

8th Grade 1st Semester Assessment #2

Commentary/Editorial

Rubric

Literacy- 8th grade- Reading: 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.				
4 Determines an author's point of view or purpose in a text and how it is conveyed and developed. Analyzes how the author acknowledges and responds to conflicting evidence or viewpoints. Demonstrates how the author uses specific techniques to acknowledge and respond to conflicting evidence or viewpoints.	3 Determines an author's point of view or purpose in a text and how it is developed. Analyzes how the author acknowledges and responds to conflicting evidence or viewpoints. Identifies the author's response to conflicting evidence or viewpoints.	2 Determines an author's point of view or purpose in a text and the key points. Describes how the author acknowledges and responds to conflicting evidence or viewpoints.	1 Determines an author's point of view or purpose in a text. Identifies the author's response to conflicting evidence or viewpoints.	0 There is no, or insufficient, evidence of learning to assess the standard at this time.
Literacy- 8th grade- Writing: W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				
4 Introduces the claim(s) providing specific context for the position, previewing the overall argument. Acknowledges and distinguish the claim(s) from alternate or opposing claims, providing needed background information to show complexity of the claim. Organizes claims, counterclaims, reasons, and evidence into sections to logically build on each other, clarifying how sections are connected. Establishes and maintains a formal style	3 Introduces the claim(s) providing specific context for the position, previewing the overall argument. Acknowledges and distinguish the claim(s) from alternate or opposing claims. Organizes claims, counterclaims, reasons, and evidence into sections to logically build on each other. Establishes a formal style	2 Introduces the claim(s). States the claim(s) and alternate or opposing claim(s). Organizes the reasons and evidence.	1 States the claim and counterclaim. Lists reasons and evidence.	0 There is no, or insufficient, evidence of learning to assess the standard at this time.
Literacy- 8th grade- Speaking/Listening: SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
4 Evaluates a speaker's argument and specific claims. Evaluates the soundness of the reasoning and evidence. Critiques the argument giving suggestions for improvement	3 Evaluates a speaker's argument and specific claims. Evaluates the soundness of the reasoning and evidence.	2 Explains the main points of the speaker's argument and specific claims. Identifies relevant and irrelevant reasoning and evidence.	1 Identifies the main points of the speaker's argument and specific claims.	0 There is no, or insufficient, evidence of learning to assess the standard at this time.

Student “I can” Standards

Reading Informational Text Standard: RI.8.6

- I can define point of view as how the author feels about the situation/topic of a text.
- I can determine an author’s point of view (What do I know about the author’s opinions, values, and/or beliefs?) and explain his/her purpose for writing the text.
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints (How does the author respond? Does he/she use information, evidence, statistics, etc. to strengthen his/her own viewpoint?).

Writing Standard: W.8.1a

- I can identify a topic that causes or has caused a debate in society.
- I can choose a side of the argument and identify reasons that support my choice.
- I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.
- I can support my argument with textual evidence (“word for word” support) found in credible sources.
- I can acknowledge counterclaims (opposing claims) in my argument.
- I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.

Speaking/Listening Standard: SL.8.3

- I can identify the side of an argument a speaker presents.
- I can determine the credibility of a speaker and his/her purpose.
- I can identify claims that are supported by fact(s) and those that are opinion(s).
- I can evaluate if a speaker’s argument is reasonable (sound) using evidence he/she provides to support his/her claims.
- I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim.