

CITYWIDE LEARNING STANDARDS

GRADE LEVEL SUMMARY:

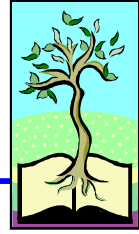
English Language Arts, History & Social Studies,
Mathematics, Science & Technology

Thomas W. Payzant - Superintendent
September, 2003

Grade 8

BPS CITYWIDE LEARNING STANDARDS: GRADE 8

INTRODUCTION



Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

Thinking includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

Questioning includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

Communicating means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

Students will...

- Read, write, and think a lot about topics and ideas of interest to them.
- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.

- Create ongoing summaries or syntheses.
- Build on their understandings by sharing and discussing them with others.
- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

The Habits of Mind and Work

The following habits enable effective learning and are essential to students' success in school. Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self- respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

ENGLISH LANGUAGE ARTS: GRADE 8



Discussion and Oral Presentation

Students will be able to...

- Use agreed-upon rules for informal and formal discussions in large and small groups such as Book Club, Literature Circles and Buddy Reading.
- Facilitate discussion groups independent from the teacher; identify and practice techniques to improve group productivity such as discussion guidelines, setting time limits for speakers and deadlines for decision-making.
- Organize and present ideas in a logical order.
- Ask for clarification when others' responses are unclear.
- Actively listen, respond to, and build on ideas generated during group discussions.
- Use information to inform or change their perspectives.
- Support their responses with evidence or details; expect and request the same of others.
- Summarize and evaluate what they have learned from the discussion.
- Evaluate the productivity of group discussion using group created criteria and make suggestions to address the needs of the group.
- Give oral presentations for a variety of purposes, using teacher-made criteria that demonstrate consideration of audience, purpose and content.
- Create an appropriate guide to prepare, improve, and assess presentations.
- Use assessment criteria to prepare their presentations.
- Listen critically and express opinions in oral presentations.
- Distinguish between fact and opinion.
- Compare and contrast points of view.
- Gather relevant information for a research project or composition through interviews.
- Conduct interviews for research projects and writing.

Language

Students will be able to...

- Identify sentences along the continuum from simple to compound-complex.
- Identify whether a clause functions as a noun, adjective, or adverb.
- Identify whether a verbal is a participle, gerund, or infinitive.
- Analyze the structure of a sentence.
- Identify correct mechanics, usage, and sentence structure.
- Identify the differences between formal and informal English.
- Describe the origins and meanings of common words or phrases used frequently in written English.
- Identify content-specific vocabulary and terms.
- Recognize common irregularly spelled words by sight.
- Use letter-sound knowledge to decode written English.
- Read grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with understanding.

- Identify and analyze the different purposes for language: expressive, descriptive, expository, persuasive, and reflective.

Reading and Literature

Students will be able to...

- Demonstrate fluency and understanding when reading different grade-level appropriate text.
- Select books for independent reading.
- Use before, during, and after reading strategies to enhance their comprehension of different texts.
- Use background knowledge to make inferences and predictions and to make personal connections with what is being read.
- Setting a purpose for reading.
- Ask questions to clarify information.
- Summarize information to check understanding.
- Visualize information in text to support comprehension.
- Identify the topic and main idea of different texts.
- Understand genres and organizational structure and apply that knowledge to their reading of different texts.
- Use knowledge of text features and organizational structure to make meaning of what is read.
- Develop and analyze a critical theory about the text they are reading.
- Demonstrate and understanding of intratextuality and intertextuality when reading different texts.
- Understand when comprehension breaks down; know and using self-correcting strategies to make meaning of what is being read.
- Relate a literary work to primary source documents of its literary period or historical setting.
- Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
- Locate and analyze elements of plot and characterization; use an understanding of the elements to determine how qualities of the central characters influence the resolution of the conflict.
- Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.
- Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.
- Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.
- Analyze the logic and use of evidence in an author's argument.
- Analyze and explain the structure and elements of nonfiction works.
- Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry.
- Identify and analyze imagery and figurative language.
- Identify and analyze how an author's use of words creates tone and mood.
- Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed.
- Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.

Composition

Students will be able to...

