

Teacher Scoring Scale Grade 8

Product

- 4** The student displays a deep understanding of the knowledge and skills of the discipline. The product shows that the student's understanding of underlying themes and principles is well beyond expectations for eighth graders. When analyzing connections, patterns, and trends, the student carefully examines important relationships and demonstrates insights that are surprising and enlightening to adults. The final product is well organized and sound.
 - 3** The student displays a substantive understanding of the knowledge and skills of the discipline. The product shows that the student's understanding of underlying principles and themes is beyond expectations for eighth graders. The student provides coherent analyses of connections, patterns, and trends, describing some important relationships. The final product is organized and basically sound.
 - 2** The student displays an inconsistent understanding of the knowledge and skills of the discipline. The product shows that the student's understanding of underlying principles and themes is reflective of a high- functioning eighth grade student. The student analyzes some connections, patterns, and trends, uncovering at least one important relationship. The final product lacks consistent organization.
 - 1** The student displays a cursory understanding of the knowledge and skills of the discipline. The product shows that the student's understanding of the underlying principles and themes is typical of an eighth grade response. The student sometimes misses significant connections, patterns, and trends, omitting important relationships. The final product lacks organization.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

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Research Process

- 4** The student uses advanced processes to gather, interpret, and synthesize information. The student uses the tools of the discipline to engage in inquiry as someone who works in the discipline would, selecting from an array of tools the appropriate one(s) for the purpose. When faced with novel problems, the student asks provocative questions, mines data, and generates unique, but plausible, solutions. The student demonstrates an understanding of other perspectives and makes his/her own viewpoint more plausible through such considerations. The student synthesizes, evaluates, and integrates multiple points of view and suggests solutions for conflicts and disparities in data.
 - 3** The student uses standard procedures to gather, interpret, and synthesize information. The student uses a limited set of tools of the discipline to engage in inquiry as a novice in the discipline would. When faced with novel problems, the student poses interesting questions, examines data, and generates creative, but workable, solutions. The student demonstrates an understanding of another perspective, reflecting the thinking of others to clarify his/her own thinking. The student partially integrates multiple points of view and identifies potential conflicts and disparities in data.
 - 2** The student uses basic procedures to gather, interpret, and synthesize basic information. The student uses generic, though appropriate, research tools to engage in inquiry, but he/she does not demonstrate awareness of the multitude of available tools and often chooses the most obvious. When faced with novel problems, the student asks pertinent questions, uses data, and generates routine, but workable, solutions. The student can partially view a situation from another perspective. The student inconsistently recognizes multiple points of view and may only note some conflicts and disparities in data.
 - 1** The student inconsistently or inadequately gathers, interprets, and synthesizes information. The student inconsistently uses generic research tools to engage in inquiry so that the student's learning in the discipline is not enhanced. When faced with novel problems, the student asks basic questions, misses pertinent data, and often demonstrates some misunderstanding or misconceptions about the content. The student views a situation from only one perspective and does not acknowledge multiple points of view or recognize conflicts and disparities in data.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.

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Communication

- 4** The student uses communication techniques that have an impact on the audience/reader/viewer, including supporting assertions with data and clear, pertinent examples, integrating the vocabulary of the discipline. The student communicates a deep understanding of the relationship between the discipline and self. The student's reasoning is easy to follow.
 - 3** The student uses effective communication techniques, including supporting assertions with some data and pertinent examples, using the vocabulary of the discipline. The student communicates some understanding of the relationship between the discipline and self. The student's reasoning is generally easy to follow.
 - 2** The student generally uses clear communication techniques, though some assertions may be supported with inconclusive data, using only some vocabulary of the discipline. The student communicates a shallow understanding of the relationship between the discipline and self. Connections may not always be clear, and there may be some gaps in the student's reasoning.
 - 1** The student's communication does not let the audience/reader/viewer follow the student's thinking and/or logic. The student inconsistently supports assertions with data and may misuse or ignore the vocabulary of the discipline. The student does not communicate an understanding of the relationship between the discipline and self. The student makes claims but does not back them up. The student's line of reasoning may be difficult to follow.
- Incomplete** The student inadequately addresses problems and tasks, providing insufficient evidence to support further review.