

	Swartz Creek Middle School <i>Standards-Based Grading</i> 2017-18	<i>Department:</i> ELA
		<i>Grade:</i> 8

Course Competency

1.	Reading Literature: Students will demonstrate the ability to comprehend and analyze a variety of increasingly complex print and literary texts.
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Standards

a.	Understands grade level vocabulary
b.	Demonstrates evidence of close reading
c.	Analyze similar topics in multiple texts/genre

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Understands grade level vocabulary	Student has limited understanding of grade level of vocabulary.	Student has some understanding of grade level vocabulary.	Student understands grade level vocabulary.	Student understands and applies grade level vocabulary.
b. Demonstrates evidence of close reading	Student has limited ability to find evidence in the text, determine central ideas, and/or identify details.	Student may be able to cite evidence from the text, determine, central ideas, and/or identify details.	Student can cite specific text evidence to support conclusions, determine central ideas, and identify details/story elements.	Student can make thoughtful inferences, cite specific text evidence to support conclusions, determine central ideas, and identify details/story elements.
c. Analyze similar topics in multiple texts/genre	Student has limited ability to analyze how two or more texts address similar theme/topics.	Student may be able analyze how two or more texts address similar themes/topics.	Student can analyze how two or more texts address similar themes/topics.	Student can analyze how two or more texts address similar themes/topics to compare the approaches the authors take.



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Course Competency

2. **Reading Informational Text: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex informational texts – including texts for science, social studies, and technical subjects.**

Standards

- a. Understands grade level vocabulary
- b. Demonstrates evidence of close reading
- c. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Understands grade level vocabulary	Student has limited understanding of grade level of vocabulary.	Student has some understanding of grade level vocabulary.	Student understands grade level vocabulary.	Student understands and applies grade level vocabulary.
b. Demonstrates evidence of close reading	Student has limited ability to find evidence in the text, determine central ideas, and/or identify details.	Student may be able to cite evidence from the text, determine central ideas, and/or identify details.	Student can cite specific text evidence to support conclusions, determine central ideas, and identify details.	Student can make thoughtful inferences, cite specific text evidence to support conclusions, determine central ideas, and identify details.
c. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Student has limited ability to analyze how two or more texts address similar themes/topics.	Student may be able to analyze how two or more texts address similar themes/topics.	Student can analyze how two or more texts address similar themes/topics.	Student can analyze how two or more texts address similar themes/topics to compare the approaches the authors used.



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3. Argument Writing: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

Standards

- a. Introduces claim(s)**
- b. Support claim(s) with evidence and commentary**
- c. Clarify the relationships among claim(s), counterclaims, reasons, and evidence**
- d. Incorporates a conclusion**

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Introduces claim(s)	Student may or may not attempt a claim	Student may attempt a claim, but claim may not be debatable	Student includes a debatable claim	Student introduces a debatable claim and a summary of evidence
b. Support claim(s) with evidence and commentary	Student may or may not attempt to support claim with evidence	Student attempts to support claim with evidence that may or may not include sources	Student supports claim with evidence and some credible sources and commentary	Student supports claim(s) logically with evidence, using all credible sources that are cited and relevant commentary
c. Clarify the relationships among claim(s), counterclaims, reasons, and evidence	Student does not acknowledge the counterclaim	Student acknowledges the counterclaim but may or may not include sources	Student acknowledges the counterclaim and includes at least one source	Student acknowledges the counterclaim, refutes it, and includes credible source
d. Incorporates a conclusion	Student does not include a conclusion	Student attempts to provide a conclusion.	Student provides a clear conclusion statement/section	Student provides a concluding statement or section that follows from and supports the argument presented.



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4. Informational Writing: Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.

Standards

- a. Introduces topic**
- b. Develops the topic**
- c. Includes a conclusion**

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Introduces topic clearly	Student may or may not introduce the topic	Student introduces a topic, previewing what is to follow; may or may not attempt to organize ideas, concepts, and information	Student clearly introduces a topic, previewing what is to follow; organize ideas, concepts, and information	Student clearly introduces a topic, previewing what is to follow; organize ideas, concepts, and information with text features.
b. Develop the topic	Student may or may not develop the topic.	Student attempts to develop the topic with details.	Student develops the topic with facts, definitions, concrete details, quotations, or other information and examples.	Student develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. ncludes a conclusion	Student may or may not include a conclusion.	Student provides a concluding statement or section.	Student provides a concluding statement or section that follows from and supports the information or explanation presented.	Student provides a clear concluding section that follows from and supports the information or explanation presented.



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5. Narrative Writing: Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.

