

Start Date

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Grade

Subject

- Show Reviewer Suggested
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Reset

Build Report

Broken Into More Specific

E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Cite the textual evidence that most strongly supports an analysis of what the text says. The analysis may be based either on what the text says explicitly, or on inferences, conclusions, and/or generalizations drawn from the text.

Find inferences, conclusions, and/or generalizations that support your interpretation of the text. List specific sentences and/or paragraphs that contain those inferences, conclusions, and/or generalizations. (Terminology is easier to understand. The instructions are clearer. Student will be able to quickly decipher what the test is asking and be able to perform the task in an appropriate manner.)

E08.A-K.1.1.2: 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.

1. Determine the theme or central idea of a text. 2. Analyze how the theme or central idea of a text; including its relationship to the characters, setting, and plot, develops over the course of the text. 3. Provide an objective summary of a text. (Original is poorly written. You are asking for three behaviors. Make it three individual statements.)

1. Provide an objective summary of the text. 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. [Further consideration is needed as to how/whether to test for this ability.] (The test example given on the site covers only the former (point #1), probably because this is the easier of the two tasks. The second task requires a higher level of interpretive skill, and in the example given could easily require students to comply with common social norms that technically are outside the text being analyzed. In other words, while test writers seem likely to decide that the theme or central idea of the Horatio Alger story is something about the exemplary virtuousness of the hero's actions and attributes, a reader working from a more resistant perspective might see it as a biased, stereotypical account of paternalism and female foolishness. Is it possible to avoid requiring students to adopt (or mimic) a hegemonic perspective when reading passages and answering questions like these, and encourage them instead to fully inhabit a more individual subject-position? Perhaps--but testing for this ability is quite challenging.)

Determine the theme or central idea of the text. Analyze how you came to this

conclusion. (The other question is way too wordy. It also overwhelms a student with too many tasks to complete in one essay.)

First, provide an objective summary of the text. Second, determine the theme or central idea of the text. Third, explain how the theme or central idea develops through the use of characters, setting, and plot. (Simpler tasks allow the student the ability to not feel overwhelmed when reading this question. They are able to break down each task and make sure that have completed each part so that they are able to answer each part completely.)

I think the two ideas separated by the semi-colon in the above statement should be separated into two, more specific statements. To me, the inclusion of the word "objective" summary asks students to do something completely different than to determine theme or to analyze it's development.

I would make "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." one specific statement. Then I would make "Write an objective summary of the text." another specific statement. (The first part of the statement already requires students to determine and analyze. Writing an objective summary also requires students to analyze, and it is a different type of skill than determining a central theme or idea and analyzing its development. They are two different skills.)

Separate these concepts (Identifying the theme or central idea and its connection to the characters, setting, and plot is an entirely different concept than being able to objectively summarize what you have read. One skill requires the ability to identify key components of a text as related to the development of the plot. The other requires the student to analyze the events and retell it without bias. Being able to identify theme, and being able to maintain objectivity are entirely different skill sets.)

Determine a theme or central idea of a text. Indicate relationships to characters and settings based on this theme.

E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Break it up: analyze how particular lines of dialogue propel action. Analyze how particular incidents in a passage propel action. Analyze how particular lines in a dialogue reveal aspects of a character. Analyze how particular lines in a dialogue provoke a decision. (The wording is too much for 8th graders to fathom. They'll give up!)

Expand initiating climax. "This statement introduces the upcoming climax of the story." (The wording of the answers may be misinterpreted by different classes and is largely dependent upon how the teacher has taught the students. More information in the answers that help infer the meaning would be helpful.)

Analyze how particular lines of dialogue or incidents in a story propel the action Analyze how reveal aspects of a character Analyze how... provoke a decision

E08.A-C.2.1.1: 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.

I think this statement is well written, however, I don't believe the question asked of them after the passage in the sample creates suspense or humor; students are asked to evaluate the respect deserved by a character. The statement should be rewritten to include more than just "suspense or humor."

