

8th Grade Semester 2 Assessment #6

Poetry Analysis

Rubric

| RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative & connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | | | | |
|--|--|---|---|--|
| 4 | 3 | 2 | 1 | 0 |
| <p>Evaluates and coherently explains the most important symbolic and metaphorical meanings of words and phrases in the text.</p> <p>Coherently explains and evaluates the most important connotations and suggested meanings.</p> <p>Evaluates how similarities or references (allusions) to other texts impact the meaning and tone.</p> | <p>Determines the symbolic and metaphorical meanings of words and phrases in the text and explains the feelings and meanings the text suggests.</p> <p>Analyzes the meanings of words and phrases in the text as well as how similarities or references (allusions) to other texts affect the text.</p> | <p>Explains the metaphors and symbolism in a text.</p> <p>Explains the meaning of words and phrases.</p> <p>Identifies similarities or references (allusions) to other texts.</p> | <p>Identifies the literal meanings of words or phrases in the texts.</p> <p>Identifies similarities or references (allusions) to other texts.</p> | <p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p> |
| W.8.2 Write 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 texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduces a topic clearly; previewing what is to follow.</p> <p>Organizes complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Establishes and maintains a formal style.</p> | <p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduces a topic clearly, previewing what is to follow.</p> <p>Organizes ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</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>Introduces a topic</p> <p>Uses a text structure to organize facts or details.</p> | <p>Writes informative/ explanatory text that tells about a concept within a topic</p> <p>Attempts to introduce a topic</p> <p>Attempts to organize information in lists of facts or details</p> | <p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p> |
| L.8.1d Recognize and correct inappropriate shifts in verb voice and mood. | | | | |
| 4 | 3 | 2 | 1 | 0 |
| <p>Uses a parallel structure following the same grammatical pattern consistently.</p> | <p>Writes consistently with no shifts in verb tense, mood and voice.</p> | <p>Writes using minimal shifts in verb tense, mood and voice.</p> | <p>Writes with shifts in verb tense, mood and voice.</p> | <p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p> |

Student “I Can” Statements

Reading Literature Standard: RL.8.4

- I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).
- I can distinguish between literal language (it means exactly what it says) and figures of speech (sometimes what you say is not exactly what you mean).
- I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meaning (some words carry feelings).
- I can analyze why authors choose specific words to evoke a particular meaning or tone.
- I can define and identify analogies (comparisons between two things that are similar) and allusions (indirect references to other texts).
- I can analyze why authors choose to include particular analogies (e.g., *In a speech by Martin Luther King Jr., he compares coming to the capital to cashing a check.*) and/or allusions (e.g., *In a speech by Martin Luther King Jr., he alludes to the Declaration of Independence, The Gettysburg Address, a spiritual song, etc.*).

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.

Language Standard: L.8.1d

- I can identify and correct inappropriate shifts in verb voice (e.g., *Whenever Tar sang, our dog barks loudly. SHOULD BE Whenever Tara sings, our dog barks loudly.*).
- I can identify and correct inappropriate shifts in verb mood (e.g., *If Jackie was rich, she would buy a mansion. SHOULD BE If Jackie were rich, she would buy a mansion.*).