Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_\_\_\_\_

**8th Grade Writing Rubric – Argument W.8.1**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **Criterion** | | **4 – Exemplary** | | **3 – Skilled** | | **2 – Developing** | | | **1 – Emerging** | | |
| **Organization/**  **Style/ Cohesion/ Clarity**  **W.8.1a**  **W.8.1b**  **W.8.1.c**  **W.8.1d**  **W.8.1e** | - Precisely orients reader to topic in the  introduction  - Thoroughly develops claim(s) with  logical reasoning and relevant  evidence in body paragraphs  - Provides a meaningful and reflective  conclusion which draws from and  supports the claim(s)  - Includes purposeful and logical  progression of ideas from beginning  to end  - Consistently uses formal style  - Creates cohesion through precise use  of transition/linking words, phrases,  and clauses within and between  paragraphs | | - Orients reader to topic in the  introduction  - Develops claim(s) with relevant body  paragraphs  - Provides a conclusion that follows from  and supports claim(s)  - Includes logical progression of ideas  from beginning to end  - Adequately uses formal style  - Creates cohesion through transition/  linking words, phrases, and clauses  within and between paragraphs | | - Incompletely orients reader to topic in  the introduction  - Partially develops claim(s)with body  paragraphs  - Provides a conclusion which  repetitively or partially supports  claim(s)  - Includes adequate progression of ideas  from beginning to end  - Uses more informal style than formal  style  - Creates some cohesion through basic  transition/linking words, phrases, and/or  clauses within or between paragraphs | | | | - Inadequately orients reader to topic in  introduction or introduction is missing  - Incompletely develops claim(s) with  minimal body paragraphs  - Provides a weak conclusion  - Includes little or no discernible  organization of ideas  - Uses few to no transitions or incorrect  transition/linking words, phrases, or  clauses  - Fails to use formal style | |
| **Focus/Claim(s)**  **W.8.1b** | | | - Insightfully addresses all aspects of  the prompt  - Introduces precise claim(s) and  opposing claim(s) in a sophisticated  thesis statement. | | - Competently addresses all  aspects of the prompt  - Introduces reasonable claim(s)  and opposing claim(s) in a  clear thesis statement | | - Partially addresses the aspects of  the prompt  - Introduces claim(s) or  opposing claim(s) in a  thesis statement | | | | - Minimally addresses  aspects of the prompt  - Fails to introduce a relevant  claim and/or lacks a thesis  statement |
| **Evidence/Support**  **W.8.1b** | | | - Provides substantial and pertinent  evidence to support claim(s)  - Convincingly refutes specific  opposing claim(s)  - Effectively integrates and cites  credible sources and/or text evidence | | - Provides sufficient and relevant  evidence to support claim(s)  - Competently integrates/cites credible  sources and/or text evidence  - Competently refutes specific opposing  claim(s) | | - Provides limited evidence to support  claim(s)  - Ineffectively or incorrectly  integrates/cites adequate sources and/or  text evidence  - Minimally refutes specific opposing  claim(s) | | | | - Provides little, irrelevant, or no  evidence to support claim(s)  - Does not use or cite sources and/or text  evidence  - Fails to acknowledge alternate or  opposing claim(s) |
| **Revising and Editing**  **W.8.5** | | | - Substantial evidence of planning,  revising, AND editing that focuses on  how well purpose and audience have  been addressed  - Editing demonstrates thorough  command of English language  conventions. | | - Evidence of planning, revising, AND  editing that focuses on how the purpose  and audience have been addressed  - Editing demonstrates command of the  English language conventions | | - Partial evidence of planning, revising,  and/or editing that may or may not  focus on how the purpose/audience have  been addressed  - Editing is obvious but not demonstrate  command of conventions | | | | - Minimal or no evidence of planning, revising, and/or editing that may or may not focus on how the purpose/audience have been addressed  - Little or no editing |
| 8th Grade Writing Rubric – Argument W.8.1  Page Two | | | | | | | | | | | |
| **Criterion** | | | **4 – Exemplary** | | **3 – Skilled** | | | **2 – Developing** | | | **1 – Emerging** |
| **Technology**  **W.8.6**  **W.8.7**  **W.8.8**  **W.8.9** | | | - All articles used in the research are  thoroughly annotated and cited  accurately.  - Used technology, including the  internet for producing and publishing  writing  - Research thoroughly answers a  question, drawing on several (5 or  more) sources  - Generates (3 or more) additional  related, focused questions that allow  for multiple avenues of exploration.  - Precisely quotes or paraphrases the  data and conclusions  - Insightfully draws evidence from  literary or informational texts to  support analysis, reflection, and  research  - Avoids plagiarism | | - All articles used in the research are  adequately annotated and cited  accurately  - Used technology, including the internet  for producing and publishing writing  - Research answers a question drawing on  (3 or 4) sources  - Generates (1 or 2) additional related,  focused questions that allow for  multiple avenues of exploration.  - Provides quotes or paraphrases the  data and conclusions  - Sufficiently draws evidence from  literary or informational texts to  support analysis, reflection, and  research  - Avoids plagiarism | | - Articles used in the research are  somewhat annotated and partially cited  - Used technology (not internet) for  producing and publishing writing  - Research attempts to answer a question  drawing on 1 or 2 sources  - Somewhat generates an additional  related question that may or may not  allow for multiple avenues of  exploration  - Inadequately provides quotes or  paraphrases the data and conclusions  - Inappropriately draws evidence from  literary or informational texts to  support analysis, reflection, and  research  - Avoids plagiarism | | | | - Little or no articles used in research and  somewhat annotated and/or cited  - Little or no use of technology used for  producing and/or publishing writing  - Inadequate research or research  attempts to answer a question  - Fails or inadequately generates any  additional questions that allow for  multiple avenues of exploration  - Provides little or no quotes or  paraphrases the data and conclusions  - Lacks evidence from literary or  informational texts to support analysis,  reflection, and research  - Avoids plagiarism |
| **Language**  **W.8.4**  **L.8.2** | | | - Uses purposeful and varied sentence  structure  - Contains minimal to no error in  conventions (grammar, punctuation,  spelling, capitalization)  - Strategically uses academic and  domain-specific vocabulary clearly  appropriate for the audience/purpose | | - Uses correct and varied sentence  structure  - Contains few (2-5), minor error in  conventions  - Competently uses academic and domain-  specific vocabulary clearly appropriate  for the audience and purpose. | | - Uses mostly correct and some varied  sentence structure  - Contains 6–10 errors in conventions  - Inadequately uses academic and  domain-specific vocabulary for the  audience and purpose | | | | - Lacks sentence mastery (e.g.,  fragments/run-ons)  - Contains serious errors in conventions  - Uses little/no academic or domain-  specific vocabulary appropriate for  the audience and purpose |

**NOTE: Plagiarizing will result in a zero for the entire assignment**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_\_\_\_\_

**8th Grade Writing Rubric – Informative/Explanatory W.8.2**

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | | **2 – Developing** | **1 – Emerging** |
| **Organization/**  **Style/ Cohesion/ Clarity**  **W.8.2a**  **W.8.2c**  **W.8.2d**  **W.8.2e**  **W.8.2f**  **W.8.4** | - Skillfully orients reader to topic in the  introduction and previews what is to  follow  - Thoroughly develops topic with  relevant body paragraphs  - Provides a meaningful and reflective  conclusion that follows from and  supports information or explanation  presented  - Creates cohesion and clarifies  relationships through skillful use of  transition/linking words, phrases, and  clauses within or between paragraphs  - Purposefully and logically uses a  variety of techniques (e.g., headings),  graphics (e.g., charts, tables, and  multimedia when useful to aiding  comprehension  - Consistently uses formal style | - Orients reader to topic in the  introduction and previews what is to  follow  - Develops topic with relevant body  paragraphs  - Provides a conclusion that follows from  and support information or explanation  presented  - Creates cohesion and clarifies  relationship through transition/linking  words, phrases, and clauses within or  between paragraphs  - Uses a variety of techniques (e.g.,  headings), graphics (e.g., charts, tables),  and multimedia when useful to aiding  comprehension  - Adequately uses formal style | - Incompletely orients reader to topic in  introduction and/or previews what is to  follow  - Partially develops topic with body  paragraphs  - Provides a conclusion which  repetitively or partially follows from  and supports information or explanation  presented  - Uses limited or inappropriate transition/  linking words, phrases, and clauses  - Uses few techniques (e.g., heading,  charts, tables) to inadequately organize  ideas, concepts, and information to aid  comprehension  - Uses more informal style than formal  style | | - Inadequately orients reader to topic in  introduction or introduction is missing  - Incompletely develops topic with  minimal body paragraphs  - Provides a weak conclusion or omits  conclusion  - Uses few to no transitions or incorrect  transition/linking words, phrases, or  clauses  - Fails to use formal style |
| **Focus**  **W.8.2a**  **W.8.4** | - Insightfully address all aspects of the  prompt  - Introduces topic in a sophisticated  thesis statement | - Competently addresses all aspects of the  prompt  - Introduces topic in a clear thesis  statement | - Partially address aspects of the prompt  - Introduces flawed topic in a weak thesis  statement | | - Minimally addresses aspects of the  prompt  - Fails to introduce a relevant claim and/  or lacks a thesis statement |
| **Development**  **W.8.2**  **W.8.2b** | - Skillfully develops the topic using  well-chosen facts, definitions, concrete  details, quotations, and other  information and examples that are  pertinent and substantial  - Effectively integrates and cites  credible sources accurately \*  - Shows insightful understanding of  topic or text | - Develops the topic using well-chosen  facts, definitions, concrete details,  quotations, and other information, and  examples that are relevant and sufficient  - Competently integrates and cites  credible sources\*  - Shows competent understanding of topic  or text | - Provides minimal and/or irrelevant  evidence to develop topic  - Ineffectively or incorrectly integrates or  cites sources\*  - Shows limited or flawed understanding  of topic or text | | - Provides inaccurate, little, or no  evidence to support topic  - Does not use or cite sources\*  - Shows no or inaccurate understanding  of topic or text |
| **Revising and Editing**  **W.8.5** | - Substantial evidence of planning,  revising, AND editing that focuses on  how well purpose and audience have  been addressed  - Editing demonstrates thorough  command of English language  conventions. | - Evidence of planning, revising, AND  editing that focuses on how the purpose  and audience have been addressed  - Editing demonstrates command of the  English language conventions | - Partial evidence of planning, revising,  and/or editing that may or may not  focus on how the purpose/audience have  been addressed  - Editing is obvious but not demonstrate  command of conventions | | - Minimal or no evidence of planning,  revising, and/or editing that may or may  not focus on how the purpose/audience  have been addressed  - Little or no editing |
| 8th Grade Writing Rubric – Information/Explanatory W.8.2  Page Two | | | | | |
| **Criterion** | **4 – Exemplary** | **3 – Skilled** | | **2 – Developing** | **1 – Emerging** |
| **Technology**  **W.8.6**  **W.8.7**  **W.8.8**  **W.8.9** | - All articles used in the research are  thoroughly annotated and cited  accurately.  - Used technology, including the  internet for producing and publishing  writing  - Research thoroughly answers a  question, drawing on several (5 or  more) sources  - Generates (3 or more) additional  related, focused questions that allow  for multiple avenues of exploration  - Precisely quotes or paraphrases the  data and conclusions  - Insightfully draws evidence from  literary or informational texts to  support analysis, reflection, and  research  - Avoids plagiarism | - All articles used in the research are  adequately annotated and cited  accurately  - Used technology, including the internet  for producing and publishing writing  - Research answers a question drawing on  (3 or 4) sources  - Generates (1 or 2) additional related,  focused questions that allow for  multiple avenues of exploration  - Sufficiently draws evidence from  literary or informational texts to  support analysis, reflection, and  research  - Avoids plagiarism | - Articles used in the research are  somewhat annotated and partially cited  - Used technology (not internet) for  producing and publishing writing  - Research attempts to answer a question  drawing on 1 or 2 sources  - Somewhat generates an additional  related question that may or may not  allow for multiple avenues of  exploration  - Inadequately provides quotes or  paraphrases the data and conclusions  - Inappropriately draws evidence from  literary or informational texts to  support analysis, reflection, and  research  - Avoids plagiarism | | - Little or no articles used in research and  somewhat annotated and/or cited  - Little or no use of technology used for  producing and/or publishing writing  - Inadequate research or research  attempts to answer a question  - Fails or inadequately generates any  additional questions that allow for  multiple avenues of exploration  - Provides little or no quotes or  paraphrases the data and conclusions  - Lacks evidence from literary or  informational texts to support analysis,  reflection, and research  - Avoids plagiarism |
| **Language**  **W.8.2d**  **W.8.4**  **L.8.2** | - Uses purposeful and varied sentence  structure  - Contains minimal to no error in  conventions (grammar, punctuation,  spelling, capitalization)  - Strategically uses academic and  domain-specific vocabulary clearly  appropriate for the audience/purpose | - Uses correct and varied sentence  structure  - Contains few (2-5), minor error in  conventions  - Competently uses academic and domain-  specific vocabulary clearly appropriate  for the audience and purpose. | - Uses mostly correct and some varied  sentence structure  - Contains 6–10 errors in conventions  - Inadequately uses academic and  domain-specific vocabulary for the  audience and purpose | | - Lacks sentence mastery (e.g.,  fragments/run-ons)  - Contains serious errors in conventions  - Uses little/no academic or domain-  specific vocabulary appropriate for  the audience and purpose |

**\*** if applicable

**NOTE: Plagiarizing will result in a zero for the entire assignment**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_\_\_\_\_

**8th Grade Writing Rubric – Narrative W.8.3**

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | | **2 – Developing** | **1 – Emerging** |
| **Organization/**  **Style/ Plot**  **W.8.3a**  **W.8.3c**  **W.8.3e**  **W.8.4** | - Skillfully uses a variety of techniques  to sequence events so that they build  on one another to create a coherent  whole  - Skillfully organizes an event sequence  that unfolds naturally and logically  - Creates smooth transitional words,  phrases, and clauses from one time  frame or setting to another, and shows  the relationships  - Provides a conclusion that clearly  follows from and reflects on what is  experience, observed, or resolved over  the course of the narrative | - Organizes a clear event sequence that  unfolds logically and naturally  - Uses a variety of transitional words,  phrases, and clauses to convey sequence  and signal shifts from one time frame or  setting to another  - Provides a conclusion that follows from  and reflects on the narrated experience | | - Organizes an event sequence but may not unfold logically or naturally  - Uses some transitional words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another (may be repetitive)  - Provides a conclusion that may or may not connect to the narrated experiences or events | - Event sequence unfolds unnaturally and/or illogically  - Uses few to no transition words, phrases, or clauses to convey sequence or time shift  - Provides no conclusion or one that is not connected to the narrated experiences of events |
| **Focus/ Exposition**  **W.8.3a**  **W.8.4** | - The narrative, real or imagined,  insightfully addresses all aspects of the  prompt  - Effectively engages and orients the  reader by establishing a problem,  situation, and establishes a point(s) of  view  - Expertly introduces a narrator and/or  characters; | - The narrative, real or imagined,  competently address all aspects of the  prompt  - Engages and orients the reader by  establishing a problem, situation, and  point of view  - Introduces a narrator and/or characters | | - The narrative, real or imagined,  partially addresses aspects of the  prompt  - Attempts to engage or orient the reader  by establishing a problem, situation,  and/or point of view  - Inadequately introduces a narrator  and/or characters | - The narrative, real or imagined,  minimally addresses some aspect of the  prompt  - Does not engage or orient the reader by  establishing a problem, situation,  and/or point of view  - Does not introduce a narrator and/or  characters |
| **Narrative Techniques**  **W.8.3b**  **W.8.3d** | - Skillfully uses a variety of narrative  techniques such as dialogue, pacing,  description, and reflection to develop  experiences, events, and/or characters  - Sophisticated use of precise words and  phrases, telling details, and sensory  language to convey a vivid picture of  the experiences, events, setting, and/or  characters | - Effectively uses a variety of narrative  techniques such as dialogue, pacing,  description, and reflection to develop  experiences, events, and/or characters  - Uses precise words and phrases, relevant  descriptive details, and sensory language  to convey a vivid picture of the  experiences, events, setting, and/or  characters | | - Uses limited narrative techniques, such  as dialogue, pacing, and/or description  to develop experiences, events, and/or  characters  - Uses concrete words or phrases with  limited use of descriptive details and  sensory language | - Uses few to no narrative techniques  - Does not use sensory language or  descriptive details |
| 8th Grade Writing Rubric – Narrative W.8.3  Page Two | | | | | |
| **Criterion** | **4 – Exemplary** | **3 – Skilled** | | **2 – Developing** | **1 – Emerging** |
| **Revising and Editing**  **W.8.5** | - Substantial evidence of planning,  revising, AND editing that focuses on  how well purpose and audience have  been addressed  - Editing demonstrates thorough  command of English language  conventions. | - Evidence of planning, revising, AND  editing that focuses on how the purpose  and audience have been addressed  - Editing demonstrates command of the  English language conventions | - Partial evidence of planning, revising,  and/or editing that may or may not  focus on how the purpose/audience have  been addressed  - Editing is obvious but not demonstrate  command of conventions | | - Minimal or no evidence of planning,  revising, and/or editing that may or may  not focus on how the purpose/audience  have been addressed  - Little or no editing |
| **Technology**  **W.8.6**  **W.8.7** | - All articles used in the research are  thoroughly annotated and cited  accurately.  - Used technology, including the  internet for producing and publishing  writing  - Research thoroughly answers a  question, drawing on several (5 or  more) sources  - Generates (3 or more) additional  related, focused questions that allow  for multiple avenues of exploration | - All articles used in the research are  adequately annotated and cited  accurately  - Used technology, including the internet  for producing and publishing writing  - Research answers a question drawing on  (3 or 4) sources  - Generates (1 or 2) additional related,  focused questions that allow for  multiple avenues of exploration | - Articles used in the research are  somewhat annotated and partially cited  - Used technology (not internet) for  producing and publishing writing  - Research attempts to answer a question  drawing on 1 or 2 sources  - Somewhat generates an additional  related question that may or may not  allow for multiple avenues of  exploration | | - Little or no articles used in research and  somewhat annotated and/or cited  - Little or no use of technology used for  producing and/or publishing writing  - Inadequate research or research  attempts to answer a question  - Fails or inadequately generates any  additional questions that allow for  multiple avenues of exploration |
| **Language**  **W.8.4**  **L.8.2** | - Uses purposeful and varied sentence  structure  - Contains minimal to no error in  conventions (grammar, punctuation,  spelling, capitalization) | - Uses correct and varied sentence  structure  - Contains few (2-5), minor error in  conventions | - Uses mostly correct and some varied  sentence structure  - Contains 6–10 errors in conventions | | - Lacks sentence mastery (e.g.,  fragments/run-ons)  - Contains serious errors in conventions |

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**8th Grade Response to Reading Literature Text Rubric**

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| **Key Ideas and Details (College and Career Readiness Anchor Standards for Reading)** |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Textual**  **Evidence**  **RL.8.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | - Precisely quotes (cites) the proof  from the text (textual evidence).  - Thoroughly supports the  breakdown (analysis) of what the  text says literally (factually) and  - Thoroughly supports the  breakdown (analysis) of  assumptions or reasoning  (inferences) drawn from the text. | - Cites the textual evidence.  - Analyzes (breaks down) what the  text says literally (facts) and  - Analyzes inferences drawn from the  text. | - Incompletely cites the textual  evidence.  - Inadequately analyzes what the  text says explicitly.  - Inaccurately analyzes inferences  drawn from the text. | -Minimal or no textual evidence OR  the entire response is directly  quoted. |
| **Theme**  **RL.8.2** - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | - Accurately determines the theme  (author's main point) or main idea  of the text.  - Thoroughly examines critically  the theme's progress from  beginning to end including its  relationship (connection) to the  characters, setting, AND plot.  - Correctly provides an objective  (not influenced by personal  feeling, interpretations,  prejudices, or biased) summary  (brief general idea) of the text. | - Determines the theme or main idea  of the text.  - Examines critically the theme's  progress from beginning to end  including its relationship  (connection) to the characters,  setting, AND plot.  - Provides an objective summary  of the text (not influenced by  personal feeling, interpretations,  prejudices, or biased) summary  (brief general idea) of the text. | - Inappropriately determines the  theme or main idea of the text.  - Incorrectly examines the theme's  progress from beginning to end  including its relationship  (connection) to the characters,  setting, OR plot.  - Provides a summary of the text. | - Inaccurate or no theme or main  idea determined. |
| **Dialogue**  **RL.8.3** - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | - Properly examines critically how  specific lines of dialogue or  incidents in a story/drama drive or  move the action, reveal aspects  (the nature) of a character, or bring  about a decision. | - Examines critically how specific  lines of dialogue or incidents in a  story/drama drive or move the  action, reveal aspects (the nature) of  a character, or bring about a decision. | - Minimally examines how specific  lines of dialogue or incidents in a  story/drama drive or move the  action, reveal aspects (the nature)  of a character, or bring about a  decision. | - Provides little or no analysis of  how dialogue or incidents move  the story, etc. along. |

