

Performance Level Descriptors

English Language Arts Grade 8

2024



This publication is available from:
Division of Student and School Success
Office of Educational Accountability
(608) 267-1072

<https://dpi.wi.gov/assessment/correspondence>

July 2024 Wisconsin Department of Public Instruction

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Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors** (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level *as well as all content and skills in any performance levels that precede it, if any*. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Range Performance Level Descriptors

Reading: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Reading Strand – Key Ideas and Details

Developing	Approaching	Meeting	Advanced
<p>A student at this level can attempt to cite limited textual evidence that supports an analysis of what the text says explicitly and attempt to make logical inferences. (RI&RL)</p>	<p>A student at this level can partially cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make partially logical inferences. (RI&RL)</p>	<p>A student at this level can cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>A student at this level can cite ample textual evidence that thoroughly and strongly supports an analysis of what the text says explicitly/implicitly and make well-developed logical inferences. (RI&RL)</p>
<p>can minimally summarize texts, from a variety of genres, to determine one theme or central idea and minimally analyze its development over the course of a text. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to partially determine one or more themes or central ideas and analyze their development over the course of the text. (RI &RL)</p>	<p>can summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (R &RL)</p>	<p>can summarize texts, from a variety of genres, to thoroughly determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)</p>
<p>in literary texts, can minimally describe how particular lines of dialogue or events propel the action, reveal aspects of a</p>	<p>in literary texts, can partially describe how particular lines of dialogue or events propel the action, reveal aspects of a</p>	<p>in literary texts, can analyze how particular lines of dialogue or events propel the action,</p>	<p>in literary texts, can thoroughly analyze how particular lines of dialogue or events propel the action,</p>

character, or provoke a decision. (RL)	character, or provoke a decision. (RL)	reveal aspects of a character, or provoke a decision. (RL)	reveal aspects of a character, or provoke a decision. (RL)
in informational texts, can minimally or incompletely identify and analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can partially analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	in informational texts, can thoroughly analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
Reading Strand – Craft and Structure			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>in literary and informational texts, can attempt to minimally identify the structures of two texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>	<p>A student at this level</p> <p>in literary and informational texts, can partially identify the structures of two or more texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>	<p>A student at this level</p> <p>in literary and informational texts, can compare and contrast the structures of two or more texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>	<p>A student at this level</p> <p>in literary and informational texts, can thoroughly compare and contrast the structures of two or more texts to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>
in literary texts, can attempt to analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)	in literary texts, can partially analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)	in literary texts, can analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)	in literary texts, can thoroughly analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)

in informational texts, can attempt to explain how an author's geographic location, identity, and/or culture affect perspective; can minimally or incompletely analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can partially explain how an author's geographic location, identity, and/or culture affect perspective; can partially analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can explain how an author's geographic location, identity, and/or culture affect perspective; can analyze how the author addresses conflicting evidence or viewpoints. (RI)	in informational texts, can thoroughly explain how an author's geographic location, identity, and/or culture affect perspective; can thoroughly analyze how the author addresses conflicting evidence or viewpoints. (RI)
Reading Strand – Integration of Knowledge and Ideas			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can attempt to trace and evaluate an argument and specific claims in texts; minimally or incompletely distinguish claims that are supported by reasons and relevant evidence from claims that are not. (RI)</p>	<p>A student at this level</p> <p>can partially or inconsistently trace and evaluate an argument and specific claims in texts, partially distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)</p>	<p>A student at this level</p> <p>can trace and evaluate an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)</p>	<p>A student at this level</p> <p>can thoroughly trace and evaluate an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)</p>
can attempt to identify criteria to evaluate the quality of texts; attempt to make minimal connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can partially or inconsistently choose and develop criteria to evaluate the quality of texts; partially or inconsistently make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can choose and develop criteria to evaluate the quality of texts; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can skillfully and consistently choose and develop criteria to evaluate the quality of texts; make deep connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Writing: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Writing Strand – Text Types and Purposes

Developing	Approaching	Meeting	Advanced
<p>A student at this level can write simple text in a variety of modes:</p> <p>write basic arguments to minimally or incompletely introduce and support claim(s), using little logical reasoning, relevant evidence, and literary theory; attempt to use few accurate, credible sources and demonstrate little to no understanding of the topic or text; attempt to acknowledge and distinguish the claim(s) from alternate or opposing claims; minimally or incompletely organize the reasons and evidence logically.</p>	<p>A student at this level can write text in a variety of modes:</p> <p>write basic arguments to partially introduce and support claim(s), using some logical reasoning, relevant evidence, and literary theory; partially use some accurate, credible sources and demonstrate a partial understanding of the topic or text; partially acknowledge and distinguish the claim(s) from alternate or opposing claims, or organize the reasons and evidence somewhat logically.</p>	<p>A student at this level can write text in a variety of modes:</p> <p>write arguments to introduce and support claim(s) using logical reasoning, relevant evidence, and literary theory; use accurate, credible sources and demonstrate an understanding of the topic or text; acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.</p>	<p>A student at this level can skillfully write text in a variety of modes:</p> <p>write well-developed arguments to introduce and support claim(s) using logical reasoning, relevant evidence, and literary theory; consistently use accurate, credible sources and demonstrate a thorough understanding of the topic or text; thoroughly acknowledge and effectively distinguish the claim(s) from alternate or opposing claims, and effectively organize the reasons and evidence logically.</p>
<p>write simple informative/explanatory text that minimally examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of content by minimally introducing a topic</p>	<p>write basic informative/explanatory text that partially examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of mostly relevant content by introducing and developing a</p>	<p>write informative/explanatory text that examines a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a</p>	<p>write well-developed informative/explanatory text that fully examines a topic and convey ideas, concepts, and information through the selection, organization, and analysis of ample relevant content by thoroughly</p>

