

7th grade 1st Semester Assessment #3

Changing Perspectives Rubric

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.				
4	3	2	1	0
<p>Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Evaluates explicit and inferential information that the author provides.</p>	<p>Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Explains the points of view of different characters or narrators in a text.</p>	<p>Identifies the points of view of different characters or narrators in a text.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence				
4	3	2	1	0
<p>Writes a narrative that has tension, resolution, and well developed characters who change.</p> <p>Conveys a story that comments on a social issue, teaches a lesson, and/or develops a point of view.</p> <p>Uses effective techniques demonstrating style.</p> <p>Uses relevant descriptive details including figurative language.</p> <p>Uses well-structured event sequences.</p>	<p>Writes a narrative that has tension, change, resolution, and realistic characters.</p> <p>Conveys and develops an idea, lesson, or theme.</p> <p>Uses effective techniques.</p> <p>Uses relevant descriptive details.</p> <p>Uses well-structured event sequences</p>	<p>Writes a narrative that has tension, resolution, and realistic characters.</p> <p>Conveys a lesson, or theme.</p> <p>Uses techniques.</p> <p>Uses descriptive details.</p> <p>Uses logical event sequences.</p>	<p>Writes a narrative that has setting, plot, and character.</p> <p>Conveys an idea.</p> <p>Uses techniques.</p> <p>Uses details.</p> <p>Uses plot line structure.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

L.7.3 Knowledge of Language - Use knowledge of language and its conventions when writing, reading, speaking or listening.				
4	3	2	1	0
<p>Chooses language that expresses ideas precisely and concisely.</p> <p>Recognizes and eliminates wordiness and redundancy.</p> <p>Evaluates language through revision choices or reflection.</p>	<p>Chooses language that expresses ideas precisely and concisely.</p> <p>Recognizes and eliminates wordiness and redundancy.</p>	<p>Constructs language to accurately express ideas.</p> <p>Recognizes wordiness and redundancy.</p>	<p>Identifies language that expresses ideas.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Student “I Can” Statements:

READING STANDARD:

- I can classify point of view as:
 - first person (an inside narrator tells the story; “I”)
 - second person (narrator speaks directly to reader; “you”)
 - third person (an outside character tells the story; “he”, “she”, or “it”)
 - third person limited (an outside narrator tells the story but knows the thoughts of one character)
 - third person omniscient (an outside narrator tells the story and knows the thoughts of all characters). [Knowledge]
- I can analyze how an author develops the points of view of characters and narrators by revealing the thoughts, feelings, actions, and spoken words. [Reasoning]
- I can explain why authors choose different points of view in a text (first person gives the reader insight into his/her own thoughts, second person draws the reader into the story by taking directly to them, and third person omniscient allows the reader to know all the thoughts of all characters). [Reasoning]
- I can contrast the points of view of different characters of narrators in a text. [Reasoning]

WRITING STANDARD:

- I can engage the reader by introducing the narrator (first, second or third person point of view), characters, setting (set the scene), and the event that starts the story in motion. (Skill)
- I can use narrative techniques (dialogue, pacing, and description) to develop a storyline where one event logically leads to another. (Skill)
- I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events (create mind pictures). (Skill)
- I can signal changes in time and place by using transition words, phrases, and clauses. (Skill)
- I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure (ties up all loose ends and leaves the reader satisfied). (Product)

LANGUAGE STANDARD:

- I can choose words, phrases, and clauses that express my ideas precisely and concisely. (Skill)
- I can recognize and eliminate areas of wordiness and/or redundancy to make language clear and concise for the reader/listener. (Skill)