

Grade Seven Expository Assessment Standards

	Meets Grade Six Learning Outcome Standards	Approaches Seven	<b>Meets Grade Seven Learning Outcome Standards</b>	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Content is developed for a specific audience/purpose</li> <li>- Topic is focused and maintained</li> <li>- Main and supporting ideas are expanded through                             <ul style="list-style-type: none"> <li>o Inclusion of interesting and relevant details, examples, inferences, conclusions</li> </ul> </li> <li>- Descriptive details enhance the piece</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed for a specific audience and purpose</li> <li>-Content generates reader's interest</li> <li>- Topic is focused and maintained</li> <li>- Content clearly conveyed</li> <li>- Main and supporting ideas work together to advance the piece</li> <li>- Supporting details enhance the piece</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience and purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Main ideas and supporting details work together to advance the piece</li> <li>- Supporting details are relevant and enhance the piece</li> </ul>
Organization	<ul style="list-style-type: none"> <li>- Beginning develops topic with supporting details and ideas</li> <li>- Establishes connections between key ideas and supporting details</li> <li>- Writing is organized in paragraphs or follows the appropriate organizational pattern for the genre                             <ul style="list-style-type: none"> <li>o May include headings, photographs illustrations, captions, graphics</li> <li>o Some appropriate transitions between paragraphs/sections</li> </ul> </li> <li>- Conclusion can be a summary of main ideas, points, strong statement, arguments</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of piece establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details</li> <li>- Writing is organized in paragraphs or follows appropriate organizational pattern for genre                             <ul style="list-style-type: none"> <li>• May include headings, photographs, illustrations, captions, graphics</li> <li>• Appropriate transitions between paragraphs/sections</li> </ul> </li> <li>- Conclusion is a summary of main ideas, points, arguments</li> </ul>		<ul style="list-style-type: none"> <li>- Introduction establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details; structure is consistent</li> <li>- Writing is organized in paragraphs or follows appropriate organizational pattern for genre</li> <li>- Conclusion is a summary of main ideas, key points, and/or arguments</li> <li>- Conclusion may have an impact on the reader</li> </ul>

	Meets Grade Six Learning Outcome Standards	Approaches Seven	Meets Grade Seven Learning Outcome Standards	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary according to context</li> <li>- Uses descriptive language to create an image <ul style="list-style-type: none"> <li>o interesting words including adjectives, adverbs</li> <li>o synonyms</li> <li>o comparisons</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary according to context</li> <li>- Uses interesting language to clearly convey information</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses clear and interesting language</li> <li>- Uses precise and effective vocabulary</li> </ul>
Sentence Fluency	<ul style="list-style-type: none"> <li>- Uses a variety of sentence structures</li> <li>- Uses varied sentence lengths</li> <li>- Uses some transition words</li> </ul>		<ul style="list-style-type: none"> <li>- Uses a variety of sentence structures</li> <li>- Uses varied sentence lengths</li> <li>- Uses varied transition words</li> </ul>		<ul style="list-style-type: none"> <li>- Sentences flow smoothly with a variety of structures and lengths</li> </ul>
Voice	<ul style="list-style-type: none"> <li>- Writing engages audience for a specific purpose</li> <li>- Voice is evident</li> <li>- Writing creates tone that is consistent with the content</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates tone that reflects feelings/emotions consistent with topic</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates a tone that reflects feelings/emotions consistent with topic</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>- Uses correct capitalization</li> <li>- Uses correct punctuation <ul style="list-style-type: none"> <li>o End punctuation</li> <li>o Commas</li> </ul> </li> <li>- Uses appropriate noun-pronoun agreement</li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>		<ul style="list-style-type: none"> <li>- Uses correct capitalization</li> <li>- Uses correct punctuation <ul style="list-style-type: none"> <li>o End punctuation</li> <li>o Commas, apostrophes, quotation marks</li> </ul> </li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>		<ul style="list-style-type: none"> <li>- Consistently uses correct capitalization</li> <li>- Consistently uses correct punctuation in a variety of sentence structures</li> <li>- Does not contain unnecessary repetition of words and ideas</li> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>

Grade Seven Functional Assessment Standards

	Meets Grade Six Learning Outcome Standards	Approaches Seven	Meets Grade Seven Learning Outcome Standards	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Content is developed for a specific audience/purpose</li> <li>- Topic is focused and maintained</li> <li>- Main and supporting ideas are expanded through                             <ul style="list-style-type: none"> <li>o Inclusion of interesting and relevant details, examples, inferences, conclusions</li> </ul> </li> <li>- Descriptive details enhance the piece</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed for a specific audience and purpose</li> <li>-Content generates reader's interest</li> <li>- Topic is focused and maintained</li> <li>- Content clearly conveyed</li> <li>- Main and supporting ideas work together to advance the piece</li> <li>- Supporting details enhance the piece</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience and purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Main ideas and supporting details work together to advance the piece</li> <li>- Supporting details are relevant and enhance the piece</li> </ul>
Organization	<ul style="list-style-type: none"> <li>- Beginning develops topic with supporting details and ideas</li> <li>- Establishes connections between key ideas and supporting details</li> <li>- Conclusion can be a summary of main ideas, points, strong statement, arguments</li> <li>- Follows organizational structure of specific format (letters, instructions, survey data, timelines, notes, brochures, meeting minutes,...)</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of piece establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details</li> <li>- Conclusion is a summary of main ideas, points, arguments</li> <li>- Follows organizational structure of specific format (letters, instructions, survey data, timelines, notes, brochures, meeting minutes,...)</li> </ul>		<ul style="list-style-type: none"> <li>- Introduction establishes key ideas</li> <li>- Sustains connections between key ideas and supporting details; structure is consistent</li> <li>- Conclusion is a summary of main ideas, key points, and/or arguments</li> <li>- Conclusion may have an impact on the reader</li> <li>- Follows organizational structure of specific format (letters, instructions, survey data, timelines, notes, brochures, meeting minutes,...)</li> </ul>

	Meets Grade Six Learning Outcome Standards	Approaches Seven	Meets Grade Seven Learning Outcome Standards	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary according to context</li> <li>- Uses descriptive language to create an image <ul style="list-style-type: none"> <li>o interesting words including adjectives, adverbs</li> <li>o synonyms</li> <li>o comparisons</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary according to context</li> <li>- Uses interesting language to clearly convey information</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses clear and interesting language</li> <li>- Uses precise and effective vocabulary</li> </ul>
Sentence Fluency	<ul style="list-style-type: none"> <li>- Uses a variety of sentence structures OR follows format appropriate phrase structure</li> <li>- Uses varied sentence lengths (where applicable)</li> <li>- Uses some transition words (where applicable)</li> </ul>		<ul style="list-style-type: none"> <li>- Uses a variety of sentence structures OR follows format appropriate phrase structure</li> <li>- Uses varied sentence lengths (where applicable)</li> <li>- Uses varied transition words (where applicable)</li> </ul>		<ul style="list-style-type: none"> <li>- Sentences flow smoothly with a variety of structures and lengths OR follows format appropriate phrase structure</li> </ul>
Voice	<ul style="list-style-type: none"> <li>- Writing engages audience for a specific purpose</li> <li>- Voice is evident</li> <li>- Writing creates tone that is consistent with the content</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates tone that reflects feelings/emotions consistent with topic</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates a tone that reflects feelings/emotions consistent with topic</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>- Uses correct capitalization (where applicable)</li> <li>- Uses correct punctuation (where applicable) <ul style="list-style-type: none"> <li>o End punctuation</li> <li>o Commas</li> </ul> </li> <li>- Uses appropriate noun-pronoun agreement</li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>		<ul style="list-style-type: none"> <li>- Uses correct capitalization (where applicable)</li> <li>- Uses correct punctuation (where applicable) <ul style="list-style-type: none"> <li>o End punctuation</li> <li>o Commas, apostrophes, quotation marks</li> </ul> </li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>		<ul style="list-style-type: none"> <li>- Consistently uses correct capitalization (where applicable)</li> <li>- Consistently uses correct punctuation in a variety of sentence structures (where applicable)</li> <li>- Does not contain unnecessary repetition of words and ideas</li> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- If sources are used, cites in alphabetical order, with authors' names, titles, and publication dates</li> </ul>

