

Grade 8 ELA CA #3 Skills & Standards Guide

On the skills-based common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- comprehending and analyzing literary nonfiction and informational texts on related or multiple themes
- synthesizing information from different genres as well as appropriate multimedia presentations in the form of audio and video clips
- comparing and contrasting how purpose and message are executed through a variety of text types and formats
- identifying the central idea and supporting details of a text
- determining the structure of a nonfiction text
- analyzing how a main idea is elaborated in a text
- citing textual evidence to support claims and ideas
- determining word meanings from their context
- constructing short prose responses to questions about text or other media
- engaging in the writing process to respond to a writing task prompt with an essay

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Standards and PARCC expectations.

Standards Covered:

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	R.I. 8.1
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.	R.I. 8.2
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	R.I. 8.3
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.	R.I. 8.4
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.	R.I. 8.5
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.	R.I. 8.6
Write arguments to support claims with clear reasons and relevant evidence.	W. 8.1
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W. 8.8
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W. 8.9
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL 8.2

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL 8.3
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.8.4
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	L 8.6

Informative/Explanatory Writing Rubric Grade 8

Criterion	5	4	3	2	1
Reading Comprehension CCSS: RI-1, RI-2, RI-3, RI-4, RI-5, RI-6, W-9b <i>Includes appropriate textual evidence to support reasoning.</i> <i>Determines and analyzes central ideas presented in a text.</i> <i>Analyzes how a text makes connections and distinctions among individuals, ideas, or events.</i> <i>Determines the meanings of words and phrases as they are used in a text.</i> <i>Determines the meanings of analogies and allusions.</i> <i>Analyzes the role particular paragraphs and sentences play in refining a key concept.</i> <i>Analyzes the author's point of view and how the author responds to conflicting points of view.</i> <i>Draws evidence from informational texts to support claims.</i> <i>Recognizes when irrelevant evidence is introduced.</i>	-Provides accurate analysis of what the text says -Explicitly and inferentially cites convincing textual evidence to support the analysis -Shows full comprehension of complex ideas expressed in the text	-Provides accurate analysis of what the text says -Explicitly and inferentially cites convincing textual evidence to support the analysis -Shows extensive comprehension of ideas expressed in the text	-Provides a mostly accurate analysis of what the text says -Explicitly and inferentially cites textual evidence -Shows a basic comprehension of ideas expressed in the text	-Provides a minimally accurate analysis of what the text says -Cites textual evidence -Shows a limited comprehension of ideas expressed in the text	-Provides an inaccurate or no analysis of what the text says -Shows little or no comprehension of ideas expressed in the text
Development of Ideas CCSS: W-2b, W-4, W-9 <i>Develops topic.</i> <i>Produces clear and coherent writing.</i> <i>Draws relevant evidence from texts to support analysis.</i>	-Fully addresses the prompt -Provides effective and comprehensive development of the topic -Uses clear and convincing reasoning supported by details -Uses extensive, appropriate text-based evidence -Development is consistently appropriate to the task, purpose, and audience	-Adequately addresses the prompt - Provides effective development of the topic -Uses clear reasoning, details -Uses appropriate text-based evidence -Development is largely appropriate to the task, purpose, and audience	-Addresses the prompt -Provides some development of the topic -Uses some reasoning, details -Provides some text-based evidence -Development is somewhat appropriate to the task, purpose, and audience	-Addresses the prompt develops the topic minimally -Uses limited reasoning -Inappropriate choice of text-based evidence for task -Development is limited in its appropriateness to the task, purpose, and audience	-Response is underdeveloped. -No text-based evidence is used. -Response is inappropriate to the task, purpose, and audience.
