

English 8

19 February 2019

*The Giver*

Jonas is an Eleven that becomes a Twelve. He would become the new Receiver of Memory in the Ceremony of Twelve. Jonas was chosen because of his bravery, courage, and his ability to see beyond. Jonas receives the memories of family, love, warmth, and pain during his one year of training. Jonas' community does not believe in love so Jonas tries to escape to Elsewhere with Gabriel. Jonas pedals with Gabe in the little seat in front until they reach Elsewhere on Jonas dad's bike.

# Common Core All-Subject Writing Rubric

GRADE 8 SUMMARY

Writing Type(circle one):    Argumentative    Informative/Explanatory    Narrative (ELA only)

<p><b>CONTENT</b> <b>X4</b></p>	<p>The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.</p>	<p>The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.</p>	<p>The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.</p>	<p>The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.</p>	<p><b>X4</b></p>
<p><b>ORGANIZATION</b></p>	<p>There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.</p>	<p>There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.</p>	<p>There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.</p>	<p>There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.</p>	
<p><b>SPELLING &amp; GRAMMAR (Conventions)</b></p>	<p>The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.</p>	<p>The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.</p>	<p>The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.</p>	<p>The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.</p>	
<p>Teacher Feedback:  </p>		<p>{{(Student Reflection on Back)}}</p>		<p><b>Total Points Earned</b></p>	
				<p><b>Score</b></p>	

This summary earns a 1 on the district writing rubric because it needs more details. The errors in conventions are not significant (some minor problems with a missing apostrophe and a nonparallel list), but it also has frequent shifts in tense (starting with present tense, moving to future tense, changing to past tense, and finally ending with present tense again). It's also really short, so there isn't much of an introduction or conclusion, and there are definitely key details and major events missing.