

## English Language Arts - Grade 7

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

**Reading and Writing Standards:**

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20Seven>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Speaking and Listening</b> – 7 descriptors change very little from grade to grade: it is the depth of the message, maturity of the themes, vocabulary and background knowledge that increase based on topics addressed at each grade level across subjects and through lived and textual experiences.	Speaking	<p>Efficiently uses strategies to participate in large and small group discussions; asks probing questions.</p> <p>Considers audience and contributes constructively, confidently and purposefully to discussions.</p> <p>Consistently uses active communication skills and conventions appropriate to the speaking context. At ease in formal contexts.</p>	<p>Effectively uses strategies to participate in large and small group discussions; asks clarifying questions.</p> <p>Considers audience and contributes sensitively, constructively and purposefully to discussions.</p> <p>Generally uses active communication skills appropriate to the speaking context Communicates in formal contexts.</p>	<p>Needs support to use strategies to participate in discussions; questions sometimes advance communication.</p> <p>May contribute to discussions but needs support to communicate effectively with an audience With support, uses active communication skills appropriate to the speaking context</p> <p>Occasionally at ease in formal contexts, but prefers informal contexts</p>	<p>Has a great deal of difficulty to use strategies to participate in discussions.</p> <p>Hardly ever contributes to discussions, unwilling/able to consider audience Not able to use active communication skills appropriate to the speaking context.</p>
	Listening Comprehension	<p>Understands the apparent intent of the message, and considers supporting details.</p> <p>Consistently responds appropriately to a variety of questions and instructions.</p> <p>Evaluates meaning, using a range of cues and conventions, and seeks clarification or explanation with a goal of solid understanding.</p>	<p>Understands the apparent intent of the message, and considers supporting details.</p> <p>Generally responds appropriately to a variety of questions and instructions.</p> <p>Evaluates meaning, using a range of cues and conventions, and readily seeks clarification or explanation when intent is lost.</p>	<p>At times has a limited understanding of the apparent intent of the message, but with support considers details to clarify.</p> <p>With support, responds appropriately to a variety of questions and instructions. With some difficulty, evaluates meaning, often needing prompting about cues and conventions, occasionally seeks clarification or explanation.</p>	<p>Seldom offers a response to the message.</p> <p>Offers limited response to questions and instructions.</p> <p>Rarely evaluates meaning or seeks clarification or explanation, misses less obvious cues and conventions.</p>
Evidence: Rubrics designed for informal (i.e. book talks, group discussions, book club discussions) and formal (i.e. debates, interviews) products,					

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checklists for classroom observations (i.e. asking clarifying questions, active listening) , conference notes(i.e. student goals, self-reflection), formative assessment notes (i.e. group work, fish bowl activity).

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Reading and Viewing</b>	Strategies and Behaviours	Efficiently integrates a wide range of grade-level strategies, including word solving (e.g., roots, prefixes) to understand subject-specific vocabulary, to construct meaning.  Consistently explains processes and strategies.	Effectively uses grade-level strategies, including word solving (e.g., roots, prefixes) to understand subject-specific vocabulary, to construct meaning.  Generally explains processes and strategies.	Requires support to use grade-level strategies to construct meaning. Requires extra support to use word solving (e.g., roots, prefixes) to understand subject-specific vocabulary and when approaching new texts.  Occasionally explains processes and strategies.	Requires a great deal of direction to use grade-level strategies to construct meaning. Rarely explains processes and strategies.  Rarely checks for understanding unless prompted.
	Comprehension	Synthesizes important information from multiple pages of text to obtain literal and implied meanings.  Consistently expresses personal points of view and responds critically to grade-level texts. Provides precise details in their rationale.	Usually attends to important information in grade-level longer texts to obtain literal and implied meanings.  Often expresses personal points of view and responds critically to grade-level texts. Provides adequate details in their rationale.	To some extent attends to important information in grade-level texts to obtain literal and implied meanings.  Occasionally expresses personal points of view and with prompting responds critically to grade-level texts. With prompting, provides adequate details in their rationale.  Demonstrates appropriate comprehension when reading texts below grade level .	Has difficulty obtaining important information from grade-level texts.  Demonstrates appropriate comprehension when reading texts well-below grade level.

