

8th Grade Semester 2, Assessment #5
Syntax Analysis
Rubric

RL.8.5 Analyze how the differing structure of a text contributes to its meaning and style.				
4 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	3 Analyzes the structure of a text. Analyzes how portions of the structure contribute to its overall meaning and style.	2 Analyzes the structure of a text. Explains where structures differ and the overall meaning of the text.	1 Analyzes the structure of a text.	0 There is no, or insufficient, evidence of learning to assess the standard at this time.
W.8.2B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.				
4 Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	3 Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	2 Includes facts, definitions, details, quotations, and examples.	1 Lists facts, details, and examples.	0 There is no, or insufficient, evidence of learning to assess the standard at this time.
L.8.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing. (including sentence structure)				
4 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	3 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	2 Demonstrates knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.	1 Attempts to use conventions of standard English capitalization, punctuation, and spelling when writing.	0 There is no, or insufficient, evidence of learning to assess the standard at this time.

Student “I Can” Statements

Reading Literature Standard: RL.8.5

- I can compare (analyze the similarities) and contrast (analyze the differences) structures found in two or more texts.
- I can analyze the differing structures of two or more text and determine how the differences affect the overall meaning and style of each text.
- I can infer why an author chose to present his/her text using a particular structure.

Writing Standard: W.8.2B

- 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.8.2

- 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 primener.*).
- 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.