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| 8th Grade Responding to Reading Literature Text Rubric  Page Two |
| **Craft and Structure (College and Career Readiness Anchor Standards for Reading)** |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Word Choice**  **RL.8.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | - Precisely determines the meaning  of words and phrases as they are  used in the text, including  figurative (not literal) and  connotative (suggested or implied)  meanings;  - Accurately examines critically  (analyzes) the impact (influence)  of specific word choice on  meaning and tone (feeling or  mood), including analogies  (finding similarities between two  differences) or allusions (indirect  suggestion) to other texts. | - Determines the meaning  of words and phrases as they are  used in the text, including  figurative (not literal) and  connotative (suggested or implied)  meanings;  - Examines critically (analyzes) the  impact (influence) of specific word  choice on meaning and tone (feeling  or mood), including analogies  (finding similarities between two  differences) or allusions (indirect  suggestion) to other texts. | - Makes an effort to determine the  meaning of words and phrases as  they are used in the text, including  figurative (not literal) and/or  connotative (suggested or implied)  meanings;  - Insufficiently analyzes specific  word choice in regards to meaning  and tone.  - Inappropriately eludes to analogies  or allusions to other texts. | - Inaccurately determines the  meaning of words and phrases as  they are used in the text.  - Little or no inclusion of  figurative and/or connotative  meanings;  - Omits analysis of specific  word choice in regards to meaning  and tone.  - Lacks response to analogies  or allusions to other texts. |
| **Text**  **Structure**  **RL.8.5** - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | - Flawlessly examines similarities  and differences of the structure  (organization) of two or more  texts.  - Thoroughly examines critically  how the differing structure of each  text contributes to its meaning and  style (the way the author uses  words). | - Skillfully examines similarities  and differences of the structure  (organization) of two or more  texts.  - Accurately examines critically  how the differing structure of each  text contributes to its meaning and  style (the way the author uses  words). | - Incompetently examines  similarities and differences of the  structure (organization) of two or  more texts.  - Inaccurately analyzes how the  differing structure of each text  contributes to its meaning and  style. | - Unsatisfactorily examines  similarities and/or differences of  the structure of two or more texts.  - Omits or minimal explanation of  how the differing structure of each  text contributes to its meaning and  style. |
| **Point of View**  **RL.8.6** - Analyze 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. | - Exceedingly examines how  differences in the points of view of  the characters create such effects  as suspense or humor  - Accurately examines how  differences in the points of view of  the audience or reader create such  effects as suspense or humor.  (e.g. created through the use of  dramatic irony) | - Analyzes how differences in the points  of view of the characters create such  effects as uspense or humor  - Analyzes how differences in the points  of view of the audience or reader create  such effects as suspense or humor. (e.g.  created through the use of dramatic irony) | - Ineffectively examines how  differences in the points of view of  the characters create effects as  suspense or humor  - Makes an effort to analyze how  differences in the points of view of  the audience or reader create such  effects as suspense or humor. | - Inaccurately examines how  differences in the points of view of  the characters create effects as  suspense or humor  - Minimal or no analysis of how  differences in the points of view of  the audience or reader create such  effects as suspense or humor. |
| 8th Grade Responding to Reading Literature Text Rubric  Page Three | | | | |
| **Integration of Knowledge and Ideas (College and Career Readiness Anchor Standards for Reading)** | | | | |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Film versus Text**  **RL.8.7** - Analyze 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. | - Significantly examines the extent  to which a filmed or live  production of a story or drama  stays faithful to or departs from  the text/script, and  - Carefully evaluates the choices  made by the director or actors. | - Examines the extent to which a  filmed or live production of a story  or drama stays faithful to or departs  from the text/script, and  - Adequately evaluates the choices  made by the director or actors. | - Ineffectively examines the extent  to which a filmed or live  production of a story or drama  stays faithful to or departs from the  text/script, and  - Inadequately evaluates the choices  made by the director or actors. | - Provides little or no analysis of the  extent to which a filmed or live  production of a story or drama  stays faithful to or departs from the  text/script, and  - Inaccurately evaluates the choices  made by the director or actors. |
| **RL.8.8 - Not applicable to literature)** | | | | |
| **Modern Fiction versus Traditional**  **RL.8.9** - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | - Insightfully analyzes how a  modern work of fiction draws on  (influences) themes (author's main  point), patterns of events (plot), or  character types (static, round,  dynamic, stock, protagonists,  antagonists) from myths,  traditional stories, or religious  works such as the Bible, including  describing how the material is  rendered (portrayed) new. | - Appropriately analyzes how a  modern work of fiction draws on  (influences) themes (author's main  point), patterns of events (plot), or  character types (static, round,  dynamic, stock, protagonists,  antagonists) from myths,  traditional stories, or religious  works such as the Bible, including  describing how the material is  rendered (portrayed) new. | - Incompletely or inaccurately  analyzes how a modern work of  fiction draws on themes, patterns  of events, or character types from  myths, traditional stories, or  religious works such as the Bible,  - Makes an effort to describe how  the material is rendered new. | - Inaccurate analysis of how a  modern work of fiction draws on  themes, patterns of events, or  character types from myths,  traditional stories, or religious  works such as the Bible,  - Minimal or no description on how  the material is rendered new. |
| **Range of Reading and Level of Text Complexity (College and Career Readiness Anchor Standards for Reading)** | | | | |
| **Comprehension and Text Complexity**  **RL.8.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently | - Exceeds independently and  competently to read and  comprehend literature, including  stories, dramas, and poems, at the  high end of the 8th grade text  complexity. | - Independently and competently  reads and comprehends  literature, including stories,  dramas, and poems, at the high  end of the 8th grade text  complexity | - Inadequately reads and  comprehends literature, including  stories, dramas, and poems, at the  high end of the 8th grade text  complexity | - Unsatisfactorily reads and/or  comprehends literature, including  stories, dramas, and poems, at the  high end of the 8th grade text  complexity |

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**8th Grade Response to Reading Informational Text Rubric**

