



**Grade 7 Literacy Assessment  
2006-2007**

**Information Bulletin**

Department of Education  
Evaluation Branch  
P.O. Box 6000  
Fredericton, NB  
E3B 5H1  
(506) 453-2744



## Table of Contents

Overview .....	1
Sample Reading Passages and Questions .....	4
Writing Performance Standards for end of Grade Six .....	8
Appendix A – Student Writing Exemplars with Rationale .....	9
Sample I      “ <i>Jumping on a trampoline is one of my favorite pass-times.</i> ” .....	10
Sample II     “ <i>Keeping physically fit is an essential for a healthy life style.</i> ” .....	14
Sample III    “ <i>One dark, stormy, rainy night sat a kitten...in front                     of a window.</i> ” .....	18
Sample IV     “ <i>It has been proposed that everyone desiers to be                     physically fit and healthy.</i> ” .....	22
Appendix B – Writing Performance Standards for end of Grades 2 and 4 .....	25



## **Overview**

### **Introduction**

In support of the provincial emphasis on literacy and the provincial Quality Learning Agenda, the Grade 7 Literacy Assessment will be administered annually in mid-October.

- All grade 7 students will participate.
- The reading comprehension component will occur during a single ninety-minute session.
- The writing component will be completed in two sixty-minute sessions during the same week.
- Students will be allowed to use a dictionary and/or a thesaurus, but should be cautioned about their overuse during a timed test.

The results will assist the Department of Education in monitoring progress toward the provincial goal that students are able to read, comprehend, and write at the established levels of achievement.

### **Registration**

The Grade 7 Literacy Assessment is intended to be as inclusive as possible. Early in September, schools will be asked to register virtually all grade 7 students. Modifications to administrative procedures may be considered to enable special-needs students to participate in the assessment (see Eligibility: Grade 7 Literacy Assessment, pages 2-3).

### **Reading**

The reading comprehension component will consist of several age-appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction), drama, and poetry, and varying in length, subject matter, and style. Students will read the passages and will answer fifty selected-response questions to assess the strategies used to demonstrate their proficiency in reading. There will be a variety of questions; some will require demonstration of critical thinking, while others will require interpretation or reflection. Students will select the **best** response, and will darken their chosen answer on an accompanying scantron answer sheet.

### **Writing**

The guidelines will include the following:

- The writing component will be completed over two sessions, each of a sixty-minute duration to allow time to complete an edited draft with a final copy.
- Students will produce their pieces in a test booklet, choosing from a variety of writing prompts.
- The writing is intended to reflect the student's ability to write independently. Students should apply the strategies which have been learned and which were modelled throughout their schooling. It is expected that students are familiar with independent personal brainstorming. Also, all edits and/or revisions should be initiated and completed by students independently, with no teacher intervention.

## **Administration Schedule**

Reading Comprehension – Part One  
Reading Passages and Selected-Response Questions – 90 minutes

Writing – Part Two  
Writing I – 60 minutes  
Writing II – 60 minutes

*Parts One and Two will be administered during the same week in mid-October.*

## **Sample Reading Questions**

Included with this document are sample reading passages and selected-response questions reflecting the nature and complexity of questions that will appear in the Grade 7 Literacy Assessment (see page 4).

## **Writing Performance Standards**

Teachers are encouraged to familiarize their students with the grade six performance standards for writing (see page 8) and supporting student writing exemplars (see Appendix A). Included, as well, are the performance standards for writing at the end of grades 2 and 4 (see Appendix B).

## **Results**

In the second term, districts and schools will be provided results regarding student performance on the Grade 7 Literacy Assessment.

## **Eligibility: Grade 7 Literacy Assessment**

### **Total and Partial Exemptions**

Total exemptions from the Grade 7 Literacy Assessment should be considered for those students who have a cognitive deficit, multiple handicapping conditions or a specific Learning Disability to such a degree as would render the assessment inappropriate and/or emotionally harmful. Exemptions will be allowed for students who have been identified with exceptionalities and have current Special Education Plans, which document the need for exemption. Partial exemptions may be considered for students who are unable to attempt a specific component of the assessment.

The required forms should be completed by the Resource teacher in consultation with appropriate teachers and the school principal, and signed by the principal and a parent or guardian. Completed forms should be sent to the district Director of Education for confirmation and signature. The Director of Education will then forward them to the Evaluation Branch.

## Accommodations

Teachers and principals should make every effort to enable students with special needs to participate in the assessment to the best of their ability. Appropriate accommodations should be provided to preserve students' self-respect and sense of belonging. Schools are encouraged to include as many students in the assessment as possible.