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Level of Text Complexity	Independently selects and constructs meaning from texts at a complexity considered beyond the target level.	Selects and constructs meaning from texts at a complexity considered at target level.	Has some difficulty constructing meaning from texts at a complexity considered at target level.  Reads independently somewhat below target (not more than one year below).	Has a great deal of difficulty constructing meaning from texts at a complexity at target.  Finds sentence and vocabulary complexity challenging.  Reads well-below target level (more than one year below).
<p>End-of-grade text complexity for Grade 7 students is described below. Indicators specific to literary and information texts are described in the <a href="#">standards guide</a>.</p> <p><b>Knowledge demands:</b> a range of genres, longer texts, beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to adolescents (e.g. pop culture, other worlds, fictitious societies)</p> <p><b>Themes:</b> multidimensional mature theme/ideas (e.g. human problems: abuse, war, hardship, poverty, racism); age appropriate characters/ information requiring the reader to interpret and connect information/ideas with other texts and subject areas; sometimes themes that evoke alternative interpretations</p> <p><b>Sentences:</b> many complex sentence structures (including sentences greater than 30 words), more complicated use of dialogue; wide range of declarative, imperative and interrogative sentences; embedded phrases/ clauses</p> <p><b>Language:</b> challenging language (need context, glossary/dictionary); wide range of literary devices (e.g., figurative language, symbolism, flashbacks); dialects (regional/historical); some words from other languages</p> <p><b>Word complexity:</b> many words greater than three syllables (requires knowledge of root words/affixes), complex plurals/spelling patterns, many nouns/technical words that are difficult to decode</p> <p><b>Graphics/Illustrations:</b> variety illustrations/photographs/complex graphics that match/add meaning/extend text; much literary text with no or few illustrations</p> <p><b>Layout:</b> many lines of print on a page; variation in layout/print styles/font within the same text (some examples of dense print); wide range of punctuation; often include readers' tools (e.g. glossary, pronunciation guide)</p> <p><b>Evidence:</b> student reading logs, student conference notes, reading survey, close reading sample, book talks, reading response, personal reading goals, checklists, portfolio contents and observation checklists for strategies and behaviours, ACRAR Reading Assessment, OCA</p>				

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<b>Writing and Representing</b>	Strategies and Behaviours	<p>Efficiently employs grade-level strategies to generate a collection of drafts and pieces of drafts.</p> <p>Frequently elicits advice to strengthen content. Self-selects writing tools to complete the process.</p> <p>Tries out new techniques/ideas independently.</p>	<p>Efficiently employs grade-level strategies to generate a collection of drafts and pieces of drafts.</p> <p>Explains form choice, and routinely uses advice to strengthen content.</p> <p>Needs minimal support to select writing tools to complete the process.</p> <p>Tries out new techniques/ideas (e.g., hybrid texts)</p>	<p>With some support uses grade-level strategies to generate drafts and pieces of drafts.</p> <p>Occasionally makes revisions, but needs support to use writing tools and to complete a piece through the process.</p> <p>With prompting, tries new techniques/ideas.</p>	<p>Hardly ever uses grade-level strategies to generate writing.</p> <p>Not able to independently complete a piece of writing.</p> <p>Resists using writing tools or uses them ineffectively.</p>
	Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are purposeful and easy to understand, with few errors.</p>	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are clear with enough specific information to communicate the writing purpose. Errors do not interfere with meaning.</p>	<p>Demonstrates <u>most</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in pieces.</p> <p>Published pieces may be unfocussed in places but the writing meets basic requirements to communicate the purpose. Overall, meaning is evident.</p>	<p>May demonstrate some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused.</p> <p>Published pieces are difficult to follow and do not meet basic requirements. Errors interfere with meaning.</p>

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Text Forms	Skilfully selects and explains forms and presentation mode (written, visual, multimedia) based on audience and purpose. Thoughtfully includes structures and features according to form.	Selects and explains forms and presentation mode (written, visual, multimedia) based on audience and purpose. Generally includes structures and features according to form.	With some prompting selects and explains forms and presentation mode (written, visual, multimedia) based on audience and purpose. With support, includes structures and features according to form.	Is unable to select forms and Presentation mode based on audience and purpose. May include structures or features that are inappropriate and/or omit those that are expected.
Evidence: Quick writes, Writer's Notebook entries, pre-writing work, checklists, conference notes, peer assessment, writing reflections, exit slips, writing portfolio, word work, published pieces.				