

# Mid-unit Test

# UNIT 1—STORIES IN FOCUS: EXPLORING LITERARY ANALYSIS THROUGH SHORT FICTION

BLC, Standard, & Target Skill Rubric

## READING

Standard	Target Skill	My Level	DND	Beginning	Developing	Proficient
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Making Inferences</b>	Teacher: - - Student: - -		I can mostly restate information that is explicitly stated in the text, but I struggle to move beyond what the text says directly.	I can make simple inferences, but they may be only partially accurate or loosely connected to the text.	I can make inferences that are supported by the text.
	<b>Citing Evidence</b>	Teacher: - - Student: - -		I do not cite textual evidence to support inferences or analysis or I identify and cite textual evidence that is unrelated to inferences or analysis.	I can identify and cite textual evidence that is related to inferences or analysis but the evidence may be limited or not sufficient for the task.	I can identify and cite textual evidence that is related to inferences or analysis to support my analysis.
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>Writing an Objective Summary</b>	Teacher: - - Student: - -		I can summarize the text but it contains inaccuracies, bias, or arguable statements.	I can accurately summarize the text, but it may contain incomplete or extraneous detail.	I can accurately summarize the text.
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>Analyzing Story Elements</b>	Teacher: - - Student: - -		I can identify story or drama elements but my discussion is inaccurate, superficial, or unclear.  I show little understanding of how the elements are represented or interact.	I can accurately identify story or drama elements and give a basic discussion of how they are represented in the text.  My explanation of their interaction or importance shows a limited depth of knowledge.	I can accurately identify story or drama elements and give a significant explanation of how they are represented in the text and develop the characters' decisions to other elements.  My response accurately reflects the text.

## WRITING

Standard	Target Skill	My Level	DND	Beginning	Developing	Proficient
W.8.4. Produce	<b>Clear and</b>	Teacher:		My response is unclear or	My response includes ideas but	My response

clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>Coherent Writing</b>	<div>- ▾</div> <div>Student:</div> <div>- ▾</div>		incomplete. Ideas are difficult to follow or lack connection.	may lack organization, focus, or appropriate style.	organize the task audience
<b>W.8.9.a</b> Apply grade 8 Reading standards to literature by supporting analysis with strong and thorough textual evidence.	<b>Using Evidence in Writing</b>	<div>Teacher:</div> <div>- ▾</div> <div>Student:</div> <div>- ▾</div>		I do not include evidence, or I include evidence that does not relate to my ideas.	I include some evidence, but it may be vague, weak, insufficient for the task, or not fully explained.	I include sufficient evidence to explain how it supports my ideas.

# End-of-unit Test





# UNIT 1—STORIES IN FOCUS: EXPLORING LITERARY ANALYSIS THROUGH SHORT FICTION

BLC, Standard, & Target Skill Rubric

## READING

Standard	Target Skill	My Level	DND	Beginning	Developing	Proficient
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Making Inferences</b>	Teacher: - - Student: - -		I can mostly restate information that is explicitly stated in the text, but I struggle to move beyond what the text says directly.	I can make simple inferences, but they may be only partially accurate or loosely connected to the text.	I can make inferences that are supported by the text.
	<b>Citing Evidence</b>	Teacher: - - Student: - -		I do not cite textual evidence to support inferences or analysis or I identify and cite textual evidence that is unrelated to inferences or analysis.	I can identify and cite textual evidence that is related to inferences or analysis but the evidence may be limited or not sufficient for the task.	I can identify and cite textual evidence that is related to inferences or analysis to support my analysis.
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>Writing an Objective Summary</b>	Teacher: - - Student: - -		I can summarize the text but it contains inaccuracies, bias, or arguable statements.	I can accurately summarize the text, but it may contain incomplete or extraneous detail.	I can accurately summarize the text.
	<b>Identifying Theme</b>	Teacher: - - Student: - -		I can identify a topic or recount an idea that is explicitly stated in the text or, perhaps, that is not significant in the text.	I can determine and convey a theme found in the text. The representation of the theme is oversimplified or only partially accurate.	I can accurately identify a theme clearly found in the text.
	<b>Analyzing Theme</b>	Teacher: - - Student: - -		I can identify details in the text that may or may not contribute to the theme or central idea.  I have difficulty explaining the connection between the theme or central idea and details.	I can identify details in the text that contribute to the theme or central idea.  I can generally explain how those details contribute to the development of a theme.	I can identify different details that contribute to the development of a theme.  I can accurately explain how those details contribute to the development of a theme.
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>Analyzing Story Elements</b>	Teacher: - - Student: - -		I can identify story or drama elements but my discussion is inaccurate, superficial, or unclear.  I show little understanding of how the elements are represented or interact.	I can accurately identify story or drama elements and give a basic discussion of how they are represented in the text.  My explanation of their interaction or importance shows a limited depth of knowledge.	I can accurately identify story or drama elements and give a significant discussion of how they are represented in the text.  I can explain how those elements develop the action, reveal aspects of a character, or provoke a decision.  My response accurately reflects the text.

## WRITING

Standard	Target Skill	My Level	DND	Beginning	Developing	Proficient
<b>W.8.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>Clear and Coherent Writing</b>	Teacher:  Student: 		My response is unclear or incomplete. Ideas are difficult to follow or lack connection.	My response includes ideas but may lack organization, focus, or appropriate style.	My response is clear and coherent, with ideas that are well organized and support the task and audience.
<b>W.8.9.a</b> Apply grade 8 Reading standards to literature by supporting analysis with strong and thorough textual evidence.	<b>Using Evidence in Writing</b>	Teacher:  Student: 		I do not include evidence, or I include evidence that does not relate to my ideas.	I include some evidence, but it may be vague, weak, insufficient for the task, or not fully explained.	I include strong and thorough textual evidence to support my analysis.

# Reflection 1

<b>REFLECTION #1    DATE:</b>
What are your skills of relative strength?
What skill(s) could you most improve upon? Be specific.
What is your plan for improvement?



## Reflection 2

<b>REFLECTION #2    DATE:</b>
What are your skills of relative strength?
What skill(s) could you most improve upon? Be specific.
What is your plan for improvement?