E08.A-C.2.1.2: 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.

Compare the differences in the structure of two or more texts. How does the structure of each text contribute to its meaning and style.

I would further define and delineate "differing structure." This statement is too vague.

E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

1. Determine how the author uses the meaning of figurative and connotative language in a text. 2. Analyze the impact of specific word choices, including analogies or allusions to

other texts, on meaning and tone. (First, there's more clarity by breaking this up. Second, if you want students to demonstrate understanding of figurative and connotative language, be direct.)

Determine how the author uses the meaning of words or phrases, including figurative and connotative meaning, in a text.

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text. Analyze the impact of specific word choices on meaning and tone. Analyze the use of analogies. Analyze the use of allusions.

-Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text. -Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (It's more specific if you break the statements into two separate statements.)

One statement addresses word choice, author's writing style, figurative language, connotation, meaning, tone, analogies, and allusions. I believe writer's choices and writer's techniques (craft) should be addressed as separate concepts. (I anticipate the typical eighth grade student would be torn between answers A and D, as most eighth graders hear the word "sensation" with a negative connotation associated with it on a regular basis.)

E08.A-V.4.1.1: 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

1. Use contextual clues to determine the meaning of unknown words or phrases based on grade 8 reading content. 2. Use common, grade-appropriate affixes and roots as clues to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content. (Break up statement for clarity.)

See below (Instructing this piece of eligible content would be more effective if somewhere there were provided a list of what has been designated as "common" and "grade-appropriate" in relation to Greek or Latin affixes and roots. What makes affixes and roots "grade-appropriate?" How is one to know?)

Should be 3 specific statements: 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. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

1. Analyze what the text says explicitly and state inferences that can be made from its content. 2. What generalizations and conclusions can be drawn from the text?

Remove "inferences." (Most middle school students are not capable of the abstract thinking required to independently infer exactly what you want them to infer from a text. Also, students on the autism spectrum cannot predict or infer.)

E08.B-K.1.1.2: 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.

1. Determine a central idea of a text. 2. Analyze how supporting ideas help develop the central idea of a text. 3. Provide an objective summary of the text. (Rewrite for clarity by using direct, behavioral language. Also, this is very similar to E08.A-K.1.1.2)

E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

1. Analyze how a text uses comparison, analogy, and/or categorization to make connections among, and distinctions between, individuals, ideas, or events. (Clarity.)

I would include a statement that specifies the different categories.

E08.B-C.2.1.1: 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.

Point of view and purpose are different! Are you asking for narrative point of view? Author's tone? This is highly confusing.

E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text. Analyze the impact of specific word choices on meaning and tone. Analyze the use of analogies. Analyze the use of allusions.

E08.B-C.3.1.1: 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.

The questions should have some more information helping students to have some idea of the quote.

E08.B-V.4.1.1: 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.

Broken into specific statements 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. 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. . Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Determine the meaning of technical words and phrases used in a text.

See below ("Common" and "grade-appropriate" are very open to individual interpretation. What do they look like?)

E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

I feel that the part set off by commas should stand alone as its own standard.

E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

I feel that this should be broken into 2 standards at the semicolon.

Improve directions on what is expected on essay. (Too much left to interpretation. Be more specific on items to be addressed in essay.)

E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

be more specific (be more specific in instructions.)

E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

be more specific (be more specific in instructions.)

E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

be more specific (be more specific in instructions.)

Different Grade

E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

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E08.A-K.1.1.2: 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.

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E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

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E08.A-C.2.1.1: 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.

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E08.A-C.2.1.2: 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.

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E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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E08.A-C.3.1.1: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

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E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

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E08.B-K.1.1.2: 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.

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E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

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E08.B-C.2.1.1: 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.

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E08.B-C.2.1.2: 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.

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E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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E08.B-C.3.1.1: 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.

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E08.B-C.3.1.2: 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.

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E08.B-V.4.1.1: 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.