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| **Key Ideas and Details (College and Career Readiness Anchor Standards for Reading)** |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Textual**  **Evidence**  **RI.8.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | - Precisely quotes (cites) the proof  from the text (textual evidence).  - Thoroughly supports the  breakdown (analysis) of what the  text says literally (factually) and  - Thoroughly supports the  breakdown (analysis) of  assumptions or reasoning  (inferences) drawn from the text. | - Cites the textual evidence.  - Analyzes (breaks down) what the  text says literally (facts) and  - Analyzes inferences drawn from the  text. | - Incompletely cites the textual  evidence.  - Inadequately analyzes what the  text says explicitly.  - Inaccurately analyzes inferences  drawn from the text. | -Minimal or no textual evidence OR  the entire response is directly  quoted. |
| **Central Idea**  **RI.8.2** - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | - Accurately determines the central  (main) idea of the text.  - Thoroughly examines critically  the central idea's development  over the course of the text  (beginning to end) including its  relationship to supporting ideas  (evidence)  - Correctly provides an objective  (not influenced by personal  feeling, interpretations,  prejudices, or biased) summary  (brief general idea) of the text. | - Determines the central idea of the  text.  - Examines critically the central idea's  development over the course of the  text (beginning to end) including its  relationship to supporting ideas  (evidence)  - Provides an objective summary  of the text (not influenced by  personal feeling, interpretations,  prejudices, or biased) summary  (brief general idea) of the text. | - Inappropriately determines the  central idea of the text.  - Incorrectly examines the central  idea's progress from beginning to  end including its relationship  (connection) to the supporting  ideas (evidence)  - Provides a summary of the text. | - Inaccurate or no central idea determined  idea determined. |
| **Make Connections**  **RI.8.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) | - Fully analyzes the text and fully  makes connections among and  distinctions between individuals,  ideas, or events fully. This is done  through com- parison, analogies,  categorization, etc. | - Appropriately analyzes the text and  makes some connections among and  distinctions between individuals, ideas,  or events. This is done through  comparison, analogies, categorization,  etc. A few important details were not  included in the analysis. | - Inadequately describes a few of the  major events that happen in the  story or drama but includes little  analysis about how the text makes  connections among and  distinctions between individuals,  ideas, or events. | - Minimal or no minor details from  the story or drama. An analysis  about how a text makes  connections among and  distinctions between individuals,  ideas, or events is not included. |

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| 8th Grade Responding to Reading Informational Text Rubric  Page Two |
| **Craft and Structure (College and Career Readiness Anchor Standards for Reading)** |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Word Choice**  **RI.8.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | - Substantially determines the  meanings of all figurative and  connotative language in the text.  - Thoroughly explains the  impact of specific word choices on  meaning and tone, including  allusions to other texts. | - Adequately determines the  meanings of most figurative and  connotative language on the text.  - Provides an explanation of the  impact of specific word choices on  meaning and tone, including  allusions to other texts but leaves  out a few important details. | - Inadequately determines the  meanings of a few examples of  figurative or connotative language.  - Incorrectly explains the impact of  word choices or phrases on the  meaning or tone of the text. | - Unable to determine the meanings  of the figurative or connotative  language, words, and/or phrases in  the text.  - Unsatisfactorily provides an  explanation about the impact of  word choice of a text. |
| **Text**  **Structure**  **RI.8.5** – Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | - Accurately analyzes in detail the  structure of a specific paragraph in  a text, including the role of  particular sentences in developing  and refining a key concept. | - Sufficiently analyzes in detail the  structure of a specific paragraph in  a text, including the role of  particular sentences in developing  and refining a key concept. | - Partially analyzes in detail the  structure of a specific paragraph in  a text, including the role of  particular sentences in developing  and refining a key concept. | - Minimal or no analyzes of the  structure in a specific paragraph of  a text. |
| **Point of View**  **RI.8.6** – Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | - Exceedingly examines how  an author’s point of view or  purpose in a text acknowledges  and responds to conflicting  evidence or viewpoints. | - Appropriately determines how  an author’s point of view or  purpose in a text acknowledges  and responds to conflicting  evidence or viewpoints. | - Attempts to determine the author’s  point of view but may lack a few  details to show that the author  acknowledges and/or responds to  conflicting evidence or  viewpoints. | - Provides little or no clarification of  the author’s point of view.  - Minimal or no analysis of how the  author acknowledges and/or  responds to conflicting evidence  or viewpoints. |
| 8th Grade Responding to Reading Informational Text Rubric  Page Three | | | | |
| **Integration of Knowledge and Ideas (College and Career Readiness Anchor Standards for Reading)** | | | | |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Different Mediums**  **RI.8.7** – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | - Significantly examines the  advantages and disadvantages of  using different mediums (e.g.,  print or digital text, video,  multimedia) to present a particular  topic or idea. | - Effectively examines the  advantages and disadvantages of  using different mediums (e.g.,  print or digital text, video,  multimedia) to present a particular  topic or idea. | - Minimally examines the  advantages and disadvantages of  using different mediums (e.g.,  print or digital text, video,  multimedia) to present a particular  topic or idea. | - Unsuccessfully examines the  advantages and/or disadvantages of  using different mediums (e.g.,  print or digital text, video,  multimedia) to present a particular  topic or idea. |
| **Argument**  **RI.8.8** – Delineate and evaluate 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. | - Notably describes and assesses the  argument and specific claims in a  text.  - Significantly assess whether the  reasoning is sound and the  evidence is relevant and sufficient  - Fully recognizes when the  evidence is irrelevant. | - Provides a description and  assessment of the argument and  specific claims in a text.  - Correctly assess whether the  reasoning is sound and the  evidence is relevant and sufficient  - Recognizes when the evidence is  irrelevant. | - Incorrectly describes and assesses  the argument and/or specific claims  in a text.  - Attempts to assess whether the  reasoning is sound and the  evidence is relevant and sufficient  - Inaccurately recognizes when the  evidence is irrelevant. | - Vague description and/or  assessment of the argument  and/or claims in a text.  - Little or no assessment of whether  the reasoning is sound and/or the  evidence is relevant and/or  sufficient  - Unclear if evidence is irrelevant. |
| **Case Analysis**  **RI.8.9** - Analyze 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 or interpretation | - Comprehensively analyzes two or  more texts that provide conflicting  information on the same topic  - Strategically identifies where the  texts disagree on matters of fact or  interpretation. | - Satisfactorily analyzes two or  more texts that provide conflicting  information on the same topic  - Correctly identifies where the  texts disagree on matters of fact or  interpretation. | - Partially analyzes two or  more texts that provide conflicting  information on the same topic  - Incorrectly identifies where the  texts disagree on matters of fact or  interpretation. | - Lacks awareness of analyzing two  or more texts that provide  conflicting information on the  same topic  - Minimal to no identification of  where the texts disagree on matters  of fact or interpretation. |
| **Range of Reading and Level of Text Complexity (College and Career Readiness Anchor Standards for Reading)** | | | | |
| **Comprehension/Text Complexity**  **RI.8.10** - By the end of the year, read and comprehend literary nonfiction , at the high end of grades 6-8 text complexity band independently and proficiently | - Exceeds independently and  competently to read and  comprehend literary nonfiction, at  the high end of the 8th grade text  complexity. | - Independently and competently  reads and comprehends literary  nonfiction, at the high end of the 8th  grade text complexity. | - Inadequately reads and  comprehends literary nonfiction, at  the high end of the 8th grade text  complexity. | - Unsatisfactorily reads and/or  comprehends literary nonfiction, at  the high end of the 8th grade text  complexity. |

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**8th Grade Speaking and Listening Rubric**

