

Grade 8

CCSS
Aligned

Common Core Rubrics
for EVERY ELA
Literature and Informational Text
Standard



by
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Ideas

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How to Use

Use these handy rubrics to assess student understanding. The proficiency levels range from emerging which is the lowest to proficient which is the highest score a student can receive.

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Key Ideas and Details

Standard 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.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
There are inaccuracies in the student response. Few or no details are included to support student thinking.	The student provides a few details as proof to support analysis of what the text says directly. The details that are provided are not the strongest evidence. There are few examples of analysis or inferences made in the details that are given.	The student provides some details as proof to strongly support analysis of what the text says directly as well as inferences drawn from the text with a few minor gaps in understanding.	The student provides several details as proof that most strongly supports analysis of what the text says directly as well as inferences drawn from the text.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Key Ideas and Details

Standard 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.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
<p>A theme is not included. Very few details are included. If the student has provided a summary, it includes few details that do not fully summarize the text or some of the details are inaccurate.</p>	<p>A theme is not included. Instead main ideas about the text are given. A very brief analysis about the development of the theme is included. Some details are provided but are not fully explained. If the student has provided a summary, the summary includes a few important details from the text.</p>	<p>The theme is stated but is partially supported with details from the text. An analysis is provided that includes some details that track the development over the course of the text. A few important details were not included in the analysis. If the students has provided a summary, most of the important details have been included.</p>	<p>The theme of the text is stated and fully supported with text details. An analysis is provided that tracks the development of the theme over the course of the text. If the student has provided a summary, all of the most important details from the text are mentioned.</p>

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Key Ideas and Details

Standard 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.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student lists a few minor details from the story or drama. An analysis is not included.	The student lists and analyzes a few lines of dialogue and explains only a few instances in which incidents in a story or drama propel the action, reveal aspects of character or provoke a decision.	The student analyzes how particular lines of dialogue or incidents in the story or drama propel the action, reveal aspects of a character, or provoke a decision with a few gaps in the explanation.	The student fully analyzes how particular lines of dialogue or incidents in the story or drama propel the action, reveal aspects of a character, or provoke a decision. Many details are given to explain student thinking.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Craft and Structure

Standard RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student is not able to determine the meanings of the figurative or connotative language, words, and/or phrases in the text. The student does not provide an analysis about the impact of word choice and other repetitions of sounds on the impact of a text.	The student is able to determine the meanings of a few examples of figurative or connotative language. The student does not explain the impact of these words or phrases on the meaning or tone of the text.	The student is able to determine the meanings of most figurative and connotative language on the text. The student mostly explains the impact of specific word choices on meaning and tone, including allusions to other texts but leaves out a few important details.	The student is able to determine the meanings of all figurative and connotative language in the text. The student fully explains the impact of specific word choices on meaning and tone, including allusions to other texts.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Craft and Structure

Standard RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student lists information about one text structure. A comparison is not provided.	The student partially compares and contrasts two or more texts. A partial analysis about how the differing structure contributes to its meaning and style is included.	The student compares and contrasts the structure of two or more texts and analyzes how the differing text structure contributes to its meaning and style. A few important details were not included.	The student fully compares and contrasts the structure of two or more texts and fully analyzes how the differing text structure contributes to its meaning and style. Many details are provided to support analysis.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Craft and Structure

Standard RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student is unable to determine the point of view of the author. An analysis is not provided.	The student states differences in the points of view in the characters and the audience or reader. An analysis about how these differences create effects such as suspense or humor is not provided.	The student analyzes how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. Textual evidence and details are provided. There are a few minor gaps in the explanation.	The student fully analyzes how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. Strong textual evidence and many details are provided to support thinking.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Integration of Knowledge and Ideas

Standard RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
Details about the text are presented. A comparison of a written story, drama, or poem to its audio, filmed, staged, or multimedia version is not provided. Details or analysis about the techniques unique to each medium are not provided.	The student partially compares a written story, drama, or poem to its audio, filmed, staged, or multimedia version but provides little analysis about specific techniques unique to each medium.	The student provides some details that compare and contrast a story, drama, or poem with the audio, filmed or live version. There is an analysis that includes some of the techniques that are unique to each medium. A few important details were omitted from the analysis.	The student provides many details that compare and contrast a story, drama, or poem with the audio, filmed, or live version. There is a full analysis that includes the techniques unique to each medium in the comparison and contrast.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Standard 8 is not assessed in Literature

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Integration of Knowledge and Ideas

Standard RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student lists a few events or describes characters. An analysis about how a modern work of fiction draws on themes, patterns of events, or character types from different types of texts is not provided.	The student begins to but does not fully describe themes, patterns of events, or character types. An analysis is not provided to explain how these are rendered new in a modern work of fiction.	The student analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new with a few gaps in the explanation.	The student provides a complete analysis about how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts

Reading Standards for Informational Text

Category: Range of Reading and Level of Text Complexity

Standard RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student reads below grade level and lacks text comprehension.	The student is able to read words at grade level but is unable to comprehend text meaning, or the student is reading below designated grade level with gaps in comprehension.	The student is able to read and comprehend text that is at grade level and is in a variety of genres.	The student is able to read and comprehend text that is above grade level and is in a variety of genres.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Key Ideas and Details

