

Quarter 1 Task

Big Ideas	Culminating Assessment Task	District Suggested Checkpoints
<p>1st Quarter</p> <p>Informative/Explanatory</p> <p>Essential Standards:</p> <p>W.8.2</p> <p>W.8.9</p> <p>RI 8.1</p> <p>RI 8.2</p> <p>Supporting Standards:</p> <p>L.8.1</p> <p>L.8.2</p> <p>SL.8.1</p> <p>W.7.4</p> <p>RI.8.4</p>	<p>Teachers may use the task in the 22-33 Curriculum Framework Document or the following simplified task. The same rubric and checkpoints will be used.</p> <p>Write an essay where you explain key points of a topic and analyze their importance to the topic. *</p> <p>*Teachers may substitute “topic” with content of their choice</p>	<p>Checkpoints are based on pre-assessment data and grade-level PLC discussions. Additional checkpoints may be added.</p> <p>Checkpoint 1: Introduces a topic with a thesis statement and presents an overview and how it will be explained.</p> <p>Checkpoint 2: Chooses relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic.</p> <p>Checkpoint 3: Organize ideas, concepts and information into broader categories. Use appropriate and varied transitions to create cohesion and clarify relationships among those ideas and concepts.</p> <p>Checkpoint 4: Create a conclusion that supports the information and analysis provided.</p>

Quarter 2 Task

Big Ideas	Culminating Assessment Task	District Suggested Checkpoints
<p>2nd Quarter</p> <p>Narrative</p> <p>Essential Standards: W.8.3 W.8.9 RL.8.3</p> <p>Supporting Standards: L.8.1 L.8.2 RL.8.4 RL.8.6</p>	<p>Teachers may use the task in the 22-33 Curriculum Framework Document or the following simplified task. The same rubric and checkpoints will be used.</p> <p>Write a narrative using effective techniques to develop a real or imagined experience or event.</p>	<p>Checkpoints are based on pre-assessment data and grade-level PLC discussions. Additional checkpoints may be added.</p> <p>Checkpoint 1: Engage/hook the reader with an introduction that establishes point of view and introduces character(s).</p> <p>Checkpoint 2: Using narrative techniques to develop experiences, events, and/or characters.</p> <p>Checkpoint 3: Uses a variety of transitions to show relationships among experiences and events.</p> <p>Checkpoint 4: Conclusion <u>reflects</u> on narrated experiences or events</p>

Quarter 3 Task

Big Ideas	Culminating Tasks and Assessments	District Suggested Checkpoints
<p>3rd Quarter</p> <p>Argument</p> <p>Essential Standards: W.8.1 W.8.8 RI/RL.8.1 RI/RL.8.2 RI/RL.8.3.3</p> <p>Supporting Standards: L.8.1 L.8.2</p>	<p>Teachers may use the task in the 22-33 Curriculum Framework Document or the following simplified task. The same rubric and checkpoints will be used.</p> <p>Write an argument on a topic of your choice that supports a claim and distinguishes the claim from an alternate or opposing claim.</p> <p>*8th grade modes may include definition</p>	<p>Checkpoints are based on pre-assessment data and grade-level PLC discussions. Additional checkpoints may be added.</p> <p>Checkpoint 1: Develop an introduction (hook and background information) that establishes a clear claim</p> <p>Checkpoint 2: Write a clear, alternate claim or counterclaim</p> <p>Checkpoint 3: Choose, organize, elaborate, and cite supporting evidence from credible sources.</p> <p>Checkpoint 4: Uses words, phrases, appropriate transitional strategies for coherence and to create structure.</p> <p>Checkpoint 5: Effective concluding strategy that follows from the topic.</p>

Quarter 4 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p>4th Quarter Multimodal Research Multimodal And/or Digital Composition And/or Poetry/Presentation of Poetry</p> <p>Essential Standards:</p> <p>RL/RI. 8.1</p> <p>SL 8.1</p> <p>SL 8.2</p> <p>W.8.4</p> <p>Supporting Standards:</p> <p>L 8.1</p> <p>L 8.2</p>	<p>Q4 will be assessed at the classroom level in various ways. Teachers will rely on the PLC process and have conversations about student growth.</p> <ul style="list-style-type: none"> • These tasks give students the opportunity to build on cross-curricular practices. • These tasks should provide a high DOK level to help students prepare for high school. • Tasks should include practice with analysis before high school • Tasks should use all prior knowledge from the school year • Tasks could be considered a CAPSTONE project 	<p>Checkpoint 1: Draw on several sources and generate additional related, focused questions for further research and investigation</p> <p>Checkpoint 2: Draw evidence from lit or informational texts to support analysis, reflection, and research</p> <p>Checkpoint 3:</p> <p>Checkpoint 4:</p>