

Literary Scrapbook Scoring Rubric

Name:

Class:

STANDARD	EXEMPLARY	PROFICIENT	APPROACHING PROFICIENCY	NON-PROFICIENT	INSUFFICIENT EVIDENCE
RL.8.1 Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences from the text.	Thoroughly analyzes the text with original, surprising, and relevant facts, concrete details, quotations, or other information and examples. Examines the text at both a superficial and inferred level. Forms connections.	Analyzes the text with relevant facts, details, quotations, or other information and examples. Examines the text at both a superficial and inferred level. Forms connections.	Beginning to analyze the text with some relevant facts, details, quotations, or other information and examples. Sometimes off topic. Examines the text at mainly a superficial level, but reasoning may be flawed. Forms connections that may be off topic.	Scarcely analyzes the text with many irrelevant facts, details, quotations, or other information and examples. Does not form connections. Frequently off topic.	Not enough evidence to denote progress on grade level standard.
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Theme or central idea is stated clearly and completely. Its development is thoroughly analyzed and covers the complete course of the text. Analysis and theme are developed with original, surprising and relevant facts with concrete details, quotations, or other information and examples that also provide a complete and objective summary of the text. Forms connections.	Theme or central idea is stated clearly and completely. Its development is analyzed and covers the complete course of the text. Analysis and theme are developed with relevant facts with concrete details, quotations, or other information and examples that also provide a complete and objective summary of the text. Forms connections.	Theme or central idea is stated, but may not be clear and complete. Its development is beginning to be analyzed and may not cover the complete course of the text. Analysis and theme are developed with some relevant facts with concrete details, quotations, or other information and examples that also provide a complete and objective summary of the text. Sometimes off topic and flawed. Forms connections that may be off topic.	Theme or central idea is somewhat stated, but not clear or complete. Its development is beginning to be analyzed and may not cover the complete course of the text. Analysis and theme are not developed and contains irrelevant facts, details, quotations, or other information and examples. The summary of the text is not objective or complete. Frequently off topic and flawed. Does not form connections.	Not enough evidence to denote progress on grade level standard.
RL.8.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes characters or plot).	Thoroughly analyzes all the elements with original, surprising, and relevant facts, concrete details, quotations, or other information and examples. Analyzes and evaluates the interactions of the elements at both a superficial and inferred level. Forms connections.	Analyzes most all of the elements utilizing relevant facts, details, quotations, or other information and examples. Analyzes and evaluates the interactions of the elements at both a superficial and inferred level. Forms connections.	Analyzes several elements with some relevant facts, details, quotations, or other information and examples. Sometimes off topic. Analyzes the interactions between the elements at mainly a superficial level. Reasoning may be flawed. Forms connections that may be off topic.	Explains the elements with many irrelevant facts, details, quotations, or other information and examples. Does not form connections. Frequently off topic.	Not enough evidence to denote progress on grade level standard.
RL.8.10 By the end of the year, read and comprehend literature in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Student demonstrates reading comprehension at an advanced level. Frequently displays surprising complexity in analysis and understanding.	Student demonstrates reading comprehension at a proficient level. Analysis and understanding are regularly displayed at both a superficial and inferred level.	Student demonstrates reading comprehension at a proficient level with assistance. Analysis and understanding are consistently displayed at a superficial level and connections are often off topic.	Student demonstrates reading comprehension below grade level. Analysis and comprehension are frequently off topic with mostly irrelevant supporting details. Does not form connections even with assistance.	Not enough evidence to denote progress on grade level standard.
8.W.9 Draw evidence from literary texts to support analysis, reflection, and research.	Thoroughly develops topic with original, surprising, and relevant facts, definitions, concrete details, quotations, or other information and examples	Develops topic with relevant facts, definitions, details, quotations, or other information and examples	Beginning to develop topic with some relevant facts, definitions, details, quotations, or other information and examples. Sometimes off topic.	Scarcely develops topic with many irrelevant facts, definitions, details, quotations, or other information and examples. Frequently off topic.	Not enough evidence to denote progress on grade level standard.
8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Consistently uses precise language and domain (Reading Vocab) specific words to explain the topic.	Minor errors in writer's use of precise language and domain specific words to explain the topic.	Frequent errors in writer's use of precise language and domain specific words to explain the topic. Sometimes impedes understanding	Major errors in writer's use of precise language and domain specific words to explain the topic. Frequently impedes understanding.	Not enough evidence to denote progress on grade level standard.
W.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing.	Has no errors in grade level appropriate grammar	Has few errors in grade level appropriate grammar, and they do not impede reader understanding	Has few errors in grade level appropriate grammar, and they sometimes impede reader understanding.	Has multiple errors in grade level appropriate grammar, and they frequently impede reader understanding	Not enough evidence to denote progress on grade level standard.

W.L.8.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Has no errors in capitalization, punctuation, and spelling	Has few errors in grade level appropriate grammar, and they do not impede reader understanding.	Has few errors in grade level appropriate grammar, and they sometimes impede reader understanding	Has multiple errors in grade level appropriate grammar, and they frequently impede reader understanding	Not enough evidence to denote progress on grade level standard.
8.SL.05 How well was the project executed in terms of visuals used as well as neatness and attractiveness. The visuals should support the material referenced and enhance the reader's understanding.	Visuals are exceptionally polished, attractive, and creative in terms of design and layout. Visuals show a clear relationship and support the text, going above and beyond what was expected. Makes excellent use of font, color, graphics, etc. to enhance the presentation.	Visuals are polished and attractive in terms of design and layout. Some creativity is shown. Visuals show a clear relationship and support the text. Makes good use of font, color, graphics, etc. to enhance the presentation.	Visuals are somewhat attractive though they may be a bit messy, unbalances, unpolished, or plain. Visuals show some relevance in relation to the text. Examples do not necessarily strengthen connection to text. Makes use of font, color, graphics, etc. but occasionally these detract from the presentation	Visuals are distractingly messy, poorly designed, or very plain. Visuals show no relationship to the text. Use of font, color, graphics, etc. but these are overwhelmingly distracting and detract from the presentation.	Not enough evidence to denote progress on grade level standard.
RL.8.10 Semester Page Requirement	1197 and more pages	931-1196 pages	798-930 pages	665-929 pages	Less than 664 pages