1. **Scribes:** When circumstances require a scribe, a scribe should write **exactly** what the student dictates; no interventions are appropriate. A scribe should not ask leading questions, offer advice, nor in any way suggest changes or elaboration to the student's responses. A scribe for a student should not be a parent or immediate family member. Scribing sessions must be recorded and the tape submitted with the student's assessment.
2. **Additional Time:** Students whose Special Education Plans require additional time to write an assessment shall be accommodated. The amount of time beyond one hundred percent extra will be determined on an individual basis by the school in cooperation with the Director of Evaluation, Evaluation Branch, Department of Education.
3. **Alternate Setting:** An alternate individual or small group setting may be provided for students whose learning difficulties make concentration a problem, or whose behavior may distract other students.
4. **Provision of Test in Different Format:** Large print or Braille format may be provided for special-needs situations.
5. **Extended use of Technology:** Where appropriate, documented students may respond exclusively, using a word processor.
6. **For Reading Assessments:** Only verbatim reading of directions should be used. (Reading comprehension passages and questions accompanying them may not be read out loud to students.) Partial exemptions may be requested for students completely unable to read, where ongoing documentation exists at the school and/or district office.
7. **Use of Sign Language or Personal FM System**

The required forms should be completed by the classroom teacher or Resource teacher and signed by the principal. Completed forms should be returned to the Evaluation Branch with copies sent to the Director of Education.

## Sample Reading Passages and Questions

### BATS

Read the following and answer questions 1 to 3.

**When Jennifer was 11 years old, a small colony of bats began roosting under the eaves of her family’s house in northwestern Kenya. These are some of the entries in a log Jennifer began keeping:**

5 **Mar. 1** – I got up at 20 minutes to six so I could see the bats come in this morning. The scene under our eaves looked like a busy airport! The bats all used the same flight path. Some hovered to inspect roosting quarters and others had squeaky quarrels over territory. The first light of day started as the bats finally settled down.

10 **Mar. 8** – There are 10 bats today. A mother and baby have a “room” all to themselves. The mother, Helen, holds the baby, which I have named Coffee, in her wings so you can only see the baby’s head. She licks it often.

**Mar. 9** – Is Fawn another mother with a very young baby? Yes! There is a much smaller baby. I have named him Toto, which means small child in our language.

**Mar. 19** – At first we thought that the bats returned to the same roost each night. Now we know they don’t. It’s “first come, first served.”

1. **The eaves looked like a “busy airport” (line 5) on March 1 because bats were**

- A. lined up to take off.
- B. circling the garden.
- C. diving and swooping.
- D. landing one after another.

2. **The “quarrels over territory” (line 6) recorded on March 1 were**

- A. fights with enemies.
- B. sounds made to locate food.
- C. noises made to protect the babies.
- D. competitions for sleeping places.

3. **Jennifer’s purpose in keeping this log was**

- A. to learn about bat behaviour.
- B. to encourage people to protect bats.
- C. to persuade readers that bats are helpful.
- D. to entertain her friends with stories about bats.



## PIGEONS

Read this poem. Then answer questions 1 to 3.

Pigeons are city folk  
content  
to live with concrete  
and cement.

5 They seldom  
try  
the sky.

10 A pigeon never sings  
of hill  
and flowering hedge,  
but busily commutes  
from sidewalk  
to his ledge.

Oh pigeon, what a waste of wings!

- The pigeons in this poem live**
  - on a grassy hill.
  - in an unused barn.
  - on a building ledge.
  - under a flowering hedge.
- When the poet writes that the pigeon “commutes” (line 11), she means it**
  - seldom leaves its perch.
  - is surrounded by people hurrying to work.
  - paces aimlessly up and down the sidewalk.
  - travels between its perch and the sidewalk.
- According to the poet, these pigeons**
  - long for trees and open spaces.
  - are happy with life in the city.
  - feel trapped by tall buildings.
  - could live happily anywhere.

**Read this piece of fiction. Then answer questions 1 and 2.**

### **THE QUARTER**

The wayside restaurant at which we had lunch is all window in front, a sort of super picture window. You park your car on the gravel in front, the nose of your car a few feet from the window. Even with nothing but a bunch of parked cars' noses to look at, it is pleasant to have lunch at the tables by this spacious window.

5           The bill was small. The tip for the waitress who served us with extra friendly attention was in change. Quarters, three of them. When my wife and I went out and got in our car, we were just in time to see two ladies take their place at the table we had just vacated.

10           Our dishes were still on the table, and the lady who took my chair, a woman in her thirties, stylishly dressed in summer white, a cool-faced, competent-looking person, pushed the dishes away from in front of her and noticed my coins that had been secreted under the tea saucer.

15           To my astonishment, I saw her flick the coins with her finger tip. I told my wife to look. The handsome, practical-looking lady calmly placed her pucker-string white purse on the table, opened it, picked up a quarter, placed it in her purse, drew the pucker string, shoved the remaining two quarters back under the saucer, and then glanced up to look straight into our shocked stare, not ten feet from her.

20           She was unruffled. She didn't even flush. But she refused to raise her eyes again, though we sat there a long moment while I resurrected certain profanities I had not uttered in a very long time.

The two, both far better clothed than most people, sat in calm conversation, and studied the menu.

"Fantastic!" said my wife.

I got out and returned to the restaurant.

