

## English Language Arts - Grade 8

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

**Reading and Writing Standards:**

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20Eight>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Speaking and Listening - 8</b> descriptors change very little from grade to grade: it is the depth of the message, maturity of the themes, vocabulary and background knowledge that increase based on topics addressed at each grade level across subjects and through lived and textual	Speaking	<p>Efficiently uses active communication skills in informal and formal contexts.</p> <p>Regularly considers audience and contributes effectively, sensitively, respectfully and insightfully to discussions.</p> <p>Frequently uses strategies (i.e. use appropriate word choice, emphasis, ask clarifying questions) to participate in large and small group discussions.</p>	<p>Effectively uses active communication skills in informal and formal contexts.</p> <p>Readily considers audience and contributes effectively, sensitively and respectfully to discussions.</p> <p>Routinely uses strategies (i.e. use appropriate word choice, emphasis, ask clarifying questions) to participate in large and small group discussions.</p>	<p>With support uses active communication skills in informal and formal contexts.</p> <p>Sometimes considers audience and with support contributes effectively, sensitively and respectfully to discussions.</p> <p>At times uses strategies (i.e. use appropriate word choice, emphasis, ask clarifying questions) to participate in large and small group discussions.</p>	<p>Not able to use active communication skills appropriate to the speaking context.</p> <p>Unable to consider audience and rarely contributes to discussions.</p> <p>Has a great deal of difficulty recognizing strategies and using them in large and small group discussions.</p>
	Listening Comprehension	<p>Regularly understands and responds thoughtfully to the intent of the message.</p> <p>Consistently monitors and evaluates and reflects upon meaning by skillfully recognizing cues and using active listening conventions.</p> <p>Purposefully seeks clarification or explanation to ensure deep understanding.</p>	<p>Generally understands and responds appropriately to the intent of the message.</p> <p>Routinely monitors, evaluates and reflects upon meaning by recognizing cues, using active and critical listening conventions.</p> <p>Often seeks clarification or explanation through probing, thoughtful and critical questions.</p>	<p>Occasionally understands and sometimes responds appropriately to the intent of the message.</p> <p>With support monitors meaning, often needing prompting about cues and conventions.</p> <p>Occasionally seeks clarification or explanation when intent is lost.</p>	<p>Seldom understands and responds to the message even with extensive prompting.</p> <p>Rarely monitors meaning or seeks clarification because of inability to recognize cues and conventions.</p>

## English Language Arts - Grade 8

Evidence: Rubrics designed for informal (i.e. book talks, group discussions, book club discussions) and formal (i.e. debates, interviews) products, checklists for classroom observations (i.e. asking clarifying questions, active listening) , conference notes(i.e. student goals, self-reflection), formative assessment notes (i.e. group work, fish bowl activity).
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		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Reading and Viewing</b>	Strategies and Behaviours	Deliberately and efficiently chooses from a wide range of grade-level strategies to access challenging texts.  Exhibits insightfulness and sophistication due to an interpretation of subtle details and biases and broader reading experiences.	Often uses and adjusts grade-level strategies to check closely for meaning and quickly solve unknown words.  May need reminders with unfamiliar texts.	Requires prompting to use grade-level strategies to construct meaning from texts.  Requires extra support with unfamiliar texts.	Requires a great deal of direction to construct meaning from grade-level texts.  Rarely checks for understanding unless prompted.
	Comprehension	Synthesizes important information from large amounts of text, and in a variety of text, to obtain literal and implied meanings.  Consistently expresses thoughtful and well supported personal points of view and responds critically to grade-level texts.  Demonstrates a solid understanding of how story events are interrelated.  Rationales for responses are insightful and sophisticated due to reading widely.	Usually attends to important information in grade-level texts to obtain literal and implied meanings.  Often expresses personal points of view, evaluates texts and responds critically to grade-level texts.  Generally provides adequate details in comprehension responses.	Sometimes attends to important information in grade-level texts to obtain literal and implied meanings.  Occasionally expresses personal points of view and with prompting responds critically to grade-level texts.  Responses reflect a surface-level understanding of the text.  Demonstrates appropriate comprehension when reading texts below grade level.	Has difficulty obtaining important information from grade-level texts.  Demonstrates appropriate comprehension when reading texts well-below grade level.

