**Language Skills for the Common Core – 8th Grade**

***Compared to most students in your class, please check this student’s strengths and weaknesses based upon where your class is in addressing the Common Core Curriculum. Complete this information before a follow up interview with the SLP: Reading Level:\_\_\_\_\_\_\_\_\_\_\_\_\_ Math Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Student: Completed By: Date: Date of Interview:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Listening/Speaking** | **Average** | **Below****Average** | **Reading Literature & Informational Text** | **Average** | **Below****Average** |
| **Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics and texts*, building on others’ ideas and expressingtheir own clearly** |  |  | **Cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text** |  |  |
| **Comes to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion** |  |  | **Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting,****and plot; provide an objective summary of the text** |  |  |
| **Follows rules for collegial discussions and decision-making, tracks progress toward specific goals and deadlines, and defines individual roles as needed** |  |  | **Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).** |  |  |
| **Poses questions that connect the ideas of several speakers and responds to others’ questions and comments with relevant evidence, observations, and ideas** |  |  | **Determines the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts** |  |  |
| **Acknowledges new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented** |  |  | **Compares and contrasts the structure of two or more texts and analyzes how the differing structure of each text contributes to its meaning and style** |  |  |
| **Analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation** |  |  | **Analyzes 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 or conflicting evidence** |  |  |
|  **Delineates a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced** |  |  | **Analyzes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors** |  |  |
| **Presents claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; uses appropriate eye contact, adequate volume, and clear pronunciation** |  |  | **Delineates and evaluates 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** |  |  |
|  **Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate** |  |  | **Analyzes 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 and interpretation** |  |  |
| **Vocabulary** | **Average** | **Below****Average** | **Language** | **Average** | **Below****Average** |
| **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies** |  |  | **Demonstrates command of the conventions of standard English grammar and usage when writing or speaking** |  |  |
| **Uses 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** |  |  | **Explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences** |  |  |
| **Uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)** |  |  | **Forms and uses verbs in the active and passive voice** |  |  |
| **Demonstrates understanding of figurative language, word relationships, and nuances in word meanings** |  |  | **Forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood** |  |  |
| **Interprets figures of speech (e.g. verbal irony, puns) in context** |  |  | **Recognizes and corrects inappropriate shifts in verb voice and mood** |  |  |
| **Uses the relationship between particular words to better understand each of the words** |  |  | **Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing** |  |  |
| **Acquires and uses accurately grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge****when considering a word or phrase important to comprehension/expression** |  |  | **Uses 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)** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  |  |  |  |

**Language Skills for the Common Core**

**Notes:** *(include further description of Below Average performance)*

**Student: Completed By: Date:**

|  |  |
| --- | --- |
| **Listening/Speaking** | **Language** |
|  |  |
| **Vocabulary** | **Reading** |
|  |  |
| **Writing Skills:** |
| ***Other factors which impact language skills:***  (language(s) spoken in home, ELL, ADHD, medication, etc.) |

[**http://www.corestandards.org/**](http://www.corestandards.org/)