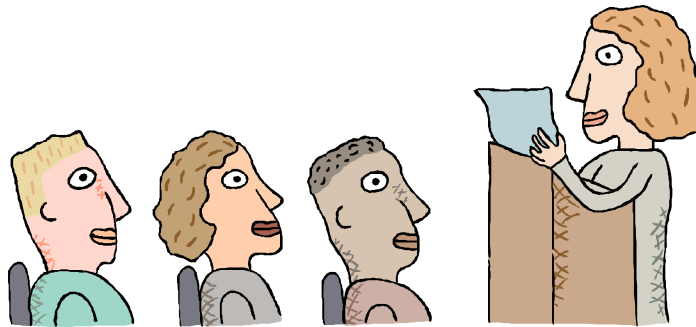
- Collect ideas for writing from different texts and sources (dialogue, artifacts, memories, images, etc.).
- Maintain a process for recording, collecting, referring to, and sharing their ideas for writing, as well as more formal writing products, including drafts.
- Demonstrate their ability to write for a variety of purposes and audiences.
- Identify and use different genres and organizational structures; monitor and evaluate their selection of genres and organizational structures for drafts.
- Monitor and evaluate their selection of appropriate strategies for developing ideas into drafts.
- Monitor and evaluate their selection of appropriate strategies for revising the organization and ideas in drafts.
- Demonstrate an understanding of the various features of written English.
- Demonstrate the use of effective language for talking about pieces of writing (e.g. craft, focus, structure, genre, voice, audience).
- Write and justify a personal interpretation of literary, informational, or expository reading that includes topic statement, supporting details from the literature, and a conclusion.
- Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
- Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.
- Improve word choice by using a variety of references.
- Use knowledge of types of sentences (*simple, compound, complex*), correct mechanics (*comma after introductory structures*), correct usage (*pronoun reference*), sentence structure (*complete sentences, properly placed modifiers*), and standard English spelling when writing and editing.
- Use knowledge of types of sentences (*simple, compound, complex*), correct mechanics (*comma after introductory structures*), correct usage (*pronoun reference*), sentence structure (*complete sentences, properly placed modifiers*), and standard English spelling when writing and editing.
- Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).
- Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.
- Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).
- Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.
- Apply and evaluate steps for obtaining information from a variety of sources to respond to a self-selected question: organizing information, documenting sources, and presenting research in individual projects:
 - Differentiate between primary and secondary source materials
 - Differentiate between paraphrasing and using direct quotes in a report
 - Organize and present research using the learning standards in the Composition Strand as a guide for writing
 - Document information and quotations and use consistent format for footnotes or endnotes, and
 - Use standard bibliographic format to document sources.

- Identify and use established criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.
- Collaboratively develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

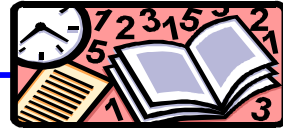
Media

Students will be able to...

- Analyze the techniques used in different media to effect on the reader's or viewer's emotions and perspectives.
- Analyze media presentations and written reports on the same subject and compare the differences in effects of each medium.
- Create and use criteria to assess the effectiveness of media presentations.



MATH: GRADE 8



Number Sense and Operations

Students will...

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Understand meanings of operations and how they relate to one another.
- Compute fluently and make reasonable estimates.

They will...

- Compare, order, estimate, and translate among integer, fractions and mixed numbers (i.e., rational numbers), decimals and percents.
- Continue to investigate and describe the relationship among fractions, decimals, and percents
- Use estimation to solve problems involving money, length, area, perimeter and volume
- Define, compare, order, and apply frequently used irrational numbers, such as $\sqrt{2}$ and Π .
- Master computations with fractions and real numbers.
- Master operations involving fractions, decimals, integers, rational and irrational numbers.
- Master the types of numbers (whole and real numbers, integers, rational, and irrational numbers).
- Use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change.
- Understand and apply ratio and proportion to probability and geometry to solve numerical problems.
- Represent numbers in scientific notation, and use them in calculations and problem situations.
- Relate place value to computation, metric system, exponential form and scientific notation.
- Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems.
- Master the use of primes and properties of numbers such as, GCF and LCM to compute and/or approximate powers and roots.
- Demonstrate an understanding of absolute value, e.g., $|-3| = |3| = 3$.
- Apply the rules of powers and roots to the solution of problems. Extend the Order of Operations to include positive integer exponents and square roots.
- Master the laws of exponents(integer and rational)
- Demonstrate an understanding of the properties of arithmetic operations on rational numbers.
- Use the associative, commutative, and distributive properties; properties of the identity and inverse elements (e.g., $-7+7 = 0$; $\frac{3}{4} \times \frac{4}{3} = 1$); and the notion of closure of a subset of the rational numbers under an operation (e.g., the set of odd integers is closed under multiplication but not under addition).
- Master equivalent representation of procedures(i.e .demonstrate and describe the relationship of addition for whole numbers, fractions, decimals)
- Use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems, e.g., multiplying by $\frac{1}{2}$ or 0.5 is the same as dividing by 2.
- Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1).