25           I took another quarter from my pocket and went over to the table. I shoved the saucer aside, and made certain only two coins remained.

"Don't touch this one," I said politely, as I laid the second quarter alongside the others.

She never batted an eye.

30           Some people have massive self-control.

*Gregory Clark*

1. **When the narrator saw the quarter being taken, he was**

- A. inside his car.
- B. at the cash register.
- C. just inside the restaurant.
- D. in the process of vacating his chair.

2. **The phrase that suggests the lady felt guilty is**

- A. "she was unruffled" (line 18).
- B. "she didn't even flush" (line 18).
- C. "she refused to raise her eyes again" (line 18).
- D. "she never batted an eye" (line 29).

**Appropriate Performance**

An appropriate performance will illustrate writing that

**Content**

- includes straightforward and predictable ideas
- includes relevant information with details to support the ideas

**Organization**

- gives a clear and focussed purpose
- has ideas expressed in paragraphs with supporting details for each main idea
- demonstrates control of sequence with smooth transitions

Narrative/Imaginative Writing

- has a beginning that is clear, with the main characters introduced and the conflict presented
- portrays characters who are based on familiar stereotypes and tend to be ‘good’ or ‘bad’
- presents generally clear dialogue which contributes to character and plot development
- gives definitive endings (could be predictable and/or abrupt)

Information Text

- follows most conventions of the selected form (persuasive writing, reports, letters, invitations, directions, procedures, etc.)
- contains special text features (charts, diagrams, etc.) that are generally clear and related to content
- presents introductions that show a clear purpose
- has text that follows a logical sequence (chronological, cause and effect, etc.)
- ends with a logical conclusion (possibly over generalized)

**Word Choice**

- consistently includes appropriate and varied word choices to enhance meaning

**Voice**

- demonstrates an awareness of audience and engagement with subject
- includes glimpses of strong feeling and individuality

**Sentence Structure**

- includes a variety of sentence lengths and structures
- attempts complex sentence structures (occasional errors)

**Conventions**

- includes correct capital letters and end punctuation
- includes internal punctuation (commas, quotation marks, and apostrophes) with some competence
- has familiar and commonly used words spelled correctly
- generally follows subject/verb agreement
- incorporates generally correct verb tense

**Strong Performance**

A strong performance will illustrate writing that

**Content**

- includes some original and thoughtful ideas
- shows development of information with details to support the ideas

**Organization**

- shows an engaging and effective introduction
- includes smooth paragraphs with strong connections throughout
- demonstrates command of sequence with fluid transitions

Narrative/Imaginative Writing

- introduces the characters and conflict in an engaging and creative manner
- shows a development of complex characters, settings and plot
- presents clear dialogue that enhances character and plot development
- gives definitive endings (could be surprising or unusual)

Information Text

- follows conventions of the selected form (persuasive writing, reports, letters, invitations, directions, procedures, etc.)
- contains special text features (charts, diagrams, etc.) that are clear and enhance content
- presents introductions that effectively establish purpose and engage the audience
- has text that follows a logical sequence (chronological, cause and effect, etc.) with effective transitions
- ends with a logical and appropriate conclusion

**Word Choice**

- effectively includes varied and precise word choices to enhance meaning

**Voice**

- demonstrates a confident awareness of audience and a sincere engagement with subject
- includes strong feeling and individuality

**Sentence Structure**

- includes a variety of effective sentence lengths and structures
- confidently uses complex sentence structures (minimal errors)

**Conventions**

- demonstrates skill with the correct use of capital letters and end punctuation
- includes internal punctuation (commas, quotation marks, and apostrophes) with competence
- includes more complex vocabulary (minimal spelling errors)
- correctly follows subject/verb agreement
- incorporates correct use of verb tense

**Appendix A**  
**Student Writing Exemplars with Rationale**

## SAMPLE I

Strong Performance

Page 1 of 2

*“Jumping on a trampoline is one of my favorite pass-times.”*

1     \_\_\_\_\_ Jumping on a trampoline is one of my favorite  
2     \_\_\_\_\_ pass-times. I am lucky to have one at my house.  
3     \_\_\_\_\_ This story takes place on my trampoline with one of  
4     \_\_\_\_\_ my good friends, Samantha. It tells of the day  
5     \_\_\_\_\_ that we have laughed about even now, even though it  
6     \_\_\_\_\_ was years ago.

7     \_\_\_\_\_ That spring afternoon was particularly muddy and wet,  
8     \_\_\_\_\_ and I almost tripped on the sticky, just grass to meet  
9     \_\_\_\_\_ Samantha. The cold breeze nipped at my uncovered  
10    \_\_\_\_\_ finger tips, and the overcast sky shaded everything, but  
11    \_\_\_\_\_ we knew it wouldn't keep us from having fun.

12    \_\_\_\_\_ “Let's do tricks!” Samantha suggested as we hopped  
13    \_\_\_\_\_ up onto the trampoline.

14    \_\_\_\_\_ We did backflips and frontflips, loop-dee-loops  
15    \_\_\_\_\_ and turns. I had finally mastered the hand flip  
16    \_\_\_\_\_ after much trial and error. I was so proud of myself  
17    \_\_\_\_\_ that I created a handflip of my own, one which  
18    \_\_\_\_\_ I lovingly referred to as “The Double Flip”.

19    \_\_\_\_\_ “Watch,” I announced, “I'm going to do a perfect  
20    \_\_\_\_\_ Double Flip!”

## SAMPLE I

Strong Performance

Page 2 of 2

*"Jumping on a trampoline is one of my favorite pass-times."*

22 I began to jump as a took my mark.

23 "1... 2... 3!"

24 I leaped forward, bouncing back on my

25 hands. I had executed the first flip

26 perfectly. The second one was a tad

27 trickier, as I was a bit dizzy when I

28 landed on my feet, I tried to stop myself...

29 but I couldn't!

30 I gasped as I hurdled over the edge

31 of the trampoline, diving into the mud.

32 Thankfully I flipped over just in time,

33 so I ended up landing on my bottom.

34 "Are you OK?!" Samantha cried.

35 I quivered a bit in recoil. I tensed my

36 muscles a bit to see if I was hurt, but I

37 was OK. I was covered from head to toe in

38 mud. Then we both just started to laugh.

39 What a funny and memorable day that was,

40 although my mother had said...

41 "No more Double Flips!",

42 I haven't done another one since.

## SAMPLE I

*“Jumping on a trampoline is one of my favorite pass-times.”*

### Content

- includes some original and thoughtful ideas *about a humorous incident on a trampoline*  
lines 4-6 “It tells of the day that we have laughed about even now, even though it was years ago.”  
lines 14-15 “We did backflips and frontflips, loop-dee-loops and turns.”
- shows development of information with details to support the ideas  
lines 15-16 “I had finally mastered the hand flip after much trial and error.”  
lines 37-38 “I was covered from head to toe in mud.”

### Organization

- shows an engaging and effective introduction  
lines 4-6 “It tells of the day that we have laughed about even now, even though it was years ago.”
- includes smooth paragraphs with strong connections throughout
  - paragraph # 1 introduction  
lines 1-2 “Jumping on a trampoline is one of my favorite pass-times.”
  - paragraph # 2 meeting her friend  
lines 7-9 “That spring afternoon...I almost tripped...to meet Samantha.”
  - paragraph # 3 dialogue  
line 12 “Let’s do tricks!”
  - paragraph # 4 practising flips  
lines 15-16 “I had finally mastered the hand flip after much...error.”
  - paragraph # 5  
lines 19-20 “Watch,” I announced. “I’m going to do a...Double Flip!”
  - paragraph # 6 dialogue  
line 23 “1...2...3!”
  - paragraph # 7 executing flips  
lines 25-26 “I had executed the first flip perfectly.”
  - paragraph # 8 the incident  
lines 30-31 “I gasped as a hurdled over the edge...into the mud.”
  - paragraph # 9 dialogue  
line 34 “Are you OK?!”
  - paragraph # 10 the reaction  
line 38 “Then we both just started to laugh.”
  - paragraph # 11 conclusion  
line 39 “What a funny and memorable day that was,...”
- demonstrates command of sequence with fluid transitions  
line 7 “That spring afternoon”  
line 42 “I haven’t done another one since.”



*“Jumping on a trampoline is one of my favorite pass-times.”*

**Word Choice**

- effectively includes varied and precise word choices to enhance meaning
  - line 9 “cold breeze nipped”
  - lines 9-10 “uncovered fingertips”
  - line 10 “the overcast sky shaded everything”
  - line 15 “finally mastered”
  - line 25 “executed”
  - line 30 “hurdled”
  - line 35 “quivered”

**Voice**

- demonstrates a confident awareness of audience and a sincere engagement with subject
  - lines 3-4 “This story takes place...with one of my good friends, Samantha.”
  - lines 9-11 “The cold breeze nipped at my uncovered fingertips,...but...it wouldn’t keep us from having fun.”
- includes strong feeling and individuality
  - line 2 “I am lucky to have one at my house.”
  - line 18 “...I lovingly referred to as “The Double Flip.”
  - lines 19-20 “I’m going to do a perfect Double Flip!”

**Sentence Structure**

- includes a variety of effective sentence lengths and structures
  - line 2 “I am lucky to have one at my house.”
  - lines 7-9 “That spring afternoon was particularly muddy and wet, and I almost tripped on the sticky, wet grass to meet Samantha.”
- confidently uses complex sentence structures (minimal errors)
  - lines 27-29 “When I landed on my feet, I tried to stop myself...but I couldn’t!”

**Conventions**

*The student demonstrates skill in the conventions of good writing.*

- demonstrates skill with the correct use of capital letters and end punctuation
  - lines 12-13, 19-20
- includes internal punctuation (commas/quotation marks/apostrophes) with competence
  - lines 9-11, 16-18
- includes more complex vocabulary (minimal spelling errors)
  - lines 7, 25, 35
- correctly follows subject/verb agreement
  - lines 16-18, 26-27
- incorporates correct use of verb tense
  - lines 32-33, 35-37

## SAMPLE II

Strong Performance

Page 1 of 2

*"Keeping physically fit is an essential for a healthy life style."*

1 Keeping physically fit is an essential for a healthy  
2 life style. Physicians say that regular exercise starting  
3 at an early age can help promote a love of  
4 keeping in shape throughout life. I do many things  
5 each season that are both healthy and fun.

6 Spring is the time that everything reawakens from the  
7 winter. It's the perfect time for jogging. I like to  
8 do it with my friends, and we always have a lot  
9 of fun. I also walk my dog. It keeps both of  
10 us happy and healthy.

11 In the summer, the weather is scorching, so  
12 swimming is a great way to cool down. Also, in the  
13 summer I like to climb tall trees and look down on  
14 the ground below my dangling feet.

15 Fall is also a great time to exercise because it keeps  
16 you healthy and warm. At this time of year I ride  
17 my bike and rake leaves. A good way of enjoying this  
18 colorful month is when you're outside exercising.

19 In winter, a lot of people tend to stay inside  
20 rather than exercise, but not me. Figure skating is a  
21 fun thing to do at this time, and you can also build  
22 towering snowforts and slide down tall hills with ease.

SAMPLE II

Strong Performance

Page 2 of 2

*“Keeping physically fit is an essential for a healthy life style.”*

23 I'd have to say that this is definitely my favorite  
24 season of all.

25 In conclusion, it's important to stay active all year  
26 round. You can stay fit and have fun no matter what  
27 the weather is like outside.

## SAMPLE II

*“Keeping physically fit is an essential for a healthy life style.”*

### Content

- includes some original and thoughtful ideas *about keeping fit throughout the year*  
lines 2-4 “Physicians say that regular exercise...keeping in shape throughout life.”  
lines 4-5 “I do many things each season that are both healthy and fun.”
- shows development of information with details to support the ideas  
lines 9-10 “I also walk my dog. It keeps both of us happy and healthy.”  
lines 21-22 “...you can also build towering snowforts and slide down tall hills with ease.”

### Organization

- shows an engaging and effective introduction  
lines 1-2 “Keeping physically fit is an essential for a healthy life style.”
- includes smooth paragraphs with strong connections throughout
  - paragraph # 1 introduction  
lines 4-5 “I do many things each season that are both healthy and fun.”
  - paragraph # 2 fitness in spring  
line 7 “It’s the perfect time for jogging.”
  - paragraph # 3 fitness in summer  
lines 12-13 “Also, in the summer I like to climb tall trees...”
  - paragraph # 4 fitness in fall  
lines 16-17 “...I ride my bike and rake leaves.”
  - paragraph # 5 fitness in winter  
lines 19-21 “In winter,...people...stay inside..., but not me. Figure skating is a fun thing to do...”
  - paragraph # 6 conclusion  
lines 25-26 “...it’s important to stay active all year round.”
- demonstrates command of sequence with fluid transitions
  - line 11 “In the summer,...”
  - line 19 “In winter,...”
  - line 25 “In conclusion,...”

## SAMPLE II

*“Keeping physically fit is an essential for a healthy life style.”*

### Word Choice

- effectively includes varied and precise word choices to enhance meaning
  - line 2 “Physicians”
  - line 3 “promote”
  - line 6 “reawakens”
  - line 11 “scorching”
  - line 14 “dangling”

### Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject
  - lines 17-18 “A...way of enjoying this colorful month is when you’re outside exercising.”
  - line 26 “You can stay fit and have fun no matter what...”
- includes strong feeling and individuality
  - line 7 “It’s the perfect time for jogging.”
  - lines 23-24 “I’d have to say that this is definitely my favorite season of all.”

### Sentence Structure

- includes a variety of effective sentence lengths and structures
  - line 9 “I also walk my dog.”
  - lines 20-22 “Figure skating is a fun thing to do at this time, and you can also build towering snowforts and slide down tall hills with ease.”
- confidently uses complex sentence structures (minimal errors)
  - lines 26-27 “You can stay fit and have fun no matter what the weather is like outside.”

### Conventions

*The student demonstrates skill in the conventions of good writing.*

- demonstrates skill with the correct use of capital letters and end punctuation
  - lines 4-5, 9-10
- includes internal punctuation (commas/quotation marks/apostrophes) with competence
  - lines 11-12, 19-20
- includes more complex vocabulary (minimal spelling errors)
  - lines 2, 6, 18
- correctly follows subject/verb agreement
  - lines 12-14, 20-22
- incorporates correct use of verb tense
  - lines 2-4, 16-17

*"One dark, stormy, rainy night sat a kitten in front of a window."*

### Kitten's first day at school!

1 One dark, stormy, rainy night sat a kitten in front  
2 of a window. He hummed to himself as his light, yellow  
3 eyes watched the drops fall from the dark, gloomy,  
4 gray clouds. Tomorrow was the start of school and  
5 kitten was going into a school for the first time of his  
6 life. He didn't know what to do but sit on a stool and think  
7 about the other animals he'd be meeting. Another cat  
8 appeared from the darkness and told kitten to go to bed  
9 in a soft voice. The kitten obeyed and strooled off to his  
10 bedroom with a sad look on his face.

11 The next morning the sun was nowhere to be seen  
12 in the sky as big, cold raindrops fell upon kitten  
13 as he stood in a small puddle of rain. The rain dripped  
14 off of his long, thin, whiskers as he stepped onto the  
15 big, scary school bus.

16 By the time the bus arrived at school kitten thought  
17 it was a peaceful ride until three other kittens came  
18 up and punched kitten in the shoulder. Every day the  
19 bullies would come and do something to kitten to  
20 make him cry, then they'd leave him there all by  
21 himself moping in his sadness. Finally the kitten

SAMPLE III

Appropriate Performance

Page 2 of 2

*“One dark, stormy, rainy night sat a kitten in front of a window.”*”

22 told his mother about the kittens that wouldn't stop  
23 bullying him. His mother suggested he try making  
24 friends with the bullies. Kitten nodded his head and he  
25 sprinted off to his bedroom.

26 The next week kitten introduced himself to the bullies  
27 and they smiled with blissfully. Finally after days of  
28 cold rain the sun finally came out as kitten walked  
29 to the classroom with his new best friends.

30 THE END!  
31

## SAMPLE III

*“One dark, stormy, rainy night sat a kitten in front of a window.”*

### Content

- includes straightforward and predictable ideas *about the kitten’s feelings and reactions toward school*
  - lines 4-5 “Tomorrow was the start of school...”
  - lines 6-7 “He didn’t know...the other animals he’d be meeting.”
- includes relevant information with details to support the ideas
  - lines 13-15 “The rain dripped...as he stepped onto the big, scary schoolbus.”
  - lines 17-18 “...three other kittens came up and punched kitten in the sholder.”

### Organization

- gives a clear and focussed purpose
  - lines 4-6 “Tomorrow was the start of school...for the first time of his life.”
- has ideas expressed in paragraphs with supporting details for each main idea
  - paragraph # 1 Introduction
    - lines 4-5 “Tomorrow was the start of school...for the first time of his life.”
  - paragraph # 2 waiting for the bus
    - lines 13-15 “The rain dripped...he stepped onto the big, scary schoolbus.”
  - paragraph # 3 being bullied
    - lines 18-19 “Every day the bullies would come and do something...”
  - paragraph # 4 Conclusion (resolution)
    - lines 28-29 “...kitten walked to the classroom with his new best friends.”
- demonstrates control of sequence with smooth transitions
  - line 11 “The next morning”
  - line 16 “By the time”
  - line 26 “The next week”



## SAMPLE III

*“One dark, stormy, rainy night sat a kitten in front of a window.”*

### Word Choice

- consistently includes appropriate and varied word choices to enhance meaning
  - line 2 “hummed to himself”
  - lines 3-4 “gloomy, gray clouds”
  - line 21 “moping”
  - line 25 “sprinted”

### Voice

- demonstrates an awareness of audience and engagement with subject
  - lines 2-4 “He hummed to himself as his light, yellow eyes watched the drops fall from the dark, gloomy, gray clouds.”
- includes glimpses of strong feeling and individuality
  - lines 9-10 “The kitten obeyed...with a sad look on his face.”
  - lines 14-15 “...as he stepped onto the big, scary schoolbus.”

### Sentence Structure

- includes a variety of sentence lengths and structures
  - lines 1-2 “One dark, stormy, rainy night sat a kitten in front of a window.”
  - lines 4-6 “Tomorrow was the start of school...for the first time of his life.”
- attempts complex sentence structures (occasional errors)
  - lines 13-15 “The rain dripped off his long, thin, whiskers as he stepped onto the big, scary schoolbus.”

### Conventions

*The student demonstrates skill in the conventions of good writing, with occasional errors.*

- includes correct capital letters and end punctuation (Kitten, when used as a proper noun, should be capitalized.)
  - lines 1-2, 21-23
- includes internal punctuation (commas/quotation marks/apostrophes) with some competence
  - lines 13-15, 20, 22
- has familiar and commonly used words spelled correctly (Many commonly used words are misspelled.)
  - lines 17, 18, 23
- generally follows subject/verb agreement
  - lines 2-4, 4-6
- incorporates generally correct verb tense
  - lines 13-15, 16-18

SAMPLE IV

Appropriate Performance

Page 1 of 1

*"It has been proposed that everyone desires to be physically fit and healthy."*

1 It has been proposed that everyone desires to be physically  
2 fit and healthy. I am going to talk about what I do to stay  
3 physically fit.

4 For example, I stay physically fit by working out, playing sports,  
5 jogging and just plan exercise. For most people staying fit is pretty  
6 easy but for others that are over weight have a harder time  
7 working out, jogging, playing sports and just plan exercise.

8 I think that I am physically fit because I am thirteen and only  
9 sixty-five pounds and four foot nine (I'm a pretty small kid) and I only  
10 exercise about four times a week. I try to exercise more but I  
11 always have to do my homework and walk my dog, well I guess by  
12 walking my dog I get a little exercise but not as much as I would  
13 by lifting weights or playing sports.

14 The reason why I stay physically fit is because I don't want  
15 to be over weight and I don't want to be non-active. I just want  
16 to be a normal kid.

17 So try to exercise and stay fit and the world will be much better.  
18 And there will be less obesity and less people over weight and more people  
19 physically fit and healthy.

20 Sincerely j

## SAMPLE IV

*“It has been proposed that everyone desires to be physically fit and healthy.”*

### Content

- includes straightforward and predictable ideas *about staying physically fit*  
lines 4-5 “For example, I stay physically fit...and just plan exercise.”  
lines 14-15 “The reason why I stay physically fit is because I don’t want to be over weight...”
- includes relevant information with details to support the ideas  
line 7 “...working out, jogging, playing sports and just plan exercise.”  
lines 9-10 “...I only exercise about four times a week.”

### Organization

- gives a clear and focussed purpose  
lines 2-3 “I am going to talk about what I do to stay physically fit.”
- has ideas expressed in paragraphs with supporting details for each main idea  
paragraph # 1 introduction  
lines 1-2 “It has been proposed that everyone desires to be physically fit and healthy.”  
paragraph # 2 ways to keep physically fit  
line 7 “...working out, jogging, playing sports and just plan exercise.”  
paragraph # 3 the writer’s exercise routine  
lines 9-10 “...I only exercise about four times a week.”  
paragraph # 4 reasons for exercising  
lines 14-15 “...because I don’t want to be over weight...”  
paragraph # 5 conclusion (advice)  
line 17 “So try to exercise and stay fit...”
- demonstrates control of sequence with smooth transitions  
line 4 “For example,”  
line 14 “The reason why”  
line 17 “So try to exercise”

## SAMPLE IV

*“It has been proposed that everyone desiers to be physically fit and healthy.”*

### Word Choice

- consistently includes appropriate and varied word choices to enhance meaning
  - line 1 “proposed”
  - line 2 “healthy”
  - line 18 “obesity”

### Voice

- demonstrates an awareness of audience and engagement with subject
  - lines 2-3 “I am going to talk about what I do to stay physically fit.”
  - line 9 “(I’m a pretty small kid.)”
- includes glimpses of strong feeling and individuality
  - lines 14-15 “...I don’t want to be over weight...”
  - lines 15-16 “I just want to be a normal kid.”

### Sentence Structure

- includes a variety of sentence lengths and structures
  - lines 15-16 “I just want to be a normal kid.”
  - line 17 “So try to exercise and stay fit and the world will be much better.”
- attempts complex sentence structures (occasional errors)
  - lines 14-15 “The reason why I stay physically fit...non-active.”

### Conventions

*The student demonstrates skill in the conventions of good writing, with occasional errors.*

- includes correct capital letters and end punctuation
  - lines 2-3, 15-16
- includes internal punctuation (commas/quotation marks/apostrophes) with some competence
  - lines 4-5, 14-15
- has familiar and commonly used words spelled correctly
  - lines 1, 8, 13
- generally follows subject/verb agreement
  - lines 2-3, 8-10
- incorporates generally correct verb tense
  - lines 14-15, 15-16

**Appendix B**  
**Writing Performance Standards for end of Grades 2 and 4**

## Writing Performance Standards – End of Grade Two

<b>Appropriate Performance</b>	<b>Strong Performance</b>
<p><b>Students who achieve appropriate performance in writing</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events</li> <li>include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>use simple connecting words (e.g., and, then, so) to link ideas</li> <li>present ideas/information in a sequence that can be followed</li> </ul> <p style="text-align: center;"><u><b>Narrative/imaginative writing</b></u></p> <ul style="list-style-type: none"> <li>has a beginning, middle and end; ending may be abrupt</li> <li>usually identifies the characters and problem at the beginning of the story, but tends to be brief</li> <li>may include dialogue</li> <li>may be modeled on stories read, heard or viewed, or based on personal experiences</li> </ul> <p><b>Information text</b></p> <ul style="list-style-type: none"> <li>opening introduces the topic; the closing or concluding statement may be omitted or abrupt</li> <li>shows some awareness of form (e.g., recount, basic instructions, report)</li> <li>includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities)</li> </ul> <p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>may include a few strong word choices; majority of word choices is ordinary with some repetition of words</li> </ul> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>use mostly simple sentence structure; many sentences are complete</li> <li>include a few longer sentences and/or sentences that begin in different ways</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks</li> <li>use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in many cases; may capitalize some words unnecessarily</li> <li>spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations</li> <li>use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.)</li> </ul>	<p><b>Students who achieve strong performance in writing</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>include a series of ideas or events related to a topic; maintain focus on the topic</li> <li>include relevant details or information to expand on the topic or support the main idea</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>link ideas in a variety of ways, creating some flow to the writing</li> <li>present ideas/information in a logical sequence</li> </ul> <p><b>Narrative/imaginative writing</b></p> <ul style="list-style-type: none"> <li>has a good beginning, a logical middle and an ending</li> <li>identifies the characters and problem within the story</li> <li>often includes dialogue</li> <li>shows the student takes risks in the creation and expression of ideas</li> </ul> <p><b>Information text</b></p> <ul style="list-style-type: none"> <li>opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form)</li> <li>uses appropriate forms (e.g., recount, simple instructions, report)</li> <li>includes relevant details and expands upon some of these</li> </ul> <p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>include a few strong word choices appropriate to the purpose, with limited repetition of words</li> </ul> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>include some sentences of different lengths and sentences that begin in different ways</li> <li>attempt more complex sentence structures; most sentences are complete</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly</li> <li>use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in most cases; may capitalize a few words unnecessarily</li> <li>spell most high frequency words correctly; spell longer, more complex words using phonetic approximations</li> <li>use most basic pronouns and verbs correctly; may make a few errors</li> </ul>

**Voice** is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.

## Writing Performance Standards – End of Grade Four

### Appropriate Performance

An **appropriate** performance will illustrate writing that

#### Content

- includes a series of ideas/events related to a topic, generally maintaining focus
- includes relevant details or information that expands on the topic or supports the main ideas (more details or information would strengthen the writing)

#### Organization

- shows awareness of audience and purpose
- shows evidence of paragraphing of main ideas
- generally presents ideas/information in a logical order; overall sequence is clear
- shows use of a variety of connecting words

#### Narrative/imaginative writing

- has a good beginning, a logical middle, and an ending
- includes story elements: characters, setting, plot and resolution
- may be modeled on stories read, heard or viewed, or may be based on personal experiences
- generally includes some dialogue (may be excessive)

#### Information text

- presents the topic or purpose in introduction
- includes generally relevant information
- elaborates main ideas with some supporting details
- has a closing or concluding statement, where appropriate to the form (could be abrupt)
- follows some of the elements of form (e.g., persuasive writing, basic instructions/procedures, explanations, reports)
- includes text features (e.g., titles, headings, diagrams) where appropriate

#### Word Choice

- shows varied verb choices
- includes some effective descriptive words; may overuse some choices

#### Voice

- shows glimpses of personal style

#### Sentence Structure

- includes sentences of different lengths and variations in beginnings (most sentences are complete)
- includes some variety in sentence structure (some run-on sentences could result from attempts at more complex structures)

#### Conventions

- generally shows correct end punctuation
- generally includes correct use of commas in a series and in dates and apostrophes in contractions
- shows attempts at using quotation marks in direct speech
- includes correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, and the pronoun "I"; generally uses capital letters for common holidays/titles (may use capital letters unnecessarily in a few instances)
- has many familiar and commonly used words spelled correctly
- generally follows "basic" subject/verb agreement
- shows correct use of basic pronouns - subjective case (e.g., "Joe and I")

### Strong Performance

A **strong** performance will illustrate writing that

#### Content

- includes a series of ideas/events related to one topic, maintaining focus
- includes sufficient relevant details or information to expand on the topic or support the main idea

#### Organization

- demonstrates an increasing awareness of audience and purpose
- demonstrates an increasing awareness of paragraphs
- presents ideas/information in logical sequence; demonstrate some ability to create smooth transitions between ideas
- shows use of a variety of effective connecting words (e.g., although, finally, the next day)

#### Narrative/imaginative writing

- has a beginning that captures the reader's attention, a problem that is developed, and a conclusion that effectively ties up the details of the story
- develops story elements: characters, setting, plot and resolution
- shows originality in the creation and expression of ideas
- includes some effective dialogue

#### Information text

- effectively presents topic in introduction
- includes relevant information
- elaborates main ideas with sufficient supporting details
- has a closing or concluding statement where appropriate to the form
- follows the basic elements of form (e.g., persuasive writing, basic instructions/procedures, explanations, reports)
- includes text features effectively (e.g., titles, headings, diagrams, etc.)

#### Word Choice

- enhances meaning and imagery with strong verb choices
- includes a variety of descriptive words; may overuse some choices

#### Voice

- includes sensory language or detail that creates a sense of voice or personal style

#### Sentence Structure

- includes sentences of different lengths with a variety of beginnings, creating an easy-to-read flow; most sentences are complete
- includes a variety of sentence structures (occasional run-on sentences may occur)

#### Conventions

- use consistently correct end punctuation
- use commas in a series and in dates and apostrophes in contractions
- generally shows quotation marks in direct speech (not necessarily in split quotations)
- includes correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, pronoun "I"; and in most cases, for common holidays and titles
- has most familiar words spelled correctly
- shows correct use of basic subject/verb agreement
- shows correct use of basic pronouns

