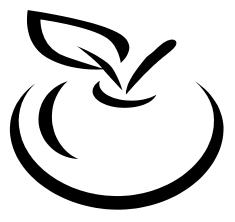# School District No. 23 School-Wide Write   2014-2015

Grade 7 - Informational Writing

Student Booklet   **FINAL WRITE**

Student Name: _____   _____
                          First   **Last**

Grade: _____   ☐   ☐   **Teacher Name**: _____
                          FEMALE   **MALE**

School Name: _____   **School District 23**

Writing Prompt

Everyone is an expert at something. Some people are experts at making things while other people are experts at doing things. Think about something that you make or do well. Explain why you are an expert in this area.

Writing Prompt

Everyone is an expert at something. Some people are experts at making things while other people are experts at doing things. Think about something that you make or do well. Explain why you are an expert in this area.

Remember …
- The purpose is to explain what you make or do well.
- Use words that will make your writing clear and enjoyable to read.
- Organize your thoughts in paragraphs.
- Edit your work to eliminate errors in spelling, punctuation and grammar.
- Use language that is descriptive and precise (colourful, interesting words)

PLANNING SECTION

Area of expertise: _____

Explain your area of expertise

Explain how you are an expert in this area

Writing Page: (single space)

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Please check your work if you have time.

SD 23 SWW Rubric Grade 7 *(Revised Sept 2012)*					Name:
	Not Yet Within Expectations	**Meets Expectations**		**Fully Meets Expectations**	**Exceeds Expectations**
	1	**2** Minimal–Moderate	**2.5**	**3**	**4**
MEANING • ideas & information • use of detail **6 TRAITS-** √ **IDEAS**	• no clear sense of purpose nor narrowed topic • presents some details but may be illogical or simple listed • insufficient or repetitive details or too many random thoughts • connections omitted or confusing	• beginning to define purpose or central idea • accurate, clear & straightforward details attempted although development may be still basic and/or general • some inaccurate, or off-topic details or ideas • some difficulty making connections beyond concrete & immediate		• clear purpose • accurate, relevant details support central idea • some insight and/or speculation • attempts connections or generalizations beyond immediate topic	• clear & focused purpose • engaging, relevant details enrich central idea • some originality & insight; deals with complexities • often uses humour, comparison or fresh, original ideas
FORM • beginning, middle, end • organization and sequence • transitions **6 TRAITS-** √ **ORGANIZATION**	• problems with organization make it hard for reader to understand main point • no real lead - often begins with introduction, assuming that reader knows topic & context • lacks clear sense of direction • connections & sequencing needs work	• organization moves reader through text without too much confusion • beginning may introduce topic, but middle undeveloped and/or ending weak, formulaic • related ideas together but may be listed rather than developed • simple transitions		• organization sustains central idea or theme • includes introduction & conclusion (could be formulaic or banal) • paragraphing effective with logical sequence of related ideas together • transitions connect ideas clearly	• organization enhances & showcases central idea or theme • includes satisfying introduction & effective conclusion • explicit, intriguing paragraphing with smooth & logical sequence • variety of natural & smooth transitions
STYLE • clarity, variety, and impact of language **6 TRAITS-** √**WORD CHOICE** √**VOICE** √**SENTENCE FLUENCY**	• limited vocabulary & simple , non-specific language • writer seems uninvolved with topic & audience • reader not enticed to keep reading • no sense of fluency or flow; sentences are often short & choppy or long & awkward	• functional & conversational language but lacks energy • writer seems sincere, but not fully engaged or involved with topic • some sentence variety; sentences constructed in routine way • writing pleasant or even personable, but not especially compelling		• language appropriate, varied & usually enhances meaning • awareness of audience & clear engagement with topic • uses variety of sentence types & lengths to enhance fluency • result interesting but not consistently engaging	• varied & effective language enhances & clarifies meaning • speaks directly to reader in individual manner • variety of sentence types & lengths effectively create rhythm and cadence • compelling, engaging
CONVENTIONS • spelling; punctuation; sentence structure; grammar (e.g., modifiers, agreement, verb tense) **6 TRAITS-** √**CONVENTIONS**	• little control of standard writing conventions • frequent errors in spelling, punctuation, capitalization, usage, grammar and/or paragraphing repeatedly distract reader & often interfere with meaning • requires extensive editing	• some control over limited range of standard writing conventions • some errors in spelling, punctuation & grammar that do not interfere with meaning • moderate editing required		• reasonable control of standard writing conventions • may include errors in complex language, but these do not interfere with meaning • requires some editing	• good grasp of standard writing conventions • may manipulate stylistic conventions effectively • requires very little editing