

8th Grade 1st semester Assessment #1

Investigative Research

Rubric

Reading: RI.8.8 Delineate and evaluate a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.				
4	3	2	1	0
<p>Delineates and evaluates the argument and specific claims and/or information given in a text.</p> <p>Assesses whether the reasoning is sound and the evidence is relevant and sufficient.</p> <p>Recognizes when irrelevant evidence is introduced.</p> <p>Determines where the argument or information presented can be improved.</p>	<p>Delineates and evaluates the argument and specific claims and/or information given in a text.</p> <p>Assesses whether the reasoning is sound and the evidence is relevant and sufficient.</p> <p>Recognizes when irrelevant evidence is introduced.</p>	<p>Outlines the argument/ specific claims and/or the information given in a text.</p> <p>Assesses whether the reasoning is logical and the evidence is relevant.</p> <p>Recognizes when irrelevant evidence is introduced.</p>	<p>Identifies the argument and specific claims and/or the information given in a text.</p> <p>Identifies the reasoning and the evidence</p>	<p>There is no, or insufficient evidence of learning to assess the standard at this time.</p>
Writing: W.8.2 Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				
4	3	2	1	0
<p>Writes informative/explanatory text to examine complex key concepts within a topic teaching significant concepts and information.</p> <p>Analyzing sources of relevant information to support major and minor concepts.</p> <p>Applies purposeful structures and formatting.</p> <p>Establishes and maintains a formal style</p>	<p>Writes informative/explanatory text to examine key concepts within a topic making it compelling and accessible.</p> <p>Analyzing sources of relevant information to support major concepts.</p> <p>Constructs using logical structures 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</p> <p>Uses 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>
Speaking/Listening: SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
4	3	2	1	0
<p>Engages in collaborative discussion about topic(s) or text(s), to build on others' ideas and express their own ideas clearly.</p> <p>Facilitates and promotes further discussion.</p>	<p>Engages in collaborative discussion about topic(s) or text(s), and issues, building on others' ideas and expressing 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” Standards

Reading Informational Text Standard: RI.8.8

- I can identify the side of an argument an author presents in a text.
- I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written).
- I can identify claims that are supported by facts(s) and those that are opinion(s).
- I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument.
- I can delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient to support the claim.

Writing Standard: W.8.2

- 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 into broader categories using my chosen structure(s).
- I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.

Speaking/Listening Standard: SL.8.1

- I can come prepared with key points and textual evidence to contribute to a discussion.
- I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others.
- I can track the progress of a discussion and recognize when the discussion is getting off-topic.
- I can make relevant observations and use my ideas and comments to further the discussion.
- I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others.