<p>with minimally relevant facts, definitions, concrete details, quotations, or other information and examples; attempt to include basic formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p>	<p>topic with some relevant facts, definitions, concrete details, quotations, or other information and examples, partially organizing ideas, concepts, and information into broader categories; include some formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p>	<p>topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p>	<p>introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into meaningful broader categories; can include ample, appropriate formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aid comprehension.</p>
<p>write basic narratives that develop real or imagined experiences or events, using limited descriptive details or event sequences; attempt to introduce a narrator or characters to minimally develop experiences, events, and characters.</p>	<p>write narratives that develop real or imagined experiences or events, using some descriptive details and event sequences that partially organize an event sequence somewhat logically; partially engage and orient the reader by establishing a context or point of view and introduce a narrator or characters; use some techniques, such as dialogue, pacing, description, or reflection, to partially develop experiences, events, and characters.</p>	<p>write narratives that develop real or imagined experiences or events, using relevant descriptive details and well-structured event sequences that organize an event sequence logically; engage and orient the reader by establishing a context and point of view and introduce a narrator or characters; use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</p>	<p>write well-developed narratives that develop real or imagined experiences or events, using ample relevant descriptive details and well-structured event sequences that organize an event sequence logically; thoroughly engage and orient the reader by establishing a clear context and point of view and introduce a narrator or characters; skillfully use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.</p>

<p>(organization) can create writing that uses a basic introduction, a text structure that minimally supports and clarifies the purpose and topic, and a limited concluding statement that may or may not provide closure.</p>	<p>(organization) can create writing that uses an introduction that partially creates suspense and anticipation for the reader, text structure that partially supports the purpose and topic through some or all of the text, and a simple concluding statement that provides closure.</p>	<p>(organization) can create writing that uses an introduction that creates suspense and anticipation for the reader, a text structure that supports and clarifies the purpose and topic throughout the entire text, and a concluding statement that provides closure and ties up all loose ends.</p>	<p>(organization) can create writing that uses an introduction that skillfully creates suspense and anticipation for the reader, a text structure that thoroughly supports and clarifies the purpose and topic throughout the entire text, and a well-developed concluding statement that provides closure and ties up all loose ends.</p>
<p>(transitions) can use a few simple transitions to create minimal cohesion and clarity among ideas and concepts.</p>	<p>(transitions) can use transitions to partially create cohesion or clarity among ideas and concepts.</p>	<p>(transitions) can use varied transitions to create cohesion and clarity among ideas and concepts.</p>	<p>(transitions) can use ample varied transitions to create cohesion and clarity among ideas and concepts.</p>
<p>(word choice) can use minimal genre-specific vocabulary; use minimal vocabulary that rarely enhances the meaning and engages the reader.</p>	<p>(word choice) can use some genre-specific vocabulary; use basic vocabulary that partially enhances the meaning and engages the reader.</p>	<p>(word choice) can use genre-specific vocabulary; use vocabulary that enhances the meaning and engages the reader.</p>	<p>(word choice) can use ample genre-specific vocabulary; skillfully use ample vocabulary that enhances the meaning and engages the reader.</p>
<p>Writing Strand – Production and Distribution of Writing</p>			
<p>Developing</p>	<p>Approaching</p>	<p>Meeting</p>	<p>Advanced</p>

<p>A student at this level</p> <p>with some guidance and support from peers and adults, can minimally develop and strengthen writing as needed by limited planning, revising, editing, rewriting, or trying a new approach, minimally focusing on how well purpose and audience have been addressed.</p>	<p>A student at this level</p> <p>with some guidance and support from peers and adults, can partially develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, partially or inconsistently focusing on how well purpose and audience have been addressed.</p>	<p>A student at this level</p> <p>with some guidance and support from peers and adults, can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>A student at this level</p> <p>with some guidance and support from peers and adults, can consistently and effectively develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, thoroughly focusing on how well purpose and audience have been addressed.</p>
<p>can use basic technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish short writing and minimally or incompletely present relationships between information and ideas, and minimally interact and collaborate with others.</p>	<p>can partially use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish basic writing, partially present the relationships between information and ideas efficiently, and partially interact and collaborate with others.</p>	<p>can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to skillfully produce and publish writing and present the relationships between information and ideas efficiently and thoroughly as well as to interact and collaborate with others.</p>