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E08.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

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E08.C.1.1.4: Establish and maintain a formal style.

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E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.

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E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

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E08.C.1.2.5: Establish and maintain a formal style.

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E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.

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E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

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E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.

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E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.

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E08.D.1.1.1: Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

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E08.D.1.1.2: Form and use verbs in the active and passive voice.

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E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

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E08.D.1.1.4: Recognize and correct inappropriate shifts in verb voice and mood.

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E08.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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E08.D.1.1.6: Recognize and correct inappropriate shifts in pronoun number and person.

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E08.D.1.1.7: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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E08.D.1.1.8: Recognize and correct inappropriate shifts in verb tense.

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E08.D.1.1.9: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

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E08.D.1.1.10: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

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E08.D.1.1.11: Ensure subject-verb and pronoun-antecedent agreement.

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E08.D.1.2.1: Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

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E08.D.1.2.2: Use an ellipsis to indicate an omission.

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E08.D.1.2.3: Spell correctly.

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E08.D.1.2.4: Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

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E08.D.1.2.5: Use punctuation to separate items in a series.

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E08.D.2.1.1: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g.,

emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).

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E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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E08.D.2.1.3: Vary sentence patterns for meaning, reader/listener interest, and style.

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E08.D.2.1.4: Maintain consistency in style and tone.

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E08.D.2.1.5: Choose punctuation for effect.

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E08.D.2.1.6: Choose words and phrases for effect.

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E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an

organizational structure in which ideas are logically grouped to support the writer's purpose.

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E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

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E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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E08.E.1.1.5: Establish and maintain a formal style.

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E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.

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Rewritten

E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

A. should be rewritten (Excessive texting is unhealthy according to medical doctors and impacts general wellness.)

Cite the textual evidence that most strongly supports an analysis of what the given text

explicitly says, infers, concludes, and/or generalizes. (The statement is unclear and poorly written.)

Cite the textual evidence that supports (some specific goal). Analyze how this evidence is significant. (The original question had too many parts and was of too high a level for grade 8 students. i have taught all levels of grades 6 through 12 English for 27 years. I should know.)

Good,Better,Best- For me,there may have been several good answers with some better than others. When you ask for best,there should only be one answer. (Either rephrase the question or have only one answer.)

Remove the words "most strongly"

The statement does not necessarily reflect the content being questioned. (The sheer nature of one test question being contingent upon identifying the correct answer for another test question is poor test writing. It is not a valid assessment tool.)

The statement is fine - I like it - the test question is horrid. An entire passage about a small adventure on a lake where a woman nearly drowns and the question is about row boats??!! How is a student to analyze a row boat from this passage? And the level of cultural bias is unbelievable. I hope the actual questioned answered is better. (One of the main problems we are all having is that the standards are fine - it is the testing, the amount of testing, the high stakes of the testing, the types of questions asked on the testing, that is the issue and the general public is not able to differentiate between the testing issue and the standards issue. We need good standards to build curriculum.)

E08.A-K.1.1.2: 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.

Determine a theme or central idea of a text and analyze its development over the course of the text. (A summary is not the same thing as an analysis of theme or central idea. Analysis suggests critique, whereas a summary does not critique but merely recapitulate the important ideas. Also, stating a literary theme involves drawing an inference, which is not the same skill as summarizing.)

etermine 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 a summary of the text

Which choice best summarizes the passage objectively? (Good,Better,Best- Again,you suggest there is more than one answer. You only accept one answer here,so why say to pick "sentences"?)

See my rewrite above.

E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the plot. (Remove the part about revealing aspects of character because this is covered more in the next standard. No need to mention "provoke a decision" as this is redundant; "propel the plot" would include an idea like "provoke a decision." These standards are way too wordy. It is unnecessary to over-complicate the statement. Making it too wordy is confusing to kids. Since research strongly indicates that students learn best when standards are explicitly referenced and referred back to throughout the lesson, I feel it is vital to word standards clearly and concisely.)

Analyze how... Propels the actions of a character.

