

Seventh Grade Writing

PROCESS	PRODUCT/INDICATORS	EVALUATION
(1) participates in some aspect of the writing process daily	pre-writes, drafts, edits, revises, proofreads, or shares writing	lesson plans
NM PM M	does not participate in the writing process daily demonstrates knowledge of topic, but does not follow writing process Participates in the writing process daily	
PREWRITING		
(2) participates in a prewriting activity	brainstorms, discusses, draws, dramatizes, speaks, listens, reads, observes, experiences, classifies, compares and contrasts, responds to media, interviews...	writing folder, lesson plans, checklist
NM PM M	generates few or no ideas for stories and is unable to discuss plots generates limited numbers of ideas for stories and rarely generalizes ideas about plots. Readily generates numerous ideas for stories and consistently generalizes ideas for plot outlines.	
(3) identifies purpose for writing	selects own topic and genre whenever possible	oral or written statement
NM PM M	no writing, or writing lacks purpose writes without a clear purpose in mind readily and consistently able to create and discuss their purpose for writing	

Seventh Grade Writing

PROCESS

PRODUCT/INDICATORS

EVALUATION

(4)

identifies audience for writing

oral or written statement

NM does not write, or writes for no particular audience
PM writes for general audience only
M writes for and can specify and discuss specific audiences

(5)

decides organization for writing task

prewriting in writing folder

NM does not organize
PM follows an imposed order
M produces and follows procedures for writing

(6)

narrows topic/subject

prewriting in writing folder

NM does not write, or is unable to narrow a topic
PM occasionally narrows topics or only in specific areas
M consistently narrows topic in multiple areas

DRAFTING

(7)

free writes to get a first draft

writes extemporaneously

draft in writing folder

NM does not write or produces little free writing
PM occasionally free writes first drafts
M frequently free writes on multiple topics

Seventh Grade Writing

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EVALUATION

(8)
monitors own writing

reads what has been written;
selects ideas to be pursued in
next draft

observation

- NM does not follow checklist and does not read own writing
- PM follows checklist incompletely and is often unable/unwilling to select ideas for improving writing
- M Willingly reads own writing and self selects ideas for improving drafts

(9)
writes next draft

draft in writing folder

- NM makes no, few, or only insignificant changes
- PM occasionally makes limited changes
- M consistently writes second draft and effectively uses self and other suggested modifications

REVISING, EDITING AND PUBLISHING

with teacher support, alone or
with peers:

(10)
revises for ideas

personal satisfaction with writing,
development of ideas with details
that fit the main idea of piece;
sequence of ideas; style, tone, and
mood as they relate to audience and
purpose; assumptions/gaps/omissions
that interfere with understanding...

final draft, writing folder,
lesson plans, revision
checklist

- NM does not write or is satisfied with rough draft, unwilling to revise
- PM makes some limited revisions and additions to main ideas
- M revises main ideas, secondary ideas, adds to style, tone, and mood of the work

Seventh Grade Writing

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EVALUATION

(11)

revises for paragraph structure

coherence of paragraph; use of transitional words; organization according to specialized structures of cause and effect; comparison and contrast, time order; statement of main idea as a topic sentence

final draft, writing folder, lesson plans, revision checklist

- NM demonstrates no concept of appropriate paragraph usage
- PM makes attempts to use paragraphs, but occasionally places paragraphs in poor or inappropriate locations.
- M consistently exhibits significant paragraphing skills

(12)

revises for sentence structure

expanded and combined sentences; use of a variety of simple sentence types; use of compound and complex sentences

final draft, writing folder, lesson plans, revision checklist

- NM does not write, or writing exhibits extremely poor sentence structure
- PM uses mostly short, simple sentence structure
- M consistently uses simple, compound, and complex sentence structure appropriately

(13)

revises for word choice

use of concrete, descriptive words, use of ..

final draft, writing folder, lesson plans, revision checklist

- NM does not change words, unable to use correct verb tense, does not edit for spelling, punctuation, or capitalization
- PM edits only when prompted, rarely uses thesaurus or other external sources of information
- M consistently revises words, word usage, verb tense, spelling, punctuation, and capitalization, uses external sources appropriately and willingly

Seventh Grade Writing

PROCESS		PRODUCT/INDICATORS	EVALUATION
edits for usage	(14)	conventional use of word endings, personal pronouns, contractions, singular possessives, verb tenses..., subject-verb agreement	final draft, writing folder, editing checklist, lesson plans
		NM does not change words, unable to use correct verb tense, does not edit for spelling, punctuation, or capitalization	
		PM edits when prompted, rarely uses thesaurus external sources of information M consistently revises words, word usage, verb tense, spelling, punctuation, and capitalization, uses external sources appropriately and willingly	
edits for spelling, punctuation, and capitalization	(15)	conventional usage	final draft, writing folder, editing checklist, lesson plans
		NM does not change words, unable to use correct verb tense, does not edit for spelling, punctuation, or capitalization	
		PM edits only when prompted, rarely uses thesaurus or other external sources of information M consistently revises words, word usage, verb tense, spelling, punctuation, and capitalization, uses external sources appropriately and willingly	
rewrites paper	(16)	incorporates revisions and editing changes, provides legible handwriting and neatness	writing folder, lesson plans
		NM does not rewrite work or proofread final draft	
		PM occasionally rewrites and proofreads M consistently and willingly revise and proofreads final draft and prepares it for publication	

Seventh Grade Writing

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EVALUATION

(17)
proofreads final draft of paper

for mistakes in copying revised and edited draft

final draft

NM does not rewrite work or proofread final draft
 PM occasionally rewrites and proofreads
 M consistently and willingly revise and proofreads final draft and prepares it for publication

(18)
shares or publishes final draft of paper

displays on bulletin board; reads aloud; binds into book; prints in newsletter; shares in reading circle

bulletin boards, lesson plans, published booklets...

NM fails to complete final draft and share it
 PM complete final draft or publication but does not share it
 M completes final draft or publication and shares it appropriately

(19)
writes a personal experience narrative

final draft

NM fails to complete task
 PM completes at least three of the assigned tasks
 M complete five of the assigned tasks

(20)
writes an imaginative story

final draft

NM fails to complete task
 PM completes at least three of the assigned tasks
 M complete five of the assigned tasks

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PROCESS

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EVALUATION

(21)

writes a report based on personal observation

final draft

- NM fails to complete task
- PM completes at least three of the assigned tasks
- M complete five of the assigned tasks

(22)

writes a communication

final draft

letter, invitation, thank-you note,
letter to editor/public figure, note,
message, notice, instructions...

- NM fails to complete task
- PM completes at least three of the assigned tasks
- M complete five of the assigned tasks

(23)

writes a poem

final draft

- NM fails to complete task
- PM completes at least three of the assigned tasks
- M complete five of the assigned tasks