

# Nebraska State Accountability - 2017 ELA Table of Specifications

**DRAFT**

LA 8.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 8 Reading Vocabulary				
LA 8.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Passage Type	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 8.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	L/I	MC ASCR	1, 2	1 – 3	
LA 8.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	L/I	MC ASCR	2	2 – 5	
LA 8.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Assessed only as a component of the TDA rubric				
LA 8.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	L/I	MC ASCR	1, 2	2 – 4	
LA 8.1.5.e	Verify meaning and pronunciation of words or phrases using reference materials.	Assessed at the local level				
<b>Grade 8 Vocabulary Total</b>					<b>6 – 8</b>	<b>8 – 10</b>

LA 8.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 8 Reading Comprehension				
LA 8.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	Passage Type	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 8.1.6.a	Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.	L/I	MC ASCR EBSR TDA*	2, 3	2 – 4	
LA 8.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).	L	MC ASCR EBSR TDA*	2, 3	1 – 4	
LA 8.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	L/I	MC ASCR EBSR TDA*	2, 3	2 – 5	
LA 8.1.6.d	Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.	L	MC ASCR EBSR TDA*	2, 3	2 – 4	
LA 8.1.6.e	Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.	I	MC ASCR EBSR TDA*	2, 3	2 – 4	
LA 8.1.6.f	Analyze and evaluate information from print and digital text features to support comprehension.	L/I	MC ASCR EBSR TDA*	2, 3	1 – 4	
LA 8.1.6.g	Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.	L/I	MC ASCR EBSR TDA*	2, 3	2 – 5	
LA 8.1.6.h	Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.	L/I	MC ASCR EBSR TDA*	2, 3	0 – 3	
LA 8.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	L/I	MC ASCR EBSR TDA*	1, 2, 3	2 – 5	

LA 8.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).	I	MC ASCR EBSR TDA*	2, 3	1 – 3	
LA 8.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Assessed at the local level				
LA 8.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	Assessed at the local level				
LA 8.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand text.	Assessed at the local level				
LA 8.1.6.n	Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Assessed at the local level				
LA 8.1.6.o	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	Assessed at the local level				
LA 8.1.6.p	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	Assessed at the local level				
<b>Grade 8 Comprehension Total</b>				MC, ASCR, EBSR	20 – 22	22 – 24
				TDA*	1	4

LA 8.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Grade 8 Writing Skills/Text Dependent Analysis			
LA 8.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 8.2.1.a	Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.	Assessed at the local level			
LA 8.2.1.b	Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	MC ASCR EBSR	2, 3	0 – 2	
LA 8.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	MC ASCR EBSR	2, 3	1 – 2	
LA 8.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	MC ASCR EBSR	2, 3	0 – 2	
LA 8.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	Assessed only as a component of the TDA rubric			
LA 8.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	Assessed at the local level			
LA 8.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	Assessed at the local level			
LA 8.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	Assessed only as a component of the TDA rubric			
LA 8.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	MC ASCR EBSR	2, 3	0 – 2	
LA 8.2.1.j	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	Assessed at the local level			

LA 8.2		Grade 8 Writing Skills/Text Dependent Analysis			
LA 8.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 8.2.2.a	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Assessed only as a component of the TDA rubric			
LA 8.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	MC ASCR EBSR	2, 3	0 — 2	
LA 8.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support these.	Assessed at the local level			
LA 8.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	MC ASCR EBSR	2, 3	0 — 2	
LA 8.2.2.e	Analyze various mentor texts and/or exemplars in order to create a similar piece.	Assessed at the local level			
<b>Grade 8 Writing/Text Dependent Analysis Total</b>			MC, ASCR, EBSR	<b>8</b>	<b>12</b>
			TDA*	<b>1</b>	<b>4</b>

### Passage Type (40% Literary/60% Informational)

L	Literary (poems, narratives, realistic fiction, historical fiction, fantasy, legends/myths, etc.)
I	Informational (biographies, instructional/how-tos, articles, essays, science and social studies topics, etc.)

### Item Type

MC	Multiple-choice, single select
ASCR	Multiple-select, hot spot highlight, drag and drop
EBSR	Evidence-based selected response
TDA*	Text Dependent Analysis - One constructed response item aligned to a reading comprehension indicator as well as the indicators designated on the TDA rubric

### TDA Rubric Indicators (TDA\*)

Analysis of Text	1.6.i
	One of the following: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.j
Use of Evidence	1.6.i, 2.1.c, 2.2.b, 4.1.a
Writing Skills	1.5.c, 2.1.b, 2.1.d, 2.1.e, 2.1.h, 2.1.i, 2.2.a, 2.2.d, 4.1.b