Standard RI.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.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
There are inaccuracies in the student response. Few or no details are included to support student thinking.	The student provides a few details as proof to support analysis of what the text says directly. The details that are provided are not the strongest evidence. There are few examples of analysis or inferences made in the details that are given.	The student provides some details as proof to strongly support analysis of what the text says directly as well as inferences drawn from the text with a few minor gaps in understanding.	The student provides several details as proof that most strongly supports analysis of what the text says directly as well as inferences drawn from the text.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Key Ideas and Details

Standard RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
A central idea is not included. Very few details are included. If the student has provided a summary, it includes few details that do not fully summarize the text or some of the details are inaccurate.	A central idea is not included. Some details are provided but are not fully explained. If the student has provided a summary, the summary includes a few important details from the text.	The central idea is stated and analyzed but is partially supported with details from the text. If the student has provided a summary, some of the important details are mentioned.	The central idea of the text is stated, analyzed, and fully supported with text details. If the student has provided a summary, all of the most important details from the text are mentioned.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Key Ideas and Details

Standard RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student lists a few minor details from the story or drama. An analysis about how a text makes connections among and distinctions between individuals, ideas, or events is not included.	The student describes a few of the major events that happen in the story or drama but includes little analysis about how the text makes connections among and distinctions between individuals, ideas, or events.	The student analyzes the text and makes some connections among and distinctions between individuals, ideas, or events. This is done through comparison, analogies, categorization, etc. A few important details were not included in the analysis.	The student fully analyzes the text and fully makes connections among and distinctions between individuals, ideas, or events fully. This is done through comparison, analogies, categorization, etc.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Craft and Structure

Standard RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student is not able to determine the meanings of the figurative or connotative language, words, and/or phrases in the text. The student does not provide an analysis about the impact of word choice and other repetitions of sounds on the impact of a text.	The student is able to determine the meanings of a few examples of figurative or connotative language. The student does not explain the impact of these words or phrases on the meaning or tone of the text.	The student is able to determine the meanings of most figurative and connotative language on the text. The student mostly explains the impact of specific word choices on meaning and tone, including allusions to other texts but leaves out a few important details.	The student is able to determine the meanings of all figurative and connotative language in the text. The student fully explains the impact of specific word choices on meaning and tone, including allusions to other texts.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Craft and Structure

Standard RI.8.5. 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.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The information that has been provided does not show analysis about the structure of a specific paragraph.	The student partially analyzes the structure of a specific paragraph in a text but does not include several important details in the analysis.	The student analyzes the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept but does not include a key important details in the analysis.	The student is able to fully 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.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts Reading Standards for Literature

Category: Craft and Structure

Standard RI.8.6. 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.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student is unable to determine the point of view of the author. An analysis is not provided.	The student determines the author's point of view but does not include details to show that the author acknowledges and responds to conflicting evidence or viewpoints.	The student determines the author's point of view in the text and identifies some instances where the author acknowledges and responds to conflicting evidence or viewpoints. A few important details are not included in the explanation.	The student determines the author's point of view or purpose in a text and identifies several instances where the author acknowledges and responds to conflicting evidence or viewpoints.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts

Reading Standards for Informational Text

Category: Integration of Knowledge and Ideas

Standard RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student lists features of a medium (e.g., print, digital text, etc.) but does not explain the advantages and disadvantages of using one medium instead of another.	The student includes a few details to compare and contrast the audio, video, or multimedia version of a text. Either the advantages or disadvantages of using a specific type of medium is provided, but not both.	A comparison and contrast of the audio, video, or media versions of a text is provided. There is an analysis that evaluates the advantages and disadvantages of using different mediums. A few important details are omitted from the analysis.	A comparison and contrast of the audio, video, or media versions of a text is provided. There is also a thorough analysis that evaluates the advantages and disadvantages of using different mediums to present a topic or idea.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts

Reading Standards for Informational Text

Category: Integration of Knowledge and Ideas

Standard RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student is not able to trace and evaluate an argument. Claims that are supported by reasons and evidence from the text are not listed or explained.	The student partially traces and evaluates the argument and specific claims in a text, and partially assesses whether the reasoning is sound and the evidence is sufficient. Few ideas are given to support student thinking.	The student traces and evaluates the argument and specific claims in a text, and assesses whether the reasoning is sound and the evidence is sufficient to the claims with a few gaps in the explanation.	The student fully traces and evaluates the argument and specific claims in a text, and fully assesses whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts

Reading Standards for Informational Text

Category: Integration of Knowledge and Ideas

Standard RI.8.9. 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.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student restates information from two or more texts but does not provide analysis about conflicting information on the same topic where the texts disagree.	The student partially partly analyzes two or more texts but does not identify where the texts disagree; Or, the student partially analyzes two or more texts but includes few details in their analysis.	The student analyzes two or more texts that provide conflicting information on the same topic and identifies where the texts disagree on matters of facts or interpretation. A few important details are not included in the analysis.	The student fully analyzes two or more texts that provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

Name _____ Date _____ Term _____

Common Core Student Performance Rubric

Grade 8

English Language Arts

Reading Standards for Informational Text

Category: Range of Reading and Level of Text Complexity

Standard RI.8.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Emerging 1	Developing 2	Satisfactory 3	Proficient 4
The student reads below grade level and lacks text comprehension.	The student is able to read words at grade level but is unable to comprehend text meaning, or the student is reading below designated grade level with gaps in comprehension.	The student is able to read and comprehend text that is at grade level that is literary nonfiction.	The student is able to read and comprehend text that is above grade level that is literary nonfiction.

Directions: Select the score from the category that best reflects student performance.

Student Score _____

Teacher Comments: _____