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| **Comprehension and Collaboration (College and Career Readiness Anchor Standards for Reading)** |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Discussion**  **SL.8.1a** | - Enthusiastically comes to  discussions prepared, having read  or researched material under  study;  - Explicitly draws on that  preparation by referring to  evidence on the topic, text, or  issue to probe and reflect on ideas  under discussion | - Comes to discussion prepared,  having read or researched material  under study;  - Draws on that preparation by  referring to evidence on the topic,  text, or issue to probe and reflect on  ideas under discussion | - Comes to discussion partially  prepared, having read or  researched most of the material  under study;  - Somewhat draws on that  preparation by referring to  evidence on the topic, text, or  issue to probe and reflect on ideas  under discussion | - Comes to discussion with minimal  or no preparation  - Inaccurately refers to topic, text, or  issue |
| **Rules**  **SL.8.1b** | - Exceptionally follows rules for  collegial (joint) discussions and  decision-making, track progress  toward specific goals and deadlines,  and define individual roles as needed. | - Follow rules for collegial  discussions and decision-making,  track progress toward specific goals  and deadlines, and define individual  roles as needed. | - Makes an effort to follow rules for  collegial discussions and decision-  making, track progress toward  specific goals and deadlines, and  define individual roles as needed | - Unsatisfactorily follows rules for  collegial discussion and decision-  making, track progress toward  goals and deadlines. |
| **Questions and Comments**  **SL.8.1c** | - Thoughtfully poses questions that  connect the ideas of several speakers  - Fully responds to other’s questions and  comments with relevant evidence,  observations, and ideas. | - Poses questions that connect the ideas of  several speakers  - Adequately responds to other’s questions  and comments with relevant evidence,  observations, and ideas. | - Poses minimal questions that connect  the ideas of several speakers  - Inadequately responds to other’s  questions and comments with relevant  evidence, observations, and idea. | - Provides little or no questions  - Minimal to no response to other’s |
| **New Information and Justification**  **SL.8.1d** | - Notably acknowledges new  information expressed by others,  - Precisely qualifies or justifies their  own views in light of the evidence  presented (when warranted). | - Sufficiently acknowledges new  information expressed by others,  - Appropriately qualifies or justifies their  own views in light of the evidence  presented (when warranted) | - Insufficiently acknowledges new  information expressed by others,  - Inappropriately qualifies or justifies  their own views in light of the evidence  presented (when warranted) | - Minimal or no acknowledgement of  new information  - Unsatisfactorily or no justification of  their own view |
| **Purpose and Motives**  **SL.8.2** | - Strongly analyzes the purpose of  information presented in diverse  media and formats (e.g., visually,  quantitatively, orally)  - Accurately evaluates the motives (e.g.,  social, commercial, political) behind  its presentation | - Competently analyzes the purpose of  information presented in diverse media  and formats (e.g., visually,  quantitatively, orally)  - Provides an evaluation of the motives  (e.g, social, commercial, political) behind  its presentation | - Attempts to analyze the purpose of  information presented in diverse media  and/or formats  - Inaccurately evaluates the motives | - Provides little or no analysis of the  purpose  - Unsatisfactory or no evaluation of the  motives |
| 8th Grade Speaking and Listening Rubric  Page Two | | | | |
| **Comprehension and Collaboration (College and Career Readiness Anchor Standards for Reading)** | | | | |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Argument, Claim, and Evidence**  **SL.8.3** | - Thoroughly delineate (explain) a  speaker’s argument and specific  claims  - Significantly evaluates the soundness  of the reasoning and relevance and  sufficiency of the evidence  - Unmistakably identifies when  irrelevant evidence is introduced. | - Adequately delineates (explains) a  speaker’s argument and specific claims  - Appropriately evaluates the soundness of  the reasoning and relevance and  sufficiency of the evidence  - Provides identification when irrelevant  evidence is introduced. | - Inadequately explains a speaker’s  argument and/or specific claims  - Inappropriately evaluates the reasoning  and relevance and/or sufficiency of the  evidence  - Makes an effort to identify when  irrelevant evidence is introduced. | - Lacks explanation of the speaker’s  argument and/or specific claims  - Provides little or no evaluation of the  reasoning and relevance and/or  sufficiency of the evidence  - Makes minimal to no effort to identify  when irrelevant evidence is introduced. |
| **Presentation of Knowledge and Ideas (College and Career Readiness Anchor Standards for Reading)** | | | | |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Presentation**  **SL.8.4** | - Exceptionally present claims and  findings, emphasizing salient  (significant) points in a focused,  coherent manner with relevant  evidence, sound valid reasoning, and  well-chosen details  - Purposefully uses appropriate eye  contact, adequate volume, and clear  pronunciation. | - Presents claims and findings,  emphasizing salient (significant) 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. | - Ineffectively presents claims and  findings, emphasizing points in an  incoherent manner with vague  evidence, reasoning, and details.  - Inappropriate eye contact (looking  down), inadequate volume or  pronunciation. | - Unsatisfactorily or does not present  claims and/or findings  - Unacceptable eye contact, volume,  and/or pronunciation. |
| **Multimedia and Visual Displays**  **SL.8.5** | - Professionally integrates multimedia  and visual displays into presentations  to clarify information, strengthen  claims and evidence, and add interest | - Creates integration of multimedia and  visual displays into presentation to  clarify information, strengthen claims  and evidence, and add interest | - Inadequately integrates multimedia  and/or visual displays into presentation  - Attempts to clarify information,  strengthen claims and/or evidence | - Minimal multimedia or visual display |
| **Speech**  **SL.8.6** | - Strategically adapts speech to a variety  of contexts and tasks,  - Demonstrates precise command of  formal English language. (s/v, p/a, case  usage) | - Adapts speech to a variety of contexts  and tasks,  - Demonstrates formal English language  (s/v, p/a, case usage) | - Minimally adapts speech to contexts  and tasks  - Imprecisely demonstrates formal  English language | - Provides little or no adaptation of  speech to contexts and/or tasks  - Unacceptably demonstrates formal  English language |

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**8th Grade Language Rubric**

**\**ALL LANGUAGE SKILLS SHOULD BE PRESENT IN ALL OF YOUR SPEAKING AND WRITING***

**Language Progressive Skills (LP) – These specific skills were taught in the lower level Language standards and require continued attention.**

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| **Conventions of Standard English (College and Career Readiness Anchor Standards for Reading)** |