## English Language Arts - Grade 8

Level of Text Complexity	Independently selects and constructs meaning from texts at a complexity considered beyond the target/grade level.	Selects and constructs meaning from texts at a complexity considered at target/at grade level.	Selects and reads independently below target (not more than one year).  Has some difficulty understanding texts at a complexity considered on target/at grade level.	Selects and reads texts well-below target level (more than one year below).  Has a great deal of difficulty constructing meaning from texts at a complexity considered on target for grade level.
<p>End-of-grade text complexity for Grade 8 students is described below. Indicators specific to literary and information texts are described in the <a href="#">standards guide</a>.</p> <p><b>Knowledge demands:</b> a wide range of genres; some texts (hybrids) combine genres; longer texts, beyond personal experiences, often requiring cultural, historical or social perspectives</p> <p><b>Themes:</b> multidimensional mature/challenging themes/ideas (e.g. human problems: abuse, war, hardship, poverty, racism) that cultivate social awareness and provide insight into the struggles of humanity; age appropriate characters/ information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes that evoke alternative interpretations</p> <p><b>Sentences:</b> many complex sentence structures (including sentences greater than 30 words); large amounts of description containing information vital to the understanding of the text; more complicated use of dialogue; wide range of declarative, imperative and interrogative sentences; embedded phrases/ clauses</p> <p><b>Language:</b> challenging language (need context, glossary/dictionary); wide range of literary devices (e.g. figurative language, symbolism, flashbacks, flash forward, time lapses, stories within stories); dialects (regional/historical), some words from other languages, archaic words</p> <p><b>Word complexity:</b> many long multisyllable words (require knowledge of root words/affixes), complex plurals/spelling patterns, many nouns/technical words that are difficult to decode</p> <p><b>Graphics/Illustrations:</b> variety of challenging illustrations/photographs/complex graphics that match/add meaning/extend text; much literary text with no or few illustrations</p> <p><b>Layout:</b> many lines of print on a page; variation in layout/print styles/font within the same text (some examples of dense print); wide range of punctuation; may feature readers' tools (e.g. glossary, pronunciation guide)</p>				
<p><b>Evidence:</b> student reading logs, student conference notes, reading survey, close reading sample, book talks, reading response, personal reading goals, checklists, portfolio contents and observation checklists for strategies and behaviours, ACRAR Reading Assessment, OCA</p>				

## English Language Arts - Grade 8

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<b>Writing and Representing</b>	Strategies and Behaviours	<p>Efficiently employs grade-level strategies to generate a collection of drafts and pieces of drafts.</p> <p>Independently uses writing tools to complete the process.</p> <p>Often takes risks observed in independent reading in their writing.</p>	<p>Effectively employs grade-level strategies to generate a collection of drafts and pieces of drafts.</p> <p>Needs minimal support to select writing tools to complete the process</p>	<p>With some prompting uses grade-level strategies to generate a collection of drafts and pieces of drafts.</p> <p>Needs some support to use writing tools to complete a piece of writing.</p>	<p>Requires a great deal of direction to use strategies and behaviours outlined in the end-of-Grade 8 standards.</p> <p>Rarely completes a piece of writing independently.</p> <p>Resists using writing tools or uses them ineffectively.</p>
	Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are purposeful and easy to understand, with few errors.</p>	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are clear with enough specific information to communicate the writing purpose.</p> <p>Errors do not interfere with meaning.</p>	<p>Demonstrates <u>most</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in pieces.</p> <p>Published pieces may be vague and unfocused in places but the writing meets basic requirements to communicate the purpose.</p> <p>Overall, meaning is evident.</p>	<p>May demonstrate some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused.</p> <p>Published pieces are difficult to follow and do not meet basic requirements.</p> <p>Errors interfere with meaning.</p>

## English Language Arts - Grade 8

Text Forms	Independently selects forms and presentation mode (written, visual, multimedia) based on audience and purpose.	Generally selects forms and presentation mode (written, visual, multimedia) based on audience and purpose.	With some prompting selects forms and presentation mode (written, visual, multimedia) based on audience and purpose.	Is unable to select forms and presentation mode based on audience and purpose.
	Thoughtfully includes structures and features according to form.	Often includes structures and features according to form.	Include some structures and features according to form.	May include structures or features that are inappropriate and/or omit those that are expected.
Evidence: Quick writes, Writer's Notebook entries, pre-writing work, checklists, conference notes, peer assessment, writing reflections, exit slips, writing portfolio, word work, published pieces.				