- Use concrete and abstract models to understand and describe the mathematical processes underlying the operations of addition, subtraction, multiplication and division (and their relationship with one another) on fractions, decimals, and integers.
- Create and solve problems that require the use of numbers other than whole numbers in the context of geometry, probability and statistics.
- Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.
- Use estimation techniques and inverse operations to confirm results.
- Select and use appropriate operations – addition, subtraction, multiplication, division, and positive integer exponents – to solve problems with rational numbers (including negatives).

Patterns, Relations and Algebra

Students will...

- *Understand patterns, relations and functions.*
- *Represent and analyze mathematical situations and structures using algebraic symbols.*
- *Use mathematical models to represent and understand quantitative relationships.*
- *Analyze change in various contexts.*

They will...

- Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g., compounding.
- Explore number patterns: generate rules for number sequences
- Evaluate simple algebraic expressions for given variable values, e.g., $3a^2 - b$ for $a=3$ and $b=7$.
- Continue to develop and apply key concepts such as variable, equivalence, order and inverse in the context of number, algebra, and geometry.
- Demonstrate an understanding of the identity $(x)(y)=xy$. Use this identity to simplify algebraic expressions, e.g., $(2)(x+2) = 2x - 4$.
- Create and use symbolic expressions and relate them to verbal, tabular, and graphic representations.
- Use graphing calculator to express the data in tabular, symbolic and graphic form.
- Continue to describe and represent patterns using models, tables, graphs, simple rules, and manipulatives
- Continue to use the graphing calculator to generate tables and graphs and identify algebraic relationships
- Continue to use tables and graphs to identify and describe properties and relationships
- Construct, interpret, and evaluate formulas and expressions drawn from real-life and other academic domains.
- Identify the slope of a line as a measure of its steepness and as a constant rate of change from its table of values, equation, or graph. Apply the concept of slope to the solution of problems.
- Identify the roles of variables within an equation, e.g., $y=mx+b$, expressing y as a function of x with parameters m and b .
- Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.
- Set up and solve everyday problems involving linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.

- Continue to use calculators, computers, concrete manipulatives(i.e. Algebra Lab Gear) and real life situations to explore and describe linear relationships and to solve linear equations,
- Master the attributes of linear equations and inequalities, absolute value and quadratic equations.
- Represent real life situations to solve linear and square functions
- Develop and apply the concept of function through the linear and quadratic levels.
- Explain and analyze –both quantitatively and qualitatively, using pictures, graphs, charts, or equations how a change in one variable results in a change in another variable in functional relationships, e.g., $C = \pi d$, $A = \pi r^2$ (As a function of r), $A_{\text{rectangle}} = lw$ ($A_{\text{rectangle}}$ as a function of l and w).
- Use linear equations to model and analyze problems involving proportional relationships. Use technology as appropriate.
- Use tables and graphs to represent and compare linear growth patterns. In particular, compare rates of change and x- and y-intercepts of different linear patterns.
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Geometry

Students will...

- *Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.*
- *Specify locations and describe spatial relationships using coordinate geometry and other representational systems.*
- *Apply transformations and use symmetry to analyze mathematical situations.*
- *Use visualization, spatial reasoning, and geometric modeling to solve problems.*

They will...

