

7th Grade Semester 1 Assessment #2

Theme Analysis Rubric

RL.7.2 Determine a theme or central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.				
4	3	2	1	0
<p>Determines a theme or central idea from the text.</p> <p>Analyzes how the theme or central idea develops in the text.</p> <p>Evaluates the effectiveness of the theme(s) development.</p> <p>Provides an objective summary</p>	<p>Determines a theme or central idea of the text.</p> <p>Analyzes how the theme or central idea develops.</p> <p>Provides an objective summary</p>	<p>Determines a theme or central idea from the text.</p> <p>Explains how the theme or central idea develops.</p> <p>Provides a summary.</p>	<p>Identifies a theme or central idea from the text.</p> <p>Identifies examples of the theme or central idea in the text.</p> <p>Provides a retelling of the text.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
W.7.2 Writing informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
4	3	2	1	0
<p>Writes informative/ explanatory text to examine complex key concepts within a topic teaching significant concepts and information in a compelling way.</p> <p>Analyzes sources of relevant information to support major and minor concepts.</p> <p>Applies logical and purposeful text structure and formatting.</p> <p>Establishes and maintains formal style.</p>	<p>Writes informative/ explanatory text to explain key concepts within a topic making it compelling and accessible.</p> <p>Analyzes sources of relevant information to support major concepts.</p> <p>Constructs using logical text structure and formatting.</p> <p>Establishes a formal style.</p>	<p>Writes informative/ explanatory text to describe key concepts within a topic making it understandable.</p> <p>Uses relevant information Uses text structures and formatting.</p>	<p>Writes informative/ explanatory text that tells about a concept within a topic.</p> <p>Tells information.</p> <p>Lists facts and details.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
4	3	2	1	0
<p>Engages in discussion about topic(s) or text(s), to build on others' ideas and express their own ideas clearly while promoting the discussion further.</p>	<p>Engages in discussion about topic(s) or text(s), to build on others' ideas and express their own ideas clearly.</p>	<p>Responds to discussion about topic(s) or text(s).</p>	<p>Listens to discussion about topic(s) or text(s).</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 define theme (central idea or lesson the author is revealing - Honesty is the best policy.) [Knowledge]

- I can analyze plot (the events that happen) to determine a theme (the author’s overall message). [Reasoning]
- I can determine key events over the course of the text that contribute to the theme. [Reasoning]
- I can define summary (a shortened version of the text that contribute to the theme). [Knowledge]
- I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. [Product]

WRITING STANDARD:

- I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience. [Reasoning]
- I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best.
- I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). [Reasoning]
- I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and provide a concluding statement section that supports the information presented. [Product]

SPEAKING/LISTENING STANDARD:

- * I can review and/or research the material(s) to be discussed and determine key points and/or central ideas. [Reasoning]
- I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. [Product]
- I can define the roles and rules necessary for collaborative discussion. [Knowledge]
- I can come prepared with key points and textual evidence to contribute to a discussion. [Skill]
- I can track the progress of a discussion and recognize when the discussion is getting off topic. [Skill]
- I can make relevant observations and use my ideas and comments to bring the discussion back on topic. [Skill]
- I can review the key ideas presented by others in a discussion and integrate them with my own when warranted (appropriate). [Skill]