disagree.
 - Select words or phrases from the text that provide conflicting information.
 - Select an analysis of how the texts conflict or disagree and then to select another analysis of how the texts conflict or disagree.
 - Select an analysis of how the texts conflict or disagree and then to select words or phrases from the text to support the analysis selected.
 - Select an analysis of how the texts conflict or disagree.
 - Select explicit or implicit details that support an analysis of how the texts conflict or disagree.

Sample Item Stems

- Part A: What is the first author’s stance on the use of _____?
Part B: How is this issue portrayed in the second text?
- How do the texts’ authors differ in their interpretation of the term (excerpted text)?
- Part A: Select one way in which the first text disagrees with the second text on a matter of fact or interpretation.
Part B: Select a sentence from the first text that highlights this disagreement.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
contrasts two texts that provide conflicting information on the same topic and determines where the texts disagree on matters of fact	analyzes a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation	analyzes a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation, evaluating the strength of facts or interpretations	analyzes a case in which two or more texts provide conflicting information on the same topic and analyzes how the texts disagree on matters of fact or interpretation, evaluating and explaining the strength of facts and interpretations

*Language and Editing Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Assessed Standards and **Task Demands** taken from: <http://www.fsassessments.org/wp-content/uploads/2015/03/Grade-8-ELA-Test-Item-Specifications.pdf>

8th Grade Standards Assessed on FSA ELA

Sample Item Stems taken from: http://www.fsassessments.org/wp-content/uploads/2015/04/ELA-G8_Florida-Item-Specifications_2015.pdf

Achievement Level Descriptors taken from: <http://www.fldoe.org/core/fileparse.php/5663/urlt/2015FSARangeSummary.pdf>