

C.40 Vocabulary Growth Checklist Based on the CCSS ELA Standards for Language for Grade 8 (p. 157)

Teacher: _____

Date: _____

+ = always X = sometimes O = seldom/never

STANDARD

STUDENTS

	Holly	Jake	Richard	Jonathon	Lee	Sierra	Catherine	Andrew	Sabastian	Katie	Carolyn	Daniel	Jordan	Sam	Emma	Carleigh	Carrie	Henry
1. Can determine meaning of domain-specific words.	X	+	+	+	O	+	+	+	+	+	O	+	X	X	+	X	X	+
2. Can determine meaning of tier two (academic) words, appropriate for eighth grade.	X	+	+	X	O	+	+	X	+	+	O	+	O	X	+	X	X	+
3. Understands figurative language in texts.	X	X	+	X	O	+	+	+	+	+	O	+	O	+	+	X	X	+
4. Can identify rich word choices in texts.	X	+	+	X	O	+	+	+	+	+	O	X	O	+	+	O	X	+
5. Can explain how word choice affects tone.	O	+	X	X	O	X	+	X	X	+	O	X	O	X	+	O	X	X
6. Identifies and understands allusions.	O	O	O	O	O	O	O	X	O	+	O	O	O	O	+	O	O	O
7. Understands analogies.	O	O	X	O	O	X	O	X	X	+	O	O	O	O	+	X	O	O

Standards based on the National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010, p. 53.

Rubric for Informational Reading: Based on CCSS

Grade 8:

Name: *Kristen*

Grading Period X1 2 3 4

TARGET (5 POINTS)	ACCEPTABLE (3 POINTS)	UNACCEPTABLE (0 POINTS)	SCORE
Student cites textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Student cites textual evidence that strongly supports an analysis of what the text says explicitly, but does not draw on inferences made from the text.	Student cannot cite textual evidence that supports an analysis of what the text says explicitly.	3
Student determines the central idea of a text and analyzes its development over the course of the text, including its relationship to supporting ideas; student can also provide an objective summary of the text.	Student determines the central idea of a text and analyzes its development over the course of the text, but has trouble including its relationship to supporting ideas; student can provide an objective summary of the text.	Student cannot determine the central idea of a text and analyzes its development over the course of the text, nor can the student include its relationship to supporting ideas; student cannot provide an objective summary of the text.	3
The student can analyze how a text makes connections among distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories).	The student can analyze how a text makes comparisons among individuals, ideas, or events; however, the student does not always understand analogies or categories made in a text.	The student cannot analyze how a text makes connections among distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories).	0
The student can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; and can analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	The student can determine the meaning of words and phrases as they are used in a text, but needs guidance when working with figurative, connotative, and technical meanings. Student can analyze the impact of specific word choices on meaning and tone, but needs guidance with analogies or allusions to other texts.	The student cannot determine the meaning of words and phrases as they are used in a text, and cannot analyze the impact of specific word choices on meaning and tone.	0
The student can analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	The student can analyze in detail the structure of a specific paragraph in a text, but needs guidance in determining the role of particular sentences in developing and refining a key concept.	The student cannot analyze in detail the structure of a specific paragraph in a text.	5
The student can determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints	The student can determine an author's point of view or purpose in a text, however the student needs guidance when analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.	The student cannot determine an author's point of view or purpose in a text.	0
The student can evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	The student needs guidance to evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	The student cannot evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	3

<p>The student can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; student can recognize when irrelevant evidence is introduced.</p>	<p>The student can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; the student needs guidance to recognize when irrelevant evidence is introduced.</p>	<p>The student cannot delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; student cannot recognize when irrelevant evidence is introduced.</p>	<p>0</p>
<p>The student can 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.</p>	<p>The student can analyze a case in which two or more texts provide conflicting information on the same topic, but needs guidance to identify where the texts disagree on matters of fact or interpretation.</p>	<p>The student cannot 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.</p>	<p>0</p>
<p>The student is reading and comprehending literary nonfiction that matches the grade and month.</p>	<p>The student is reading and comprehending literary nonfiction that matches the grade but is one month behind for the year.</p>	<p>The student is reading below grade level.</p>	<p>1</p>

TOTAL SCORE: ____ /42
 (Acceptable score is 34 or 80%)