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| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Agreement (LP)**  **L.3.1f** | - Accurately uses subject-verb  agreement with no mistakes  - Correctly uses pronoun-  antecedents agreement with no  mistakes | - Adequately uses subject-verb  agreement with 1-2 mistakes  - Sufficiently uses pronoun-  antecedents agreement with 1-2  mistakes | - Inadequately uses subject-verb  agreement with 3-4 mistakes  - Insufficiently uses pronoun-  antecedents agreement with 3-4  mistakes | - Inaccurately uses subject-verb  agreement with 5 or more  mistakes  - Unsatisfactorily uses pronoun-  antecedents agreement with 5 or  more mistakes |
| **Words and Phrases (LP)**  **L.3.3a**  **L.4.3a** | - Strategically uses words and  phrases with no mistakes  - Precisely chooses words and  phrases to convey specific ideas | - Effectively uses words and  phrases with 1-2 mistakes  - Competently chooses words and  phrases to convey specific ideas | - Ineffectively uses words and  phrases with 3-4 mistakes  - Chooses words and phrases to  convey ideas | - Uses words and phrases with 5 or  more mistakes  - Inefficiently chooses words and  phrases to convey ideas |
| **Complete Sentences (LP)**  **L.4.1f** | - Expressively produces complete  sentences, recognizing and  correcting inappropriate  fragments and run-ons with no  mistakes. | - Produces complete sentences,  recognizing and correcting  inappropriate fragments and  run-ons with 1-2 mistakes. | - Inaccurately complete sentences,  recognizing and/or correcting  inappropriate fragments and  run-ons with 3-4 mistakes. | - Unsuccessfully completes  sentences, recognizing and/or  correcting inappropriate fragments  and run-ons with 5 or more  mistakes |
| **Confusing Words (LP)**  **L.4.1g** | - Exceptional use of frequently  confusing words such as  homophones (e.g., to/too/two,  there/their/they’re) | - Adequate use of frequently  confusing words such as  homophones (e.g., to/too/two,  there/their/they’re) with 1-2  mistakes | - Inadequate use of frequently  confusing words such as  homophones (e.g., to/too/two,  there/their/they’re) with 3-4  mistakes | - Incorrect use of frequently  confusing words such as  homophones (e.g., to/too/two,  there/their/they’re) with 5 or more  mistakes |
| 8th Grade Language Rubric  **Language Progressive Skills (LP) – These specific skills were taught in the lower level Language standards and require continued attention.** Page Two | | | | |
| **Conventions of Standard English (College and Career Readiness Anchor Standards for Reading)** | | | | |
| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Punctuation (LP)**  **L.4.3b –** for effect  **L.5.2a –** separate  items in a series  **L.6.2a –** commas,  parenthesis,  dashes for  parenthetical  elements | - Exceptional use of punctuation for  effect and to separate items in a  series.  - Substantial use of commas,  parentheses, and dashes to set off  nonrestrictive or parenthetical  elements/expressions with no  mistakes | - Appropriate use of punctuation for  effect and to separate items in a  series.  - Skillful use of commas,  parentheses, and dashes to set off  nonrestrictive or parenthetical  elements/expressions with 1-2  mistakes | - Inappropriate use of punctuation  for effect and to separate items in a  series.  - Attempt to use commas,  parentheses, and dashes with 3-4  mistakes | - Minimal or no use of punctuation  for effect and/or to separate items  in a series.  - Inaccurate use of commas,  parentheses, or dashes with 5 or  more mistakes |
| **Verb Tense (LP)**  **L.5.1d -** e.g., The instructor **explains** (present tense) the diagram to the students who **asked** (past tense) questions during the lecture. | - Accurately recognizes and  corrects inappropriate shifts in  verb tense with no mistakes. | - Adequately recognizes and  corrects inappropriate shifts in  verb tense with 1-2 mistakes | - Partially recognizes and  corrects inappropriate shifts in  verb tense with 3-4 mistakes | - Inaccurately recognizes and  corrects inappropriate shifts in  verb tense with 5 or more mistakes. |
| **Pronouns (LP)**  **L.6.1c – shifts**  [e.g., he/she/it;  singular/plural]  **L.6.1d – vague**  [not clear which  noun the pronoun  refers to. [e.g.,  The teacher gave  the student her  notes. (does the  pronoun *her* refer  to the noun  *teacher* or the  noun *student*?) | - Outstandingly recognizes and  corrects inappropriate shifts in  pronoun number and person with  no mistakes  - Exceptionally recognizes and  corrects vague pronouns with no  mistakes | - Appropriately recognizes and  corrects inappropriate shifts in  pronoun number and person 1-2  mistakes  - Adequately recognizes and  corrects vague pronouns with 1-2  mistakes | - Minimally recognizes and  corrects inappropriate shifts in  pronoun number and person 3-4  mistakes  - Inadequately recognizes and  corrects vague pronouns with 3-4  mistakes | - Provides little or no recognition  and/or corrections in inappropriate  shifts in pronoun number and  person 5 or more mistakes  - Unsatisfactorily recognizes and  corrects vague pronouns with 5 or  more mistakes |
| 8th Grade Language Rubric  **Language Progressive Skills (LP) – These specific skills were taught in the lower level Language standards and require continued attention.** Page Three | | | | |
| **Conventions of Standard English (College and Career Readiness Anchor Standards for Reading)** | | | | |
| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Misplaced Modifiers (LP)**  **L.7.1c** | - Precisely and accurately places  phrases and clauses within a  sentence, recognizing and  correcting misplaced and dangling  modifiers with no mistakes. | - Appropriately places phrases and  clauses within a sentence,  recognizing and correcting  misplaced and dangling modifiers  with 1-2 mistakes. | - Attempts to place phrases and  clauses within a sentence,  recognizing and correcting  misplaced and dangling modifiers  with 3-4 mistakes. | - Inaccurately places phrases and  clauses within a sentence, may or  may not recognize and/or correct  misplaced and dangling modifiers  with 5 or more mistakes. |
| **Verbals**  **L.8.1a** | - Specifically explains the general  function of verbals (gerunds,  participles, and infinitives)  - Accurately explains their function  in particular sentences. | - Sufficiently explains the general  function of verbals (gerunds,  participles, and infinitives) with 1-2  mistakes.  - Appropriately explains their  function in particular sentences with  1-2 mistakes. | - Somewhat explains the general  function of verbals (gerunds,  participles, and infinitives) with  3-4 mistakes.  - Makes an effort to explain their  function in particular sentences. | - Lacks knowledge of how to  explain the general function of  verbals (gerunds, participles, and  infinitives) with 5 or more  mistakes.  - Inaccurately explains their function  in particular sentences with 5 or  more mistakes. |
| **Verb Usage**  **L.8.1b-** active and  passive  **L.8.1c –** verb  mood  **L.8.1d –** shift in  voice and mood | - Unmistakably forms and uses  verbs in the active and passive  voice with no mistakes.  - Purposefully forms and uses verbs  in the indicative, imperative,  interrogative, conditional, and  subjunctive moods with no  mistakes. | - Effectively forms and uses  verbs in the active and passive  voice with 1-2 mistakes.  - Skillfully forms and uses verbs  in the indicative, imperative,  interrogative, conditional, and  subjunctive moods with 1-2  mistakes. | - Endeavors to form and use  verbs in the active and passive  voice with 3-4 mistakes.  - Inaccurately forms and uses verbs  in the indicative, imperative,  interrogative, conditional, and  subjunctive moods with 3-4  mistakes. | - Unsuccessfuly forms and uses  verbs in the active and passive  voice with 5 or more mistakes.  - Provides little or no formation  and/or usage of verbs in the  indicative, imperative,  interrogative, conditional, and/or  subjunctive moods with 5 or more  mistakes. |
| **Punctuation**  **L.8.2a –** comma,  ellipsis, dash  **L.8.2b –** ellipsis for  Omission | - Demonstrates exceedingly the  command and use of commas,  ellipsis, dash) to indicate a break  with no mistakes.  - Accurate use of an ellipsis to  indicate omission with no  mistakes. | - Demonstrates the command and use  of commas, ellipsis, dash) to  indicate a break with 1-2 mistakes.  - Accurate use of an ellipsis to  indicate omission with 1-2 mistakes. | - Insufficiently demonstrates the  command and use of commas,  ellipsis, dash) to indicate a break  with 3-4 mistakes.  - Incorrect use of an ellipsis to  indicate omission with 3-4  mistakes. | - Lacks demonstration of the  command and use of commas,  ellipsis, dash) to indicate a break  with 5 or more mistakes.  - Inaccurate use of an ellipsis to  indicate omission with 5 or more  mistakes. |
| **Spelling**  **L.8.2c** | - All words spelled correctly with  no mistakes. | - Most words spelled correctly with  1-2 mistakes. | - Some words spelled incorrectly  with 3-4 mistakes. | - Most words spelled incorrectly  with 5 or more mistakes. |