The terms propel and provoke will not be understood by eighth graders. Likewise, the question does not necessarily evaluate this standard. See below. (The question is essentially asking if the students are familiar with plot elements and the role of each component of plot - intro, rising action, climax, etc. - why not say what you mean? The typical eighth grade student will not understand "propel" in this context. I know the statements are written for teachers, but consistency in vocabulary is essential.)

E08.A-C.2.1.1: 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.

"intended effect" should be rewritten (What is the author attempting to communicate about... How do these statement impact the readers opinion....)

Analyze how certain lines in the text influence the way a reader thinks about the characters or plot. (I am an English teacher, and I had to see the sample question to even understand what exactly this statement was asking students to do. The term "point of view" is especially problematic because it makes students think 1st person, 2nd, person, 3rd limited, and 3rd omniscient. It is confusing. There is no need to mention the examples of suspense or humor as this is obvious to anyone who teaches ELA.)

Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

I don't like your answer (Wait. Joe states that the only reason he dove in for the rescue was because he saw her dress was stuck between two heavy rocks. When I read that, it did not make me feel good about Joe. Was he saying that if her dress was not stuck (even though she was at the bottom), then maybe he would wait a while?)

The statement is fine; however the question is not appropriate for eighth grade students. (The passage vocabulary and content is inappropriate for the typical eighth grade student.)

E08.A-C.2.1.2: 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.

The statement is sufficient; however the questions need revision. (If eighth graders are being asked to compare two or more texts, then the length and difficulty of the passages must be considered. If the focus is on text structure - if that is what you are looking to assess - then the language and content within the text need not be at a highly challenging level.)

E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Determine how the author uses the meaning of specific words or phrases in a text to impact the meaning and tone of the text. (Original is too wordy. No need to mention "figurative and connotative meanings" as this is redundant. Any ELA teacher realizes this

includes these types of words and phrases. Analogies and allusions to other texts is also unnecessary, as these are still words and phrases that students would be inferring about.)

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text.

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone. (Allusions seem to be more of a 9th/10th grade level.)

E08.A-C.3.1.1: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

"Describing how the material is rendered new" is extremely wordy and confusing.

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems. (the "describing how the material is rendered new" could use some clarity. And, since I'm trying to accurately interpret the meaning of this statement, I found it hard to reword the statement, as I wasn't completely clear on the idea. Are students to be using the patterns and character types from myths and traditional stories that they find in the modern text to explain how these character types and traditions still hold true today?)

I feel like the term "traditional character" can be confusing. That term isn't used in our school or really in any neighboring schools that I am aware.

When thinking of traditional literature, what character type..... (By mentioning traditional literature first the student has a better point of reference.)

E08.A-V.4.1.1: 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (It is insulting that you defined what context clues and affixes and roots are. ELA teachers know what these things are. Not needed.)

It is extremely and unnecessarily wordy. (The question is written poorly. An eighth grade student - using context (as expressed in the eligible content) - could easily determine that answer A. pressed (ironed) would be correct. If they used strategies, like plugging the synonym into the passage to see if it makes sense, it would be confirmed as a possibly correct answer. The word donned is not part of their vernacular. While appropriately using context clues, they could easily select the "wrong" response. Is the goal to trick or catch up students?)

E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Demonstrate understanding of figurative language and word relationships. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. (It should not include "c" as a necessary component.)

Demonstrate understanding of figurative language. (That's all it should be at the 8th grade level!)

Demonstrate understanding of nuances of meaning among words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute). (The rest of the statement is covered by the previous standard as I have written it.)

fat wallet could be interpreted as generous, as he is about to reward the person with money can demonstrate generosity more than wealth. (The answers draws on the readers personal experience and D. should be deleted and rewritten as C. and D. could both be correct answers depending on personal experiences.)

Interpreting figures of speech and connotations is highly dependent on cultural experience and prior reading experiences. These experiences will differ widely according to socio-economic and cultural background of students.