Standards

a. Narrows and develops a topic with a theme

b. Specific details create mental images, clarify content, or provide information

c. Parts of a story (i.e. plot, character, climax, setting, conflict) are developed

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Narrows and develops a topic with a theme	Student has limited ability to narrow and develop a topic and theme.	Student can select a topic and theme, but may be too broad and/or not completely clear.	Student can narrow a topic and show a theme that is clear and evident.	Student can write a well developed topic where the theme is clear and evident with a powerful message.
b. Includes components of a narrative	Student has limited ability to write a lead, add details, clarify content, provide information, and/or write a conclusion.	Student may include a lead, details, clarify content, provide information, and/or a conclusion.	Student can include a lead, details, clarify content, provide information, and a conclusion.	Student includes all components of a narrative so well it creates a movie in the reader's mind.
c. Parts of a story (i.e. plot, character, climax, setting, conflict) are developed	Student has limited ability to incorporate parts of a story.	Student can add details, but may not create mental images, clarify content, or provide information.	Student incorporates all parts of a story to create a well developed piece.	Student effectively incorporates all parts of a story to create a well developed piece.



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6. Research: Students will engage in research /inquiry to investigate topics and to analyze, integrate, and present information.

Standards

a. Conducts short research projects

b. Gather information/facts

c. Quote/paraphrase research

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Conducts short research projects	Student may or may not conduct research to answer a posed question or self-generated question, possibly drawing on a source.	Student can conduct research to answer a posed question or self-generated question, drawing on only one source.	Student can conduct research to answer a posed and self-generated question, drawing on at least 2 sources.	Student can conduct research to answer posed and self-generated questions thoroughly drawing on 3 or more sources.
b. Gather information/facts	Student struggles to gather information/facts from sources and/or cite sources.	Student attempts to gather information/facts from sources and cite sources.	Student can gather relevant information/facts from credible sources and cite sources correctly.	Student can gather compelling and relevant information/facts from credible sources.
c. Quote/paraphrase research	Student struggles to quote or paraphrase data and conclusions of others. Student is unable to avoid plagiarism.	Student attempts to quote or paraphrase data and conclusions of others. Student struggles to avoid plagiarism.	Student can quote or paraphrase relevant data and conclusions of others while avoiding plagiarism.	Student can quote or paraphrase compelling data and conclusions of others while avoiding plagiarism.



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7. Students will demonstrate the ability to produce clear and coherent writing through the development of writing units and/or daily writing.

Standards

a. Develop and strengthen writing by using the writing process to produce pieces appropriate to task, purpose, and audience

b. Use grade level conventions, grammar, and spelling

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Develop and strengthen writing by using the writing process to produce pieces appropriate to task, purpose, and audience.	Student struggles to use the writing process to develop a piece of writing.	Student attempts to use the writing process to develop a piece of writing appropriate to task, purpose and audience.	Student uses the writing process to develop a quality piece of writing appropriate to task, purpose and audience.	Student uses the writing process to develop a compelling piece of writing appropriate to task, purpose, and audience.
b. Use grade level conventions, grammar, and spelling.	Student rarely uses grade level conventions, grammar, and spelling.	Student sometimes uses grade level conventions, grammar, and spelling.	Student consistently uses grade level conventions, grammar, and spelling.	Student always uses grade level conventions, grammar, and spelling.



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8. Students will demonstrate the ability to participate in discussions and/or present information to a variety of audiences.

Standards

a. Engage in a range of discussions by interpreting and/or analyzing information.

b. Presentation of knowledge and ideas

c. Applying presentation skills

Learning Progressions

Standards	Emerging	Progressing	Competent	Exemplary
a. Engage in a range of discussions by interpreting and/or analyzing information.	Student struggles to respond to specific question(s) and topic(s)	Student attempts to respond to specific question(s) and topic(s).	Student can effectively respond to specific question(s) and topic(s).	Student can facilitate and effectively respond to specific question(s) and topic(s).
b. Presentation of knowledge and ideas	Student struggles to present claims/findings.	Students attempts to present claims/findings, possibly using details or evidence to highlight main ideas.	Student can present claims and findings logically using details and evidence to highlight main ideas.	Student can persuasively and effectively present claims/findings logically using details and evidence to highlight main details.
c. Applying presentation skills	Student struggles to use appropriate eye contact, adequate volume, and/or clear pronunciation.	Student sometimes uses appropriate eye contact, adequate volume, and/or clear pronunciation.	Student consistently uses appropriate eye contact, adequate volume, and clear pronunciation.	Student confidently and consistently uses appropriate eye contact, adequate volume, and clear pronunciation.