Writing Strand – Inquiry to Build and Present Knowledge

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can gather minimal relevant information from multiple print and digital sources, using search terms inconsistently; minimally or incompletely assess the credibility and accuracy of each source;</p>	<p>A student at this level</p> <p>can gather some relevant information from multiple print and digital sources, using some search terms effectively; partially assess the credibility and accuracy of each source; inconsistently</p>	<p>A student at this level</p> <p>can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and</p>	<p>A student at this level</p> <p>can thoroughly gather ample relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or</p>

attempt to minimally quote or paraphrase the data and conclusions of others.	quote or paraphrase the data and conclusions of others while avoiding plagiarism; partially follow a standard format for citation.	conclusions of others while avoiding plagiarism and following a standard format for citation.	paraphrase the data and conclusions of others while avoiding plagiarism; consistently follow a standard format for citation.
can draw minimal evidence from literary or informational texts to minimally support analysis, reflection, and inquiry.	can draw partial evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw ample evidence from literary or informational texts to support analysis, reflection, and inquiry.
<p>Language: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</p>			
<p>Language Strand – Knowledge of Language</p>			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can minimally or incompletely recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>A student at this level</p> <p>can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>A student at this level</p> <p>can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>A student at this level</p> <p>can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>
<p>can attempt to determine the language demands of a writing/speaking situation; attempt to respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>	<p>can partially or inconsistently determine the language demands of a writing/speaking situation and partially respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>	<p>can determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>	<p>can consistently determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>

can minimally or incompletely expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can consistently and effectively expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
can use a few 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).	can use some 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).	can 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).	can skillfully 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).
can minimally or incompletely develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.	can develop partial metacognitive awareness as writers and speakers by explaining the reasons for language choices.	can develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.	can demonstrate metacognitive awareness as writers and speakers by explaining the reasons for language choices.
Language – Vocabulary Acquisition and Use			
Developing	Approaching	Meeting	Advanced
A student at this level can attempt to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	A student at this level can partially or inconsistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	A student at this level can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	A student at this level can consistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
can attempt to use common grade-appropriate Greek or Latin	can use basic grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can consistently and effectively use at- or above-grade-appropriate Greek or Latin

affixes and roots as clues to the meaning of a word.			affixes and roots as clues to the meaning of a word.
can attempt to demonstrate understanding of simple figurative language, word relationships, and nuances in word meanings.	can demonstrate partial understanding of basic figurative language, word relationships, and nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.
can attempt to determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can attempt to minimally or incompletely describe differences in connotation and their impact on meaning and tone.	can partially determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can partially describe differences in connotation and their impact on meaning and tone.	can determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, can describe differences in connotation and their impact on meaning and tone.	can consistently determine the denotative, connotative, and figurative meanings of at- or above-grade-level words and phrases used in texts; when words have similar denotations, can effectively describe differences in connotation and their impact on meaning and tone.
can attempt to minimally analyze the impact of specific word choice on meaning and tone.	can partially analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.	can analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.	can thoroughly analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.
can attempt to demonstrate a limited ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; attempt to make rare intentional vocabulary choices appropriate to the context and situation.	can demonstrate a partial ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can partially make intentional vocabulary choices appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make intentional vocabulary choices appropriate to the context and situation	can demonstrate a consistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including, cultural, general academic, and discipline-specific terms and phrases; can make effective intentional vocabulary choices appropriate to the context and situation

Language – Conventions of Standardized English			
Developing	Approaching	Meeting	Advanced
<p>A student at this level can attempt to appropriately use and explain the intended purpose of language choice with active and passive voice verbs; indicative, imperative, interrogative, conditional, and subjunctive mood verbs; recognizing and correcting shifts in verb voice and mood.</p>	<p>A student at this level can inconsistently use and explain the intended purpose of language choice with active and passive voice verbs; indicative, imperative, interrogative, conditional, and subjunctive mood verbs; recognizing and correcting shifts in verb voice and mood.</p>	<p>A student at this level can appropriately use and explain the intended purpose of language choice with active and passive voice verbs; indicative, imperative, interrogative, conditional, and subjunctive mood verbs; recognizing and correcting shifts in verb voice and mood.</p>	<p>Meeting is the highest level for this expectation.</p>
<p>can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can attempt to discern when and where it is appropriate to use standardized English.</p>	<p>can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.</p>	<p>can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.</p>	
<p>can attempt to appropriately use and minimally explain the intended purpose in conventions with punctuation to indicate a pause or break, ellipsis to indicate an omission, and correct spelling.</p>	<p>can inconsistently use and explain the intended purpose in conventions with punctuation to indicate a pause or break, ellipsis to indicate an omission, and correct spelling.</p>	<p>can appropriately use and explain the intended purpose in conventions with punctuation to indicate a pause or break, ellipsis to indicate an omission, and correct spelling.</p>	