It is extremely wordy. (The question is poorly written - again using context clues and the actions of the character - both answers C and D might be chosen by students. He is "generously" rewarding the hero. I think the question is truly evaluating the students' familiarity with a phrase that is not really part of our every day language rather than their ability to evaluate context clues.)

E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Cite the textual evidence that supports (a specific goal). Analyze how this evidence is significant to (the specific goal).

Compromising their health should be rewritten (Excessive texting is unhealthy and can impact a teen's general wellness.)

E08.B-K.1.1.2: 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.

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text.

Provide an objective summary of the text. Determine its central idea and explain its development.

Rewritten as two separate statements, not as one singular one.

E08.B-C.2.1.1: 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.

Determine an author's point of view or purpose in a text and analyze how the author interprets and explains supporting or contradicting evidence and viewpoints.

(Acknowledges and responds seem somewhat vague/unclear to me.)

Determine an author's point of view or purpose in a text.

E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Determine how the author uses figurative language in the text. Analyze how his use of figurative language, with its specific word choices, helps the reader to better understand the text.

-Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text. -Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (It's more specific if you break the statements into two separate statements.)

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text,

E08.B-C.3.1.1: 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.

add to D. for the audience (A. and D. are confusing - both relate to speaking to the audience.)

Does the author have enough supporting evidence to back up his/ her main idea? Explain your thoughts. Do any ideas stray from the main idea?

E08.B-C.3.1.2: 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.

Though both passages deal with the same subject matter, they vary widely. What are the differences in how they handle the same topic?

E08.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. (This should not include "c" as a mandatory component.)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.

E08.C.1.1.2: Support claim(s) with logical reasoning and relevant

evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Be careful of words you use - similar semantics used in classroom. Cohesion, etc. (The test must use the same words and meanings/definitions that are being taught in the classroom. What semantics. If you cannot clearly communicate then you are not receiving correct answers or answers that are subject to miscommunication.)

E08.C.1.1.4: Establish and maintain a formal style.

1.1.3 be more specific in instruction. (Not clearly communicating what is expected in responses. Be specific in instructions - not all students will understand what is expected.)

There should be more guidance provided with this statement.

E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.

Provide a concluding section that reinforces the claims/thesis and reasons presented.

Same issue - be sure that all teachers are presenting in the same way. Better explanation of expected answers. use simple, specific language (You cannot test this way unless you are sure all teachers are presenting information using the same terms and expected outcomes.)

Combine word choice for all genres of writing. (Repetitive of another standard-combine standards for all genres.)

E08.C.1.2.5: Establish and maintain a formal style.

Provide more guidance with this statement. It is too vague.

E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

delete pacing

E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.

Provide a conclusion that not only brings resolution but reflects on the narrated experiences or events.

E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

See point below. (The sample text given focuses on correctness with regard to number (singular vs. plural), not on the five verb moods listed here: this casts some doubt on the quality of the test-writing.)

E08.D.1.2.3: Spell correctly.

I also suggested that it would be advisable for them to wear old clothes. (Even when testing for spelling all sentences included in a test should be grammatically correct.)

E08.E.1.1.5: Establish and maintain a formal style.

Provide more guidance on "formal style."

Should Be Deleted

E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

By providing a second question that relies on the accuracy of the answer for the first question, you are potentially setting students up to fail.

you need to define explicit

E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

I don't like your answer. As I read the story, I predicted that the girl who first stood up would fall into the lake. Could you use a better word than conflict? When he said "be careful", it makes you want to "predict". Choice A starts w/predict, but ends in resolution.

My choice would be-Predict some potentially harmful event.

The wordage is confusing.

We should place much LESS emphasis/class time on literature analysis. In the real world people must be able to read for facts, for information and for instructuion. We need much MORE time spent on reading nonfiction in various contexts.

E08.A-C.2.1.1: 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.

I don't think that the question accurately reflected the standard.

This is too specific.

E08.A-C.2.1.2: 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.