- Classify figures in terms of congruence and similarity, and apply these relationships to the solution of problems.
- • Demonstrate an understanding of the relationships of angles formed by intersecting lines, including parallel lines cut by a transversal.
- Demonstrate an understanding of the Pythagorean theorem. Apply the theorem to the solution of problems.
- Use the Pythagorean theorem to identify the distance between two points on a coordinate plane.
- Master the use of sine, cosine, tangent ratios to solve everyday problems involving right triangles.
- Use the properties of special right triangles to solve everyday problems.
- Use a straightedge, compass, or other tools to formulate and test conjectures, and to draw geometric figures.
- Predict the results of transformations on unmarked or coordinate planes and draw the transformed figure, e.g., predict how tessellations transform under translations, reflections, and rotations.
- Use in combination the transformation of translation, reflection, rotations and dilation.
- Define similarity and congruence in terms of transformation

Measurement

Students will...

- *Understand measurable attributes of objects and the units, systems, and processes of measurement.*
- *Apply appropriate techniques, tools, and formulas to determine measurements.*

They will...

- Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.
- Master the reading and interpretation of scales and the degree of accuracy that is appropriate.
- Given the formulas, convert from one system of measurement to another. Use technology as appropriate.
- Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms, cylinders, and spheres. Use technology as appropriate.
- Use models, graphs, and formulas to solve simple problems involving rates, e.g., velocity and density.

Data Analysis, Statistics and Probability

Students will...

- *Formulate questions that can be answered with data and collect, organize and display relevant data to answer them.*
- *Select and use appropriate statistical methods to analyze data.*
- *Develop and evaluate inferences and predictions that are based on data.*
- *Understand and apply basic concepts of probability.*

They will...

- Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g., convenience sampling, responses to a survey, random sampling.
- Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatterplots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts.
- Design and use data collection sheets; access information from reference sources; where appropriate, use graphing calculators to create frequency tables.
- Design a questionnaire or an experiment to capture needed to follow lines of inquiry and to test hypothesis.
- Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.
- Read and interpret statistical data to make predictions, inferences, and decisions.
- Investigate the benefits of simple circuits and networks.
- Create simple algorithms to solve problems.
- Use counting techniques, tree diagrams, permutations, and combination techniques.
- Use logic and inductive reasoning to make predictions related to a series of statements.

Discussion, Presentation, Composition

Students will be able to...

- Use agreed upon rules to participate in discussions in large and small groups.
- Express ideas in an organized way.
- Explain their mathematical thinking in writing.
- Maintain a system for collecting, referring to, and sharing their work.

SCIENCE & TECHNOLOGY: GRADE 8



Topic: Astronomy

The Earth and the Solar System

Students will be able to:

- Recognize that gravity is a force that pulls all things on and near the Earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions.
- Describe lunar and solar eclipse the observed moon phases, and tides. Relate them to the relative positions of the earth, moon, and sun.
- Compare and contrast properties and conditions in the solar system (i.e. sun, planets, and moons) to those on Earth (i.e. Gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).
- Compare and contrast properties and conditions in the solar system (i.e. sun, planets, and moons) to those on Earth (i.e. Gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).

Topic: Chemistry and the Atom

Properties of Matter

Students will be able to:

- Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.
- Differentiate between volume and mass. Define density .
- Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e.g. rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits.
- Explain and give examples of how mass is conserved in a closed system.

Elements, Compounds, and Mixtures

- Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.
- Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound)
- Give basic examples of elements and compounds.
- Differentiate between mixtures and pure substance.
- Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample.
- Differentiate between physical changes and chemical changes.

Heat Energy

- Recognize that heat is a form of energy and that temperature changes result from adding or taking away heat from a system.
- Explain the effect of heat on a particle through a description of what happens to particles during a change in phase.

Topic: Ecosystem

Reproduction and Heredity

Students will be able to:

- Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.
- Recognize that hereditary information is.

Evolution and Biodiversity

- Give examples of ways in which genetic variation and environmental factors are causes of evolution and diversity of organisms.
- Recognize that evidence drawn from geology, fossils, and comparative anatomy provides the basis of the theory of evolution.

Living Things and Their Environment

- Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.
- Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
- Explain how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.
- Recognize that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.

Topic: Technology/Engineering

Materials, Tools and Machines

Students will be able to:

- Identify appropriate materials, tools, and machines to solve problems.

Engineering Design

Students will be able to:

- Identify and explain the steps of the engineering design process.
- Demonstrate methods of representing solutions to a design problem.

Topic: Scientific Inquiry

Use of Tools

Students will be able to:

- Use simple tools such as rulers, magnifiers, balances, thermometers, graduated cylinders, etc to observe and measure things carefully.

