

Name:

To Build A Fire - Summative Assessment Rubric

| Standard | Exceeds | Proficient | Approaching | Does Not Meet |
|--|---|---|--|--|
| <p>CCSS.ELA.LITERACY.W.8.4 <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</i></p> | <p>I can construct a clear and coherent piece of writing with information well organized.</p> <p>I can construct a clear and coherent piece of writing making its specific purpose clear to the audience.</p> | <p>I can produce clear and coherent writing through the organization of information.</p> <p>I can produce a clear and coherent piece of writing making its purpose clear to the audience.</p> | <p>I can produce somewhat clear and coherent writing; my organization may need some work.</p> <p>I can produce a piece of writing, but the purpose may be unclear.</p> | <p>I cannot produce a clear and coherent piece of writing with organization.</p> <p>My writing does not have a clear purpose.</p> |
| <p>CCSS.ELA.LITERACY.W.8.9 <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> | <p>I can distinguish evidence from literary or informational texts to formulate analysis, reflection, and research.</p> | <p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>I can pull evidence from literary or informational texts into my writing.</p> | <p>I did not draw evidence from literary or informational texts into my writing.</p> |
| <p>CCSS.ELA.LITERACY.RL.8.6 <i>Analyze how differences in the points of view of the characters and the audiences or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i></p> | <p>I can evaluate differences in the points of view.</p> <p>I can evaluate how differences in points of view can be portrayed to create suspense and humor.</p> | <p>I can analyze differences in the points of view.</p> <p>I can analyze how differences in points of view can be portrayed to create suspense or humor.</p> | <p>I can show differences in points of view.</p> <p>I can show how differences in points of view can be portrayed to create suspense or humor.</p> | <p>I can recite differences in points of view.</p> <p>I can recall how differences in points of view can be portrayed to create suspense or humor.</p> |

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| <p>CCSS.ELA.LITERACY.RL.8.4 <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</i></p> | <p>I can assess the meaning of a word using context clues.</p> <p>I can examine a word's position or function in a sentence for meaning.</p> | <p>I can determine the meaning of a word using context clues.</p> <p>I can use a word's position or function in a sentence for meaning.</p> | <p>I can tell the meaning of a word using context clues.</p> <p>I can describe a word's position or function in a sentence for meaning.</p> | <p>I define the meaning of a word separate from using context clues.</p> <p>I cannot define a word's position or function in sentence for meaning.</p> |
| <p>CCSS.ELA-LITERACY.L.8.1 <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> | <p>I can follow BJHS UWEs when writing and speaking - my sentences and structure are varied for effect.</p> | <p>I can follow BJHS UWEs when writing and speaking.</p> | <p>I have some errors in my writing according to the UWEs.</p> | <p>I have several errors in my writing according to the UWEs.</p> |

Student comments and feedback:

Teacher comments and feedback: