

PROCESS

PRODUCT/INDICATORS

EVALUATION

VARIETY OF EXPRESSION

(1)

describes the differences between language situations

for example, between language with friends and with a prospective employer

oral or written description

- NM does not demonstrate knowledge of the difference between language situations
- PM demonstrates little knowledge of the difference between language situations
- M easily demonstrates knowledge of the difference between language situations

(2)

demonstrates how language changes according to audience, purpose, and situation

for example, between language with friends and with a prospective employer

role-playing, oral or written description

a

- NM uses the same type of language in all situations
- PM some change in language use, but often uses improper language, i.e.. informal language in formal situation
- M usually uses appropriate language according to the situation

LINGUISTICS AND GRAMMAR

(3)

identifies the seven parts of speech within within sentences

when presented with own writing, tells which words are nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions within context of sentences

completion of task

- NM little or no knowledge demonstrated
- PM identifies at least nouns, verbs, adjectives, and pronouns
- M identifies all seven parts of speech within sentences

## PROCESS

## PRODUCT/INDICATORS

## EVALUATION

(4)

identifies the subjects and predicates within sentences

complete and simple subjects and predicates

completion of task

NM demonstrates no knowledge of subject and predicate  
 PM demonstrates 60% accuracy identifying subjects and predicate  
 M demonstrates 80% accuracy identifying subjects and predicates

(5)

demonstrates knowledge of how to be a student

comes into the classroom correctly;  
 comes prepared for class; participates in class; manages assignments...

checklist of student behaviors, anecdotal records,

NM infrequently demonstrates student knowledge  
 PM usually demonstrates student knowledge  
 M consistently demonstrates student knowledge

(6)

uses a problem-solving strategy for learning

suggests tentative understanding;  
 pursues a topic/task to completion;  
 keeps relevant to a topic/task; plans;  
 selects among alternatives...

checklist of student behaviors, anecdotal records, role-playing

NM infrequently uses problem-solving strategies  
 PM often uses problem solving strategies  
 M consistently uses problem solving strategies

(7)

writes notes from lecture or after reading a suitable selection

completion of and accuracy of notes in comparison to original

completion of task

NM does not create notes  
 PM records notes with errors  
 M records accurate notes

Seventh Grade Language Concepts

PROCESS		PRODUCT/INDICATORS	EVALUATION
(8) makes a two-level outline		I. XXXXXXXXXXXX A. XXXXXXXX B. XXXXXXXX II. XXXXXXXXXXXX	completion of task
	NM PM M	does not make a two-level outline creates a two level outline with errors creates a two level outline	
(9) uses a dictionary		determines word meanings, parts of speech, syllabication, pronunciation, etymology, preferred spelling...	completion of task
	NM PM M	does not use dictionary uses dictionary to find word meanings and spelling uses dictionary efficiently and for multiple purposes	
(10) uses a thesaurus		finds synonyms and antonyms	completion of task
	NM PM M	does not use thesaurus uses thesaurus infrequently uses thesaurus frequently	
(11) uses a library		to find fiction and nonfiction books, to find magazines, and to find appropriate reference materials	completion of task
	NM PM M	unable to locate materials without assistance locates materials with some assistance uses card catalogue and DD system or Library of Congress system to find resources with minimal assistance	

PROCESS

PRODUCT/INDICATORS

EVALUATION

(12)

names services available from libraries

oral or written statement

- NM does not name available services
- PM names few services
- M names multiple services

(13)

reads assigned content-area material effectively

determines purpose for reading;  
 skims; reads to confirm predictions;  
 rereads as necessary; summarizes;  
 uses charts, pictures, graphs, and Tables  
 of Contents...

comprehension of  
 content-area material

- NM makes no attempt
- PM reads content area material with difficulty
- M reads content area material appropriately

(14)

constructs a schematic to remember

map, web, outline...

completion of task

- NM does not attempt to construct schematics
- PM constructs few schematics
- M easily constructs schematics