I don't feel this is really something students need to deal with this- in college as a Literature major, maybe.

This statement has no relevance to understanding the story.

You ask me to compare "Spring in the Country" with " A new Beginning" but do not show me these passages. So I Quit your survey for a while!

E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Does not provide a level playing field. Students will use different texts, some which may not be familiar to how test is scored.

Requiring the understanding of and correct use of simile versus metaphor is a poor use of limited instructional time. It should not be tested at all. Rather, the student should understand that a phrase is figurative, rather than literal. The same is true for other

literary devices like: onomatopoeia, alliteration and personification.

E08.A-C.3.1.1: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

I am not sure of the relevance or necessity of this type of standard.

It is impossible for students to have the background required to address this standard fully, unless the content provides both the traditional story as well as a rendering of it.

Less attention needs to be paid to traditional stories and "classics". Today's student bores easily of such "rigorous" works. High interest material that discusses themes like acceptance and helping others would serve a deeper purpose than another exposure to *A Separate Peace* or *Jane Eyre*

To answer this question properly would require the student to have a knowledge base that exceeds the 8th grade level. In addition, a proper answer would require a very lengthy answer. The sample question addresses only one part of the eligible content question.

What qualifies as "myth or traditional story?" At what grade level should "myths and traditional stories" be covered? If students have not previously read "myths and traditional stories," how can they complete this analysis?

In my ten years of working with 8th grade students, this statement holds more weight than students can carry. In 8th grade, students have not yet established enough familiarity with myths and traditional stories to then be able to make connections to how modern fiction may "render new" certain elements. If this statement truly is worthy of being eligible content in 8th grade (as is suggested by its inclusion and heavy focus on the released 8th Grade PSSA Sampler in August), then it needs to be included in eligible content much earlier than in 8th grade. By the time a student is a junior in high school, he will have (should have) developed a stronger literary foundation to make such connections between types of writings. This simply is not possible to have mastered by 8th grade.

E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

The material is covered in several other statements, which are more brief and specific.

E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Redundant. See E08.A-K.1.1.1. Is this necessary to repeat?

Repetitive of another standard-combine standards for all genres.

This statement simply repeats the exact same standard but as applied to a different text type. Eliminate all repeats and just add an standard that requires students to recognize text type / the required skills for that text type. It is so stupid that some of these standards are repeated over and over just because some OCD person wanted to thoroughly list every skill under a subcategory of each text type. List it once, and construct it in a way that it is clear this skill applies to several different text types.

E08.B-K.1.1.2: 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.

Repetitive of another standard-combine standards for all genres.

E08.B-C.2.1.2: 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.

Does not ask students to show a strong understanding of content.

This is too difficult for students who are trying to find their own way in writing. To analyze a writer's paragraph is an English major's job -- not 8th grade students' job. Way too difficult!

This is too specific, and it is an unnecessary skill in the real world.

E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Repetitive of another standard-combine standards for all genres.

Unless an example of other text titles are available to make analogies & allusions.....

E08.B-C.3.1.2: 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.

Developmentally inappropriate

E08.B-V.4.1.1: 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.

Repetitive of another standard-combine standards for all genres.

E08.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the

relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Repetitive of another standard-combine standards for all genres.

E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

too complicated. What's the point?

E08.C.1.1.4: Establish and maintain a formal style.

This should be modeled and given examples and non-examples of statements, short paragraphs. How is this really different from many of the items using the same rubric? And formal writing is changing in this era of 24-hour news cycle, so what really is formal writing? I teach ESL and I told them formal writing had indents, then they showed me news articles and even some dissertations with no indents. This seems like a minor point.

E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

Repetitive of another standard-combine standards for all genres.

E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.

This statement is similar to a previous statement on concluding sections...and this one needs more clarity.

E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;

organize an event sequence that unfolds naturally and logically to support the writer's purpose.

Repetitive of another standard-combine standards for all genres.

