

**META-PR Alterna 2016**

General Academic Performance Level Descriptors of Puerto Rico

**Eighth Grade**

English

The student has access to standards-based instruction and is assessed using authentic materials that are aligned to the grade-level standards and indicators that have been modified to reduce the level of complexity. Additional supports have been incorporated, including technological assistance, adaptations, and/or modifications.

**Performance of Listening, Reading, and Writing skills at the required grade level should be demonstrated during evaluation.**

The skills that are required for students to demonstrate performance during the evaluation of English as a Second Language and which are a representation of the grade-level indicators are:

- Listen and respond to a variety of read-aloud narrative and informational texts to make connections to a character or topic. (8.L.1.c)
- Distinguish character traits (internal and external) in a story or drama. (8.R.3.L.a)
- Identify how an author's point of view is conveyed in informational texts. (8.R.6.I)
- Use context clues to help determine the meaning of a word or phrase. (8.LA.4.a)

Advanced	Proficient	Basic	Pre-basic
<p>The student exhibits superior understanding and consistent high performance when applying and explaining the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to be demonstrated during assessment. The student is able to use critical thinking and more complex skills, including problem-solving strategies and making inferences and comparisons, to demonstrate content knowledge. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates solid performance in most activities when applying the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Performance is primarily independent and accurate, and while occasional errors are committed, they do not interfere with the student's conceptual understanding. The student is able to integrate information, comprehend details, and understand relationships. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates limited and inconsistent performance of the targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Frequent errors reflect reduced conceptual understanding. The student recognizes concepts, but does not exhibit the ability to apply general knowledge and skills to novel stimuli. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student's performance demonstrates minimal understanding of the targeted skills or concepts for English as a Second Language (Listening, Reading, Language) that are required to demonstrate performance during evaluation. Even when provided supports numerous errors indicate the student's poor conceptual understanding. The student does not demonstrate basic content knowledge or skills when attempting to use authentic materials and tools or appropriate grade and content-area vocabulary in the completion of these tasks.</p>

**Performance Level Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Pre-basic</b>
<p>The student with superior understanding will:</p> <ul style="list-style-type: none"> <li>• Consistently listen and respond to a variety of read-aloud narrative and informational texts to make connections to a character or topic.</li> <li>• Distinguish several character traits (internal and external) in a variety of stories or dramas.</li> <li>• Correctly identify how an author’s point of view is conveyed in informational texts.</li> <li>• Consistently use context clues to help determine the meaning of a word or phrase.</li> </ul>	<p>The student with significant competence will:</p> <ul style="list-style-type: none"> <li>• Listen and respond to a variety of read-aloud narrative and informational texts to make connections to a character or topic.</li> <li>• Distinguish a few character traits (internal and external) in a variety of stories or dramas.</li> <li>• Identify how an author’s point of view is conveyed in informational texts using several details.</li> <li>• Use context clues to help determine the meaning of a word or phrase.</li> </ul>	<p>The student with conceptual limitations will:</p> <ul style="list-style-type: none"> <li>• Listen and respond to read-aloud narrative or informational text to identify connections to a character or topic.</li> <li>• Identify character traits (internal and external) in a variety of stories or dramas.</li> <li>• Identify an author’s point of view in informational texts.</li> <li>• Identify context clues to help determine the meaning of a word or phrase.</li> </ul>	<p>The student will minimally:</p> <ul style="list-style-type: none"> <li>• Listen and respond to read-aloud narrative or informational text to recognize connections to a character or topic.</li> <li>• Recognize a character trait (internal and external) in a story or drama.</li> <li>• Recognize an author’s point of view in an informational text.</li> <li>• Recognize a context clue to help determine the meaning of a word or phrase.</li> </ul>