



New Mexico Interim Measure of Student Success and Achievement (iMSSA)

# Borderline Achievement Level Descriptors (ALDs) Reading

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# Grade 8 Reading Achievement Level Descriptors

## On Target

### Text Complexity:

By the end of the year, eighth graders at the **On Target** level can read and comprehend two or more implicit themes or central ideas in moderately complex literary and informational texts in the grade 8–9 text complexity band.

### Demonstrated Skills:

They can analyze the importance of causal relationships among elements of literary and informational texts. They can describe how literary elements, text features, graphic elements, and language choices drive the development of ideas. They can use a variety of strategies to determine the meaning of figurative and idiomatic language, above grade-level words, and unfamiliar academic terms. They can evaluate the effectiveness of an author’s claims, arguments, evidence, and reasoning. They can compare and contrast how authors emphasize different information and strategies to create conflicting representations of the same theme or topic. They can use specific evidence from more than one source that strongly supports inferences, interpretations, and conclusions.

## Borderline of the On Target Achievement Level

### Text Complexity:

By the end of the year, eighth graders at the borderline of the **On Target** level often can read and comprehend two one or more implicit themes or central ideas in low to some moderately complex literary and informational texts in the grade 8–9 text complexity band.

### Demonstrated Skills:

They generally can analyze the importance of causal relationships among elements of literary and informational texts. They usually can identify or describe how most literary elements, text features, graphic elements, and language choices drive the development of ideas. They often can use a variety of strategies to identify the meaning of most figurative and idiomatic language, above grade-level words, and many unfamiliar academic terms. In most opportunities, they may be able to identify or determine rather than evaluate the effectiveness of an author’s claims, arguments, evidence, and reasoning. They may show evidence of being able to compare and contrast how authors emphasize different information and strategies to create conflicting representations of the same theme or topic. In most opportunities, they can use specific evidence from one or more sources that strongly supports inferences, interpretations, and conclusions. They often demonstrate a better understanding of the skills and understanding at the Near Target level rather than the more complex skills and understanding of the On Target level.

## Near Target

### Text Complexity:

By the end of the year, eighth graders at the **Near Target** level can read and comprehend themes and central ideas in low to moderately complex literary and informational texts in the grade 7–8 text complexity band.



**Demonstrated Skills:**

They can analyze the importance of cause-effect relationships among elements of literary and informational texts. They can describe how text features and graphic elements contribute to the development of ideas. They can use a variety of strategies to determine the meaning of figurative language and unfamiliar words. They can identify an author’s claims, arguments, evidence, and reasoning and evaluate whether the evidence and reasoning are sufficient. They can analyze how authors emphasize different strategies to create distinct presentations of the same story or topic. They can cite specific evidence from more than one text to support inferences, interpretations, and conclusions.

**Borderline of the Near Target Achievement Level****Text Complexity:**

By the end of the year, eighth graders at the borderline of the **Near Target** level can read and comprehend some themes and central ideas in low to moderately complex literary and informational texts in the grade 7–8 text complexity band.

**Demonstrated Skills:**

In most opportunities, they can analyze the importance of cause-effect relationships among elements of literary and informational texts. They usually identify rather than describe how text features and graphic elements contribute to the development of ideas. They often can use some strategies to determine the meaning of figurative language and unfamiliar words. At times, they can identify an author’s claims, arguments, evidence, and reasoning but may not demonstrate the skills to evaluate whether the evidence and reasoning are sufficient. They may be able to show an understanding of how authors present different information and emphasize key ideas about the same story or topic. They can recall or identify details from one text to support inferences, interpretations, and conclusions. They often demonstrate a better understanding of the skills and understanding at the Novice level rather than the more complex skills and understanding of the Near Target level.