Grade Seven Poetry Assessment Standards

	Meets Grade Six Learning Outcome Standards	Approaches Seven	Meets Grade Seven Learning Outcome Standards	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- Writing evokes an image or strong feelings, or presents a clear message or personal opinion</li> <li>- Uses some of the following to develop the image, feeling, or message                             <ul style="list-style-type: none"> <li>o Social issues</li> <li>o Personal feelings</li> <li>o Memories</li> <li>o Moments</li> <li>o Facts</li> <li>o Observations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- Writing evokes an image or strong feelings, or presents a clear message or personal opinions</li> <li>- Uses some of the following to develop the image, feeling, or message                             <ul style="list-style-type: none"> <li>o Social issues</li> <li>o Personal feelings</li> <li>o Memories</li> <li>o Moments</li> <li>o Facts</li> <li>o Observations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- Writing evokes an image or strong feelings, or presents a clear message or personal opinions</li> <li>- Uses some of the following to develop the image, feeling, or message                             <ul style="list-style-type: none"> <li>o Social issues</li> <li>o Personal feelings</li> <li>o Memories</li> <li>o Moments</li> <li>o Facts</li> <li>o Observations</li> </ul> </li> </ul>
Organization	<ul style="list-style-type: none"> <li>- Uses familiar text structures that may include                             <ul style="list-style-type: none"> <li>o Free verse (does not have a regular rhythm, line length, or rhyme scheme)</li> <li>o List poems</li> <li>o Comparison</li> <li>o Shape poems</li> <li>o Poems for two voices</li> <li>o Rhyme (may be contrived)</li> <li>o Rhythm or flow (may be contrived)</li> <li>o Lyrics</li> <li>o Spoonerisms</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Uses familiar text structures that may include                             <ul style="list-style-type: none"> <li>o Free</li> <li>o List poems</li> <li>o Comparison</li> <li>o Shape poems</li> <li>o Poems for two voices</li> <li>o Rhyme (may be contrived)</li> <li>o Rhythm or flow (may be contrived)</li> <li>o Lyrics</li> <li>o Spoonerisms</li> <li>o Haiku</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Follows “rules” of chosen poetic form; may be somewhat contrived</li> <li>- Uses familiar text structures that may include                             <ul style="list-style-type: none"> <li>o Free</li> <li>o List poems</li> <li>o Comparison</li> <li>o Shape poems</li> <li>o Poems for two voices</li> <li>o Rhyme (may be contrived)</li> <li>o Rhythm or flow (may be contrived)</li> <li>o Lyrics</li> <li>o Raps</li> <li>o Spoonerisms</li> <li>o Haiku</li> <li>o Ballad</li> </ul> </li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic                             <ul style="list-style-type: none"> <li>• Uses expressive language (interesting words including adjectives, adverbs, synonyms, comparisons) to create desired effect (visuals, sounds, feelings)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic and chosen for its connotation</li> <li>- Uses language to create specific effects</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic and chosen for its connotation</li> <li>- Uses language to create specific effects</li> </ul>

	Meets Grade Six Learning Outcome Standards	Approaches Seven	<b>Meets Grade Seven Learning Outcome Standards</b>	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Voice	<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Creates tone that reflects feelings/emotions consistent with the topic. May use               <ul style="list-style-type: none"> <li>o Organization of ideas</li> <li>o Formatting</li> </ul> </li> <li>- Tone is easy to describe (funny, sarcastic, angry, joyful, ...)</li> <li>- Writing evokes a feeling or response in the reader</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Creates tone that reflects feelings/emotions consistent with the topic. May use               <ul style="list-style-type: none"> <li>o Organization of ideas</li> <li>o Formatting</li> </ul> </li> <li>- Tone is easy to describe (funny, sarcastic, angry, joyful, ...)</li> <li>- Writing evokes a feeling or response in the reader</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Creates tone that reflects feelings/emotions consistent with the topic. May use               <ul style="list-style-type: none"> <li>o Organization of ideas</li> <li>o Formatting</li> </ul> </li> <li>- Tone is easy to describe (funny, sarcastic, angry, joyful, ...)</li> <li>- Writing evokes a feeling or response in the reader</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>- Spells most words correctly; spelling errors show incorrect use of spelling rules and patterns</li> <li>- Errors do not interfere with communication</li> </ul>		<ul style="list-style-type: none"> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- Errors do not interfere with communication</li> </ul>		<ul style="list-style-type: none"> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> <li>- Errors do not interfere with communication</li> </ul>

