

<p><b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li>narrowing the topic to establish a focus</li> <li>analyzing and addressing the needs of the intended audience</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>Purpose/Audience</b> The writer establishes and maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li>adhering to the characteristics (e.g., format, organization) of the form</li> <li>employing a suitable tone</li> <li>allowing voice to emerge when appropriate</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience’s understanding by using</p> <ul style="list-style-type: none"> <li>logical, justified, and suitable explanation</li> <li>relevant elaboration</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>
<p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience’s understanding by using</p> <ul style="list-style-type: none"> <li>related connections and reflections</li> <li>idea development strategies (e.g., bulleted lists, definitions) appropriate for the form</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li>engaging the audience and establishing a context for reading</li> <li>placing ideas and support in a meaningful order</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li>guiding the reader through the piece with transitions and transitional elements</li> <li>providing effective closure</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>
<p><b>Sentences</b> The writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li>varied in structure and length</li> <li>complete and correct</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>Language</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>effective word choice <ul style="list-style-type: none"> <li>strong verbs and nouns</li> <li>concrete and/or sensory details</li> <li>language appropriate to the content, purpose, and audience</li> </ul> </li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>Language</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>concise use of language</li> <li>correct usage/grammar</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>
<p><b>Correctness</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>correct spelling</li> <li>correct punctuation</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>Correctness</b> The writer demonstrates</p> <ul style="list-style-type: none"> <li>correct capitalization</li> <li>appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.1 Reflective Writing</b></p> <p><i>Reflective writing</i> includes the writer’s examination of his/her writing skills, abilities, approaches, and products.</p> <p><i>7<sup>th</sup> Grade Assessment</i></p>

<p><b>WR-M-1.1</b> <b>Reflective Writing</b></p> <p>The reflective <i>form</i> in the portfolio is the Letter to the Reviewer, which contains discussion of the student’s personal growth as a writer and reflection on pieces in the portfolio. <i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.1</b> <b>Reflective Writing</b></p> <p><i>Characteristics</i> of reflective writing/Letter to the Reviewer may include discussion of</p> <ul style="list-style-type: none"> <li>• goals as a writer</li> <li>• growth as a writer through the years</li> <li>• influences (who and/or what) on the writer’s progress and growth</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.1</b> <b>Reflective Writing</b></p> <p><i>Characteristics</i> of reflective writing/Letter to the Reviewer may include discussion of</p> <ul style="list-style-type: none"> <li>• Techniques and/or strategies used by the student when composing</li> <li>• selection of portfolio pieces</li> <li>• application of writing process (prewriting, drafting, revising, editing, publishing)</li> </ul> <p><i>7<sup>th</sup> Gr Assessment</i></p>
<p><b>WR-M-1.2</b> <b>Personal Writing</b></p> <p><i>Personal writing</i> focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance of a single event) or memoir (focusing on the significance of the relationship of the writer with a particular person, place, animal, or thing). <i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.2</b> <b>Personal Writing</b></p> <p>Characteristics of personal writing may include</p> <ul style="list-style-type: none"> <li>• development of ideas based on personal experience</li> <li>• sensory details</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.2</b> <b>Personal Writing</b></p> <p>Characteristics of personal writing may include</p> <ul style="list-style-type: none"> <li>• writer’s thoughts and feelings</li> <li>• first person point-of-view</li> <li>• dialogue where appropriate</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>
<p><b>WR-M-1.3</b> <b>Literary Writing</b></p> <p><i>Literary writing</i> artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts. <i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.3</b> <b>Literary Writing</b></p> <p>Characteristics of literary writing may include</p> <ul style="list-style-type: none"> <li>• literary elements of the selected form (e.g., short story—plot, poem---imagery, script--stage directions)</li> <li>• descriptive language</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.3</b> <b>Literary Writing</b></p> <p>Characteristics of literary writing may include</p> <ul style="list-style-type: none"> <li>• literary devices (e.g., simile, metaphor, flashback)</li> <li>• effective ordering of events, impressions, and descriptions</li> <li>• creation of an effect (e.g., comedy, irony, suspense, horror, paradox)</li> <li>• focus on engaging an audience</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>
<p><b>WR-M-1.3</b> <b>Transactive Writing</b></p> <p><i>Transactive writing</i> is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives <i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.4</b> <b>Transactive Writing</b></p> <p>In <i>transactive writing</i>, students will write in a variety of forms such as the following:</p> <ul style="list-style-type: none"> <li>• letters</li> <li>• speeches</li> <li>• editorials</li> <li>• articles in magazines, academic journals, newspapers</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.4</b> <b>Transactive Writing</b></p> <p>In <i>transactive writing</i>, students will write in a variety of forms such as the following:</p> <ul style="list-style-type: none"> <li>• proposals</li> <li>• brochures</li> <li>• other kinds of practical/ workplace writing</li> </ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>

<p><b>WR-M-1.4 Transactive Writing</b></p> <p>Characteristics of <i>transactive writing</i> may include</p> <ul style="list-style-type: none"><li>• text and language features typical of the selected form</li><li>• information to engage the reader and to clarify and justify purposes</li><li>• idea(s) to communicate the specific purpose for an intended audience</li><li>• explanation and support to help the reader understand the author's purpose</li></ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>WR-M-1.4 Transactive Writing</b></p> <p>Characteristics of <i>transactive writing</i> may include</p> <ul style="list-style-type: none"><li>• well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose</li><li>• effective conclusions</li></ul> <p><i>7<sup>th</sup> Grade Assessment</i></p>	<p><b>On-Demand Writing Assessment</b></p> <p>Prompts provide a <i>context</i> which includes an <i>audience, purpose, and form</i> for the piece of writing. The prompts are structured to elicit student writing which <i>narrates an event, persuades, or responds to text, graphic, or chart</i>. Students in grade 7 respond to the prompt in the form of a <i>letter, article, or editorial</i>.</p> <p><i>7<sup>th</sup> Grade Assessment</i></p>
<p><b>Portfolio Writing Assessment</b></p> <p>Students in grade 7 will include <i>five</i> pieces in the writing portfolio, <i>one</i> piece from each category (<i>reflective, personal, literary, transactive</i>) plus <i>one</i> piece from either the <i>personal, literary, or transactive</i> category. At least <i>one</i> of the five pieces must come from a <i>study group other than English/Language Arts</i>.</p> <p><i>7<sup>th</sup> Grade Assessment</i></p>		