

## 8th grade Semester 2 Assessment #8

### Suspenseful Narrative

### Rubric

<b>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Analyze how complex characters, (e.g., those with multiple or conflicting motivations), lines of dialogue or events develop over the course of a text, and how they advance the plot or develop the theme.	Analyzes how particular lines of dialogue or events in a story or drama propel the action, reveal theme and aspects of a character, or provoke a decision.	Describes how particular lines of dialogue or events in a story or drama propel the action, reveal theme and aspects of a character, or provoke a decision.	Identifies where particular lines of dialogue or events in a story or drama propel the action, reveal theme and aspects of a character, or provoke a decision.	There is no, or insufficient, evidence of learning to assess the standard at this time.
<b>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Writes a narrative that has tension, resolution, and well developed characters who change.  Conveys a story that comments on a social issue, teaches a lesson, and/or develops a point of view.  Uses effective narrative techniques demonstrating style.  Uses relevant descriptive details including figurative language.  Constructs cohesive, well-structured event sequences.	Writes a narrative that has tension, change, resolution, and realistic characters.  Conveys and develops an idea, lesson, or theme. Uses effective narrative techniques.  Uses relevant descriptive details.  Constructs well- structured event sequences.	Writes a narrative that has tension, resolution, and realistic characters.  Conveys a lesson, or theme. Uses narrative techniques.  Uses descriptive details.  Organizes an event sequence that unfolds logically.	Writes a narrative that has setting, plot, and character.  Conveys an idea. Recognition of narrative techniques.  Tells details. Lists events/plot structure.	There is no, or insufficient, evidence of learning to assess the standard at this time.
<b>L.8.3A &amp; L.8.2 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). Demonstrates a command of standard English conventions.</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Uses correct and varied sentence structure (voice, mood) with purpose.  Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Analyzes the function and purpose of the grammar and convention choice through revision.	Uses correct and varied sentence structure (voice, mood).  Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Uses some varied sentence structure (voice/mood).  Demonstrates basic knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.	Uses language that expresses ideas.	There is no, or insufficient, evidence of learning to assess the standard at this time.

## Student “I Can” Statements

### **Reading Literature Standard: RL.8.3**

- I can analyze how a particular incident in a story or drama propels the action (e.g., *Lance steals a copy of the midterm exam, which leads to Lance getting a perfect score on the exam.*).
- I can analyze how a particular incident in a story or drama provokes a decision (e.g., *Because Lance steals a copy of the midterm exam, the reader realizes Lance is dishonest.*).
- I can analyze how a particular incident in a story or drama provokes a decision (e.g., *Because Lance steals a copy of the midterm exam, he begins to feel guilty and decides to tell the teacher.*)
- I can recognize how making a change to one line of dialogue or one incident of a story or drama could affect the actions, aspects of a character, or decisions.

### **Writing Standard: W.8.3**

- I can engage the reader by introduction the narrator (first, second or third person point of view), characters, setting (set the scene), and the event that starts the story in motion,
- I can use narrative techniques (dialogue, pacing, description, and reflection) to develop a storyline where one event logically leads to another.
- 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).
- I can signal changes in time and place by using transition words, phrases, and clauses to show relationships among experiences and events.
- I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).

### **Language Standard: L.8.3A & L.8.2**

- I can create sentences with verbs in the active voice (e.g., *The cat scratched Allina.*) and in the passive voice (e.g., *Allina was scratched by the cat.*) to achieve a particular effect.
- I can create sentences with verbs in the conditional mood (e.g., *Angie might close the door.*), and subjunctive mood (e.g., *If Angie closes the door, a window may open.*) to achieve a particular effect.
- I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).
- I can determine when to use a comma or commas to indicate a pause or a break. (e.g., introductory words, direct address, parenthetical elements).
- I can determine when to use an ellipsis to indicate a pause or a break (e.g., a pause in the flow of the sentence; *“I’m wondering...” Ali said, bemused.”*).
- I can determine when to use a dash or dashes to indicate a pause or a break (e.g., to show a sudden break or change in thought or speech: *Our friend, Cesar - an expert in paint - told us to always use a primer.*).
- I can use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence (e.g., *President Mahony said, “Teachers are important...to educate our future generations.”*).
- I can identify misspelled words and use resources to assist me in spelling correctly.