Focus CCSS: W-2, W-4 <i>Produces informative/explanatory writing to examine a topic.</i> <i>Produces clear and coherent writing.</i>	-Insightfully addresses all aspects of the prompt -Purposely engages and orients the reader -Sets out a problem or situation, and establishes applicable points of view -Thesis statement is sophisticated.	-Competently addresses all aspects of the prompt -Purposely engages and orients the reader -Establishes a context and point of view -Thesis statement is clear.	-Superficially address all aspects of the prompt -Attempts to engage or orient the reader -Establishes a context and point of view -Thesis statement introduces topic (s).	-Partially address aspects of the prompt -Might engage or orient the reader by establishing a context and point of view -Thesis statement is superficial or flawed.	-Addresses some aspects of the prompt -Does not engage or orient the reader -Lacks a thesis statement
Organization CCSS: W-2a, W-2c, W-2f, W-4 <i>Introduces a topic clearly.</i> <i>Ideas and concepts are presented logically.</i> <i>Uses a variety of transitions to convey sequence and signal shifts from one time frame or setting to another.</i> <i>Provides an appropriate conclusion.</i> <i>Produces clear and coherent writing.</i>	-Skillfully orients the reader to topic -Previews what's to follow -Skillfully uses definition, classification, comparison/contrast to organize information -Skillfully uses a variety of transitional techniques -Provides a meaningful and reflective conclusion that follows from and supports information from aligned text	-Orients the reader to topic -Previews what's to follow -Uses definition, classification, comparison/contrast to organize information -Uses a variety of transitional techniques -Provides a conclusion that follows from and supports information from aligned text	-Partially orients the reader to topic -Previews what's to follow -Uses definition, classification, comparison/contrast to organize information -Uses some transitional techniques -Provides a conclusion which repetitively or partially follows from and supports information from aligned text	-Inadequately orients the reader to topic -Fails to preview what's to follow -Uses few definition, classification, comparison/contrast to organize information -Uses limited or inappropriate transitional techniques -Weakly articulates a sense of closure	-Fails to orient the reader to topic -Fails to preview what's to follow -Includes little or no discernible organization of ideas -Uses limited or inappropriate few to transitional techniques -Provides an inadequate or no conclusion
Clarity of Language CCSS: W-2d, W-2e, W-4 <i>Uses precise language and domain-specific vocabulary.</i> <i>Establishes and maintains formal style.</i> <i>Produces clear and coherent writing.</i>	-Skillfully uses domain-specific vocabulary -Includes sophisticated use of precise language -Skillfully establishes and maintains formal style	-Adequately uses domain-specific vocabulary -Mostly uses precise language -Maintains and effective formal style	-Uses some domain-specific vocabulary -Uses some precise language -Maintains a formal style that is mostly effective	-Uses only limited domain-specific vocabulary -Uses only limited precise language -Formal style is limited in its effectiveness	-Uses little to no domain-specific vocabulary -Uses little to no precise language -Lacks formal style
Knowledge of Conventions CCSS: L-1, L-2, L-3, W-4, W-5 <i>Demonstrates command of standard English grammar and usage conventions.</i> <i>Produces clear and coherent writing.</i> <i>Develops and strengthens writing through writing process.</i>	-Uses purposeful and varied sentence structure. -Contains virtually no conventional errors in grammar, punctuation, spelling, and capitalization. -Utilizes precise and sophisticated word choice.	-Uses correct and varied sentence structure. -Contains few, minor conventional errors in grammar, punctuation, spelling, and capitalization that do not disrupt narrative. -Utilizes strong, grade-level appropriate word choice.	-Uses mostly correct and some varied sentence structure. -Contains some conventional errors in grammar, punctuation, spelling, and capitalization which may cause confusion. -Usually utilizes grade-level appropriate word choice.	-Uses limited and/or repetitive sentence structure. -Contains numerous conventional errors in grammar, punctuation, spelling, and capitalization which may cause confusion. -Utilizes vague or basic word choice.	-Lacks sentence mastery (e.g. contains fragments, run-ons). -Contains serious and pervasive errors in grammar, punctuation, spelling, and capitalization which may cause confusion. -Utilizes incorrect and/or simplistic word choice.