

# **Kentucky Alternate Assessment**



## **Kentucky Academic Standards Alternate Assessment Targets**

### **Grade 8 Writing**

## **Kentucky Academic Standards Purpose: [KY Standards.Org](https://www.kystandards.org/)**

The *Kentucky Academic Standards (KAS)* Grades Primary-12 help ensure that all students across the commonwealth are focusing on a common set of standards and have opportunities to learn at a high level. This site provides administrators, teachers, parents, and other stakeholders in local districts with a basis for establishing and/or revising their curricula (for additional guidance, see [Kentucky Model Curriculum Framework](#)).

The instructional program should emphasize the development of students' abilities to acquire and apply the standards and assure appropriate accommodations are made for the diverse populations of students found within Kentucky schools. The resources found in this site specifies only the content for the required credits for high school graduation (program completion) and primary, intermediate, and middle-level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas.

The purpose of the Kentucky Academic Standards is to outline the minimum content knowledge required for all students before graduating or exiting Kentucky public high schools. Kentucky schools and districts are responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to achieve Kentucky's Learning Goals and Academic Expectations.

### **Multidimensionality:**

The Reading, Composition and Language Standards consist of multiple dimensions or layers. The skills and content provide the “what” to help students access concrete and abstract “thinking” needed to practice the “doing” of reading and composing within the discipline. The previous literacy standards document lacked a focused dimensional approach; as a result, the perceived depth of a standard may have been limited to comprehension due to interpretation or deconstruction of opaque wording. By specifying the 3 dimensions separately, this standards document better communicates the intent of each standard so that local instruction and assessment will align to the intended depth. In planning and instruction, teachers will need to know when to utilize the interdependence of a text's level of comprehension and analysis to develop the students' skills and knowledge to become independent and proficient thinkers.

**Alternate Assessment Targets: (not a standard)**

An Alternate Assessment Target represents limits to a selected Kentucky Academic Standard. An Alternate Assessment Target may reduce parts of the standard with specific guidance to what an assessment item could represent. Not all Kentucky Academic Standards selected for assessments will have an Alternate Assessment Target and may display the language: “*No limitations. All parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*” This would mean that the entire standard in its original form is reduced in depth and breadth and is eligible in its entirety to be used in the development of assessment items.

**Grade 8 Writing Kentucky Academic Standards Assessed by Window**

<b>Window</b>	<b>Standard</b> * (see below)
1	L.8.1
1	L.8.2
1	L.8.3
1	L.8.4
1	L.8.5

<b>Window</b>	<b>Standard</b> * (see below)
2	C.8.1 (Argumentative)

\* In writing: language and editing mechanics will occur during Window 1 testing and on-demand will occur during Window 2 testing.

## Writing – Grade 8

DOMAIN		Multidimensionality
On-Demand		Multidimensionality
<p><b>Argumentative</b></p> <p><b>Test Window 2</b></p>	<p><b>C.8.1</b> Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying.</p>	<p><i>Green (italic) = Comprehension</i> <b>Purple (bold) = Analysis</b>  <b>MAROON (CAPS) = CONTENT</b></p> <p><b>Compose ARGUMENTS to support claims with clear reasons and relevant evidence.</b></p> <p><i>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i></p> <p><b>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</b></p> <p><i>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></p> <p><i>d. Use TRANSITIONS to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</i></p> <p><b>e. Establish and maintain a task appropriate writing style.</b></p>

		<p><i>Alternate Assessment Target:</i></p> <ul style="list-style-type: none"><li><i>a. No further limitations</i></li><li><i>b. No further limitations</i></li><li><i>c. No further limitations</i></li><li><i>d. No further limitations</i></li><li><i>e. Excluded from assessment</i></li><li><i>f. No further limitations</i></li><li><i>g. No further limitations</i></li></ul>	<p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, <i>editing</i>, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
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LANGUAGE: Conventions of Standard English		Multidimensionality
Test Window 1	<p>L.8.1</p> <p>In both written and oral expression:</p> <ol style="list-style-type: none"> <li>Identify verbals correctly based on their intended function.</li> <li>Demonstrate appropriate use of verbs in the active and passive voice.</li> <li>Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.</li> </ol> <p><i>Alternate Assessment Target:</i></p> <ol style="list-style-type: none"> <li><i>Excluded from assessment</i></li> <li><i>No further limitations</i></li> <li><i>Limit to indicative, imperative, interrogative, conditional</i></li> </ol>	<p><i>Green (italic) = Comprehension Purple (bold) = Analysis</i>  <b>MAROON (CAPS) = CONTENT</b></p> <p><b>In both written and oral expression:</b></p> <ol style="list-style-type: none"> <li><i>Identify VERBALS correctly based on their intended function.</i></li> <li><i>Demonstrate appropriate use of VERBS IN THE ACTIVE AND PASSIVE VOICE.</i></li> <li><i>Demonstrate appropriate use of VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITIONAL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts.</i></li> </ol>
Test Window 1	<p>L.8.2</p> <p>When writing:</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate use of punctuation to indicate a pause or break.</li> <li>Demonstrate appropriate use of an ellipsis to indicate an omission.</li> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ol> <p><i>Alternate Assessment Target:</i></p> <ol style="list-style-type: none"> <li><i>Excluded from assessment</i></li> <li><i>Excluded from assessment</i></li> <li><i>No further limitations</i></li> </ol>	<p><i>Green (italic) = Comprehension Purple (bold) = Analysis</i>  <b>MAROON (CAPS) = CONTENT</b></p> <p><b>When writing:</b></p> <ol style="list-style-type: none"> <li><i>Demonstrate appropriate use of PUNCTUATION TO INDICATE A PAUSE OR BREAK.</i></li> <li><i>Demonstrate appropriate use of an ELLIPSIS TO INDICATE AN OMISSION.</i></li> <li><i>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</i></li> </ol>

Language Knowledge of Language & Vocabulary Acquisition & Use			Multidimensionality
Test Window 1	L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Use 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).</p> <p><i>Alternate Assessment Target: Limit full standard to active and passive voice:</i></p> <p><i>a. Limit to active and passive voice (excludes conditional and subjunctive mood).</i></p>	<p><i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i></p> <p><i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i></p> <p><b>a. Use 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).</b></p>
Test Window 1	L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use 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.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i></p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</i></p> <p><b>a. Use 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.</b></p> <p><b>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</b></p>

		<p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Alternate Assessment Target:</i></p> <ul style="list-style-type: none"> <li><i>a. No further limitations</i></li> <li><i>b. Excluded from assessment</i></li> <li><i>c. Excluded from assessment</i></li> <li><i>d. Limit to use accurately grade-appropriate general academic and domain-specific words and phrases</i></li> </ul>	<p><i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Test Window 1</b></p>	<p>L.8.5</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including but not limited to irony, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations of words with similar denotations.</li> </ul> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p><i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i></p> <p><b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b></p> <ul style="list-style-type: none"> <li>a. <b>Interpret figurative language</b>, including but not limited to <b>IRONY, in context.</b></li> <li>b. <b>Use the relationship between particular words to better understand each of the words.</b></li> <li>c. Distinguish among the <b>CONNOTATIONS</b> of words with similar <b>DENOTATIONS.</b></li> </ul>



## **RESOURCES**

[Kentucky Academic Standards for Reading and Writing](#)

## **CONTACT INFORMATION**

**Kentucky Department of Education  
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(502) 564-4394**

[KDE DAC Information](#)