Grade Seven Narrative Assessment Standards

	Meets Grade Six Learning Outcome Standards	Approaches Seven	Meets Grade Seven Learning Outcome Standards	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Content is developed for a specific audience/purpose</li> <li>- Majority of events in the story are connected to the story problem</li> <li>- Integrates ideas from personal experiences and different sources into fictional account</li> <li>- Dialogue and action work together to advance the plot</li> <li>- Context and characters are generally developed and may be sustained throughout story</li> <li>- Includes supporting details</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed for a specific audience/purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Integrates story problem into story context</li> <li>- Integrates ideas from different sources into fictional account</li> <li>- Dialogue and action work together to advance the plot</li> <li>- Context and characters are developed and main characters are sustained throughout story</li> <li>- Includes supporting details</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed to enhance meaning and effect for a specific audience/purpose</li> <li>- Content generates reader's interest</li> <li>- Content is clearly conveyed</li> <li>- Story problem integrated into story content</li> <li>- Dialogue and action work together to advance the plot</li> <li>- Context and characters are developed and sustained throughout the story</li> <li>- Includes supporting details</li> </ul>
Organization	<ul style="list-style-type: none"> <li>- Beginning of story establishes key information for the story                             <ul style="list-style-type: none"> <li>o Context (background information) is used to stage the story problem</li> <li>o characters [main and minor],</li> <li>o setting [time/place],</li> <li>o problem,</li> </ul> </li> <li>- Middle develops plot                             <ul style="list-style-type: none"> <li>o rising actions/events are selected to move the plot forward (few distractors)</li> <li>o establishes connections among actions/events</li> </ul> </li> <li>- Ending is connected to actions/events and resolves the story problem</li> <li>- Writing is organized in paragraphs; opening paragraph may be better developed than conclusion and body of story may be one or two long paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of story establishes key information for the story                             <ul style="list-style-type: none"> <li>o Context (background information) is used to stage the story problem</li> <li>o characters [main and minor],</li> <li>o setting [time/place],</li> <li>o problem,</li> </ul> </li> <li>- Middle develops plot                             <ul style="list-style-type: none"> <li>o rising actions/events are selected to move the plot forward to a logical resolution</li> <li>o establishes connections among actions/events</li> </ul> </li> <li>- Ending is connected to actions/events and resolves the story problem</li> <li>- Writing is organized in paragraphs; opening paragraph may be better developed than conclusion and body of story may be one or two long paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of story establishes key information                             <ul style="list-style-type: none"> <li>- Effective introduction</li> <li>- Setting (time/place)</li> <li>- Characters (main/minor)</li> <li>- Problem</li> </ul> </li> <li>- Middle develops plot                             <ul style="list-style-type: none"> <li>- Rising action/events are selected to move the plot forward towards a logical climax or resolution</li> <li>- Establishes connections among actions/events (cause and effect, compare and contrast)</li> </ul> </li> <li>- Ending is connected to actions/events and resolves the story problem                             <ul style="list-style-type: none"> <li>- effective conclusions</li> </ul> </li> <li>- Writing is organized in paragraphs</li> </ul>

	Meets Grade Six Learning Outcome Standards	Approaches Seven	<b>Meets Grade Seven Learning Outcome Standards</b>	Excels at Seven	Meets Grade Eight Learning Outcome Standards
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary</li> <li>- Uses descriptive and figurative language to create desired effects</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary according to context</li> <li>- Uses descriptive and figurative language to convey ideas</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary</li> <li>- Uses effective descriptions</li> <li>- Uses figurative language to enhance writing</li> </ul>
Sentence Fluency	<ul style="list-style-type: none"> <li>- Uses a variety of sentence structures</li> <li>- Uses a variety of sentence lengths</li> <li>- Uses some transition words</li> </ul>		<ul style="list-style-type: none"> <li>- Uses a variety of sentence structures</li> <li>- Uses varied sentence lengths</li> </ul>		<ul style="list-style-type: none"> <li>- Consistently uses a variety of sentence structures</li> <li>- Uses varied sentence lengths to create effects</li> </ul>
Voice	<ul style="list-style-type: none"> <li>- Voice is evident (writing creates tone that reflects feelings/emotions consistent with the story/characters).</li> <li>- May use <ul style="list-style-type: none"> <li>• Organization of ideas</li> <li>• Formatting</li> </ul> </li> <li>- Writing evokes a feeling or response in the reader</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates tone that reflects feelings/emotions consistent with story/characters</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident</li> <li>- Writing creates tone that reflects feelings/emotions consistent with the story/characters</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>- Uses correct capitalization</li> <li>- Uses correct punctuation <ul style="list-style-type: none"> <li>• End punctuation</li> <li>• Commas and semi-colons</li> </ul> </li> <li>- Uses appropriate noun-pronoun agreement</li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> </ul>		<ul style="list-style-type: none"> <li>- Uses correct capitalization</li> <li>- Uses correct punctuation <ul style="list-style-type: none"> <li>• End punctuation</li> <li>• Commas, apostrophes, semi-colons, quotation marks</li> </ul> </li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> </ul>		<ul style="list-style-type: none"> <li>- Consistently uses correct capitalization</li> <li>- Consistently uses correct punctuation in a variety of sentence structures</li> <li>- Eliminates unnecessary repetition of words and ideas</li> <li>- Applies Canadian spelling conventions to familiar and unfamiliar words</li> </ul>