<u>**GRADE 8 ELA TARGET STANDARD ANALYSIS**</u>

This chart shows how students performed on each question that appeared on the most recent interim assessment. The School PCT is the first number next to the standard and reports the percentage of students who earned full credit on each question. For comparison, the State PCT number reflects the number of students out of 100 who earned full credit on each question during the 2016-2017 interim mini-tests. Higher numbers indicate an easier question; lower numbers indicate a more difficult question. The 8th grade received no full credit for any standards assessed on the October state predictive interim. In order for the grade level to receive full credit for anyone standard they must reach or exceed the state percentage required measured for 1 out of 100 students. The first number next to the standard represents DCMS scores as they relate to state score providing a variance in differences for each standard. The standards with the largest gaps are provided in the order of significance to determine target standards.

<u>**High Priority Skills**</u>

Spelling; identify two misspelled words; informational text; all words are possible answers (40-73) = 33

Language use; choosing words for audience and purpose; distractors easy to eliminate (53-85) = 32

Recounting key event in a story; explicitly stated; event is central to the plot (61-87) = 26

Supporting a conclusion with evidence from text; evidence is direct support (48-75) = 27

Meaning of unknown vocabulary; distractors clearly do not fit word in context (56-80) = 24

Language use; revising to clarify meaning; social studies stimulus (51-73) = 22

<u>**Priority Kills**</u>

Recounting key detail in text; detail is explicitly stated and relevant to plot (76-95) = 19

Making an inference that describes character using explicitly stated and repeated details (76-95) = 19

Analyzing relationship of description of setting to events within the text (65-84) = 19

Support an inference with evidence; evidence requires minor elaboration of idea (65-83) = 18

Central idea in readily accessible text with explicitly stated problem (61-78) = 17

Making an inference; inference describes a character based on explicitly stated details (72-88) = 16

Meaning of unknown vocabulary; clear context in designated paragraph (73-88) = 15

Describing the common elements related to a key detail in the text; explicitly stated in text (68-83) = 15

Supporting a conclusion with evidence; conclusion is related to central idea of text (69-84) = 15

Determining the meaning of figurative language; common idiomatic expression (63-78) = 15

Determining the meaning of figurative language; common expression; simple interpretation (69 – 83) =14

Supporting a conclusion with evidence; distractors relate to conclusion but are not support (60-74) = 14

Using ellipses to indicate pause; distractors' use of ellipses interrupts flow of thought (37-50) = 13

Reinforcement Skills

Using words to indicate sequence of events in narrative; explicitly stated context (63-55) = 8

Analyzing author's purpose for using particular text device at specific point in text (67-74) = 7

Maintaining formal style in argument; selecting phrase that maintains formal style (41 – 46) = 5

Conditional mood; combining sentences while maintaining mood (71- 67) = 4

Language use; revising language inappropriate for topic; distractors are informal (71-74) = 3

Maintaining clear focus; informational text; text has strong sequence; distractors break flow (69-71)= 2