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| 8th Grade Language Rubric  Page Four | | | | |
| **Knowledge of Language (College and Career Readiness Anchor Standards for Reading)** | | | | |
| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Verb Usage**  **for effect**  **L.8.3a** | **-** Insightfully uses verbs in the  active and passive voice to achieve  particular effects (e.g.,  emphasizing the actor or the  action; expressing uncertainty or  describing a state contrary to fact)  with no mistakes.  **-** Precisely uses verbs 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)  with no mistakes. | **-** Appropriately uses verbs in the  active and passive voice to achieve  particular effects (e.g.,  emphasizing the actor or the  action; expressing uncertainty or  describing a state contrary to fact)  with 1-2 mistakes.  **-** Effectively uses verbs 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)  with 1-2 mistakes. | - Inappropriately uses verbs in the  active and passive voice to achieve  particular effects with 3-4  mistakes.    - Minimal use of verbs in the  conditional and subjunctive mood  with 3-4 mistakes. | - Inaccurately uses verbs in the  active and passive voice to achieve  particular effects with 5 or more  mistakes.    - Little or no use of verbs in the  conditional and subjunctive mood  to achieve particular effects  with 5 or more mistakes. |
| **Vocabulary Acquisition and Use (College and Career Readiness Anchor Standards for Reading)** | | | | |

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| **Use Context Clues**  **L.8.4a** | - Strategically 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  with no mistakes. | - Appropriately 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  with 1-2 mistakes. | - Inappropriately 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  with 3-4 mistakes. | - Inaccurately or does not use  context as a clue to the meaning of  a word or phrase with 5 or more  mistakes. |
| **Greek or Latin Affixes and Roots**  **L.8.4b** | - Exceptionally uses common,  grade-appropriate Greek or Latin  affixes (prefixes and suffixes) and  roots as clues to the meaning of a  word (e.g., precede, recede,  secede) with no mistakes. | - Sufficiently uses common,  grade-appropriate Greek or Latin  affixes (prefixes and suffixes) and  roots as clues to the meaning of a  word (e.g., precede, recede,  secede) with 1-2 mistakes. | - Attempts to use common,  grade-appropriate Greek or Latin  affixes (prefixes and suffixes)  and/or roots as clues to the  meaning of a word (e.g., precede,  recede, secede) with 3-4 mistakes. | - Minimal or no of use common,  grade-appropriate Greek or Latin  affixes (prefixes and suffixes)  and/or roots as clues to the  meaning of a word with 5 or more  mistakes. |
| **Reference Materials**  **L.8.4c**  **L.8.4d** | - Consistently consults dictionaries,  glossaries, and thesauruses.  - Accurately uses 5 or more  vocabulary words from weekly  lessons | - Adequately consults dictionaries,  glossaries, and thesauruses.  - Accurately uses 3-4 vocabulary  words from weekly lessons | - Occasionally consults dictionaries,  glossaries, and/or thesauruses.  - Makes an effort to use 1-2  vocabulary words from weekly  lessons | - Little or no use of dictionaries,  glossaries, or thesauruses.  - Little or no effort to use any  vocabulary words from weekly  lessons |
| 8th Grade Language Rubric  Page Five | | | | |
| **Vocabulary Acquisition and Use (College and Career Readiness Anchor Standards for Reading)** | | | | |
| **Criterion** | **4 – Exemplary** | **3 – Skilled** | **2 – Developing** | **1 – Emerging** |
| **Interpret Figures of Speech**  **L.8.5a** | - Fully interprets figures of speech  (e.g., verbal irony, puns) in  context with no mistakes. | - Provides an understanding of  interpreting figures of speech  (e.g., verbal irony, puns) in  context with 1-2 mistakes. | - Incorrectly interprets figures of  speech (e.g., verbal irony, puns) in  context with 3-4 mistakes. | - Lacks an understanding of  interpreting figures of speech  (e.g., verbal irony, puns) in  context with 5 or more mistakes. |
| **Word Placement**  **L.8.5b** | - Insightfully uses the relationship  between particular words to better  understand each of the words with  no mistakes. (e.g., placing the word  “open” next to the word “door”  describes the state of existence (open)  of a particular object (door). However,  if the order of is changed by adding a  word “open the door” it becomes a  different construction and meaning. | - Effectively uses the relationship  between particular words to better  understand each of the words with  no mistakes. (e.g., placing the word  “open” next to the word “door”  describes the state of existence (open)  of a particular object (door). However,  if the order of is changed by adding a  word “open the door” it becomes a  different construction and meaning. | - Endeavors to use the relationship  between particular words to better  understand each of the words with  no mistakes. (e.g., placing the word  “open” next to the word “door”  describes the state of existence (open)  of a particular object (door). However,  if the order of is changed by adding a  word “open the door” it becomes a  different construction and meaning. | - Inaccurately uses the relationship  between particular words to better  understand each of the words with  no mistakes. (e.g., placing the word  “open” next to the word “door”  describes the state of existence (open)  of a particular object (door). However,  if the order of is changed by adding a  word “open the door” it becomes a  different construction and meaning. |
| **Connotation and Denotation**  **L.8.5c** | - Significantly distinguishes among  the connotations (association or  suggestion) of words with similar  denotations (dictionary  definitions) (e.g., bullheaded –  connotation is stubborn or hard  headed; denotation is obstinately  opinionated, especially in refusing  to consider alternatives; stubborn).  Also words like willful, firm,  persistent, resolute). | - Appropriately distinguishes among  the connotations (association or  suggestion) of words with similar  denotations (dictionary  definitions) (e.g., bullheaded –  connotation is stubborn or hard  headed; denotation is obstinately  opinionated, especially in refusing  to consider alternatives; stubborn).  Also words like willful, firm,  persistent, resolute). | - Partially distinguishes among  the connotations (association or  suggestion) of words with similar  denotations (dictionary  definitions) (e.g., bullheaded –  connotation is stubborn or hard  headed; denotation is obstinately  opinionated, especially in refusing  to consider alternatives; stubborn).  Also words like willful, firm,  persistent, resolute). | - Inappropriately distinguishes  among the connotations  (association or suggestion) of  words with similar denotations  (dictionary definitions), willful,  firm, persistent, resolute). |
| **Use of Academic and Domain-Specific Words and Phrases**  **L.8.6** | - Accurately acquires and uses  grade-appropriate general  academic and domain-specific  words and phrases important to  comprehension or expression. | - Adequately acquires and uses  grade-appropriate general  academic and domain-specific  words and phrases important to  comprehension or expression. | - Inaccurately acquires and uses  grade-appropriate general  academic and domain-specific  words and phrases important to  comprehension or expression. | - Unsatisfactorily acquires and/or  uses grade-appropriate general  academic and domain-specific  words and phrases important to  comprehension or expression. |