Experimentation

Students will be able to:

- Design and conduct simple science experiments using appropriate equipment and measuring tools. Some questions may be posed by the student and some will be posed by the teacher.
- Predict, observe, classify and record results clearly in journals or logs.
- Communicate scientific procedures and explanations using presentations, charts, simple graphs, discussions and writing.
- Develop descriptions, explanations, predictions, and models using evidence.
- Compare results and explanations with scientific knowledge.

Discussion & Presentation

Students will be able to...

- Participate in formal and informal discussions in large and small groups, using agreed upon rules to conduct and facilitate them
- Organize and present their thoughts in a logical manner
- Support their ideas with evidence or details; expect and request the same of others
- Actively listen, respond to, and build on ideas generated during discussions
- Use the information to inform or change their perspectives
- Ask for clarification when others' responses are unclear
- Summarize and evaluate what they have learned from the discussion
- Evaluate the productivity of discussions using established criteria; make suggestions to improve the discussions
- Give oral presentations, using established criteria to prepare, assess, and improve their presentations

Composition

Students will be able to...

- Write frequently in response to readings, other presentations, and observations (e.g., summaries, questions, reactions, connections, predictions, reports).
- Maintain a system for collecting, referring to, and sharing their thoughts, observations, writings, illustrations, and other work.
- Write occasional, brief research reports to extend their knowledge beyond classroom presentations; include a clear focus and supporting details
- Write, share, assess, and revise frequent responses to MCAS-like, open response (key) questions posed by the teacher

PERFORMANCE STANDARDS: GRADE 8



All Subjects

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any subject-area assessments that may be developed and administered by each school.

Reading & Writing

1. Reading:

Citywide Assessments: Students are expected to meet minimum competency benchmarks on one of the following assessments.

- Scholastic Reading Inventory (minimum competency: lexile 950; grade level proficiency: lexile 1025)
- Qualitative Reading Inventory (level 7.0)
- Flynt-Cooter Reading Assessment (level 8.0)

Students enrolled in the *Transition Bilingual Program* are expected to meet the following minimum competency benchmarks in English:

- Stage 2: Lexile 710, Scholastic Reading Inventory (level 18) or 65%, ESL CRT Reading
- Stage 3: Lexile 785, Scholastic Reading Inventory (level 18)
- Stage 4: Lexile 860, Scholastic Reading Inventory (level 18)
- Stage 5: Lexile 950, Scholastic Reading Inventory (level 18)

English/Native Language Arts: Students are expected to read and respond to a minimum of 20 books or "book equivalents" (e.g., series of periodicals or articles, manuals, collections of essays or poetry) each year. These works must be from multiple genres, including fiction and non-fiction. At least ten of the works must be whole books, fiction and non-fiction. Three of these ten books should be selected from a list of 10-15 books developed by the teacher, in collaboration with his or her colleagues.

To ensure that students' reading experiences are challenging and diverse, the literature in each teacher-developed list, and each student's three selections, must be rigorous, explore diverse and relevant themes through complex characters, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The one or two books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing: English/Native Language Arts

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, or comparable school-developed alternatives; levels 3-6 on MCAS ELA Composition Scoring Guide) on at least one independently written piece of *Persuasive*

Essay and one independent *Response to Literature* (Key Question) by the close of the school year. Centrally-developed, MCAS-like, open-response questions will be administered to students in the fall and winter to assess students' progress.

- b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing, and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.

3. Performance on reading and writing assessments should be factored into students' grades.

Mathematics

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on:

1. Citywide, BPS Math Tasks administered each marking term
2. Citywide, BPS mid- and end-of-year assessments in mathematics

Performance on these assessments should be factored into students' final grades.

Science/Technology & History/Social Studies

Students are expected to meet minimally acceptable standards (level 2-4) on open-response questions aligned with the learning standards. Centrally developed questions will be administered in the winter and spring to assess students' progress. Scoring will be completed using centrally developed, MCAS-like rubrics. Students' performance on these assessments should be factored into students' final grades.

Massachusetts Comprehensive Assessment System (MCAS)

Students are expected to earn a passing score (levels 2-4) on the *Mathematics*, *Science & Technology/Engineering* and *History & Social Science* assessments administered in the spring. Performance on these assessments is not factored into a student's final grade.