This standard relies heavily on a student's creativity and imagination, which is a skill that is not fair to measure. For the student with little creativity, they would struggle to come up with a well-written piece even if they are a good writer.

E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Same as E08.C.1.3.1.

E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Repetitive of another standard-combine standards for all genres.

E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.

Repetitive of another standard-combine standards for all genres.

E08.D.1.1.1: Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

Identifying different types of verbal phrases, while valuable on Jeopardy, is not necessary to be an advanced reader or writer. Valuable instructional time will be lost to expose children to this topic, with very little success. (By the way, my first sentence began with a gerund.)

no one uses that terminology later in life

This content would be much better suited for high school students, as middle school students still struggle with even creating solid, meaningful sentences that are complete, let alone varied.

This is the type of standard that lends itself to traditional grammar instruction vs. teaching writing skills. I am not sure of the relevance or necessity of this type of standard.

Understanding verbals is not essential content for an 8th grader.

E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

no one uses that terminology later in life

Students should be taught to be strong writers. This type of standard lends itself to teaching concepts that are not necessary to make them strong writers. This knowledge does not apply as they work toward college/ career readiness.

Understanding verb moods is not essential for an 8th grader. The sample sentence is about subject-verb agreement. This is important.

This is a non-essential skill.

E08.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Again, this lends itself to traditional grammar instruction vs. writing skills.

E08.D.1.1.11: Ensure subject-verb and pronoun-antecedent agreement.

Repetitive of another standard-combine standards for all genres.

E08.D.1.2.1: Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

'To us' is unnecessary in the sentence altogether. Test sentences should read better than this example. If a student included such dialog in a written paper I would hope that the teacher would mark it up in red ink.

E08.D.1.2.2: Use an ellipsis to indicate an omission.

Again, this standard would be better suited for a high school student.

E08.D.1.2.3: Spell correctly.

Requiring correct spelling is discriminatory for IEP & ELL students.

Vague.

E08.D.2.1.1: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).

Grammar focus does not make good writers.

The sample question is an error, but it is not related to the reasons for using the correct voice or mood. This concept is for more advanced writers, not 13-year olds.

E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Repetitive of another standard-combine standards for all genres.

E08.D.2.1.4: Maintain consistency in style and tone.

Repetitive of another standard-combine standards for all genres.

E08.D.2.1.5: Choose punctuation for effect.

Based on the sample question, it seems that the correct choice of answer would be too subjective to be meaningful. I might be able to eliminate two choices, but then there might be equally rational and worthy arguments for the other two punctuation options. Also, without a full paragraph, it is hard to well adjust the appropriate punctuation for the flow of the whole text.

E08.D.2.1.6: Choose words and phrases for effect.

Repetitive of another standard-combine standards for all genres.

Too subjective, at least as based on the sample question here. May discriminate unfairly against students for whom English is a Second Language.

E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to

support the writer's purpose.

I feel that this is a loaded standard, and the sample question does not seem to adequately fit.

Repetitive of another standard-combine standards for all genres.

E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Repetitive of another standard-combine standards for all genres.

E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Repetitive of another standard-combine standards for all genres.

E08.E.1.1.5: Establish and maintain a formal style.

Repetitive of another standard-combine standards for all genres.

this has been repeated 3 times!!! Why?

E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.

Repetitive of another standard-combine standards for all genres.

Suggested Eligible Content

Read my other responses! They are appropriate!! Quit wasting money & messing up education! Something that you apparently know little about!!!!

This is a farce. The 8th graders do not read books. The website does not actually ask for any parental feedback. We may as well have moved to a century 500 hundred years earlier, but we moved to central PA. Look to NJ for curriculum that may give these kids a

fighting intellectual chance. Very poor indeed.

Cursive and handwriting should be a part of the Eligible Content. Also, for neatness. Another eligible content should be spelling. By this grade, student's should know how to encode and decode words. They should also spell correctly in sentences, while making those context clues and connections or references for a meaningful sentence.

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Reporting (/Admin)



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