



## English Language Arts Grade 7 Assessment Rubric Comprehend and Respond

OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
<i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 7 and used in conjunction with other strategies outlined in the curriculum.</i>	Before, esp. formulate questions.	<ul style="list-style-type: none"> <li>I can ask questions about the facts of a text with help.</li> <li>I use a few “before” reading strategies with help to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about the facts of a text.</li> <li>I use a few “before” reading strategies to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions that go beyond the facts of the text to guide my reading.</li> <li>I use a variety of “before” reading strategies to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions that go beyond the facts of the text to guide my reading and evaluate the text prior to reading.</li> <li>I choose from a wide variety of “before” reading strategies according to my purpose for reading to construct meaning.</li> </ul>
	During, esp. recognize how a text is organized.	<ul style="list-style-type: none"> <li>I can identify the introduction, body, and conclusion of a text with help.</li> <li>I use a few “during” reading strategies with help to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the introduction, body, and conclusion of a text.</li> <li>I use a few “during” reading strategies to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the introduction, body, and conclusion of a text to formulate meaning.</li> <li>I use a variety of “during” reading strategies to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can use introduction, body, and conclusion of a text to assess its effectiveness.</li> <li>I choose from a wide variety of “during” reading strategies according to my purpose for reading to construct meaning and evaluate a text.</li> </ul>



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	After, esp. make judgments based on evidence.	<ul style="list-style-type: none"> <li>I can make judgments from textual information with help.</li> <li>I use a few “after” reading strategies with help to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can make judgments from key textual information.</li> <li>I use a few “after” reading strategies to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can make judgments from key textual information and support them with evidence.</li> <li>I use a variety of “after” reading strategies to make meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can make judgments from a variety of textual information and provide support from the text and beyond the text.</li> <li>I choose from a wide variety of “after” reading strategies according to my purpose for reading and responding.</li> </ul>
Comments					
CR7.3 I can use cues to make meaning and confirm my predictions.	I can recognize the author’s purpose and point of view.	<ul style="list-style-type: none"> <li>I can identify the author’s purpose, with questions as prompts.</li> <li>I can identify the author’s point of view, with questions as prompts, if I have some help.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the author’s purpose, with questions as prompts.</li> <li>I can identify the author’s point of view, with questions as prompts.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the author’s purpose.</li> <li>I can identify the author’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the author’s purpose and point of view to evaluate their writing.</li> <li>I can evaluate the effectiveness of the author’s point of view, and provide reasons.</li> </ul>



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	I can understand the organizational pattern in a text.	<ul style="list-style-type: none"> <li>I can recognize organizational patterns in text.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize simple organizational patterns in text.</li> </ul>	<ul style="list-style-type: none"> <li>I use organizational patterns in text to identify the author's purpose, point of view, and message.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the effectiveness of the author's use of different organizational patterns in text.</li> </ul>
	I can use cues such as context, prefixes, suffixes, roots, and reference tools to know what a word means.	<ul style="list-style-type: none"> <li>I can use cues to find out the meaning of a word, with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out the meaning of a word using the context or a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out the meaning of a word using context, reference tools, and some prefixes, roots, and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out the meaning of a word using context, reference tools, prefixes, roots, and suffixes.</li> </ul>
	I recognize derivatives, bases and affixes.	<ul style="list-style-type: none"> <li>I can identify the bases of words with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the bases of words.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize bases and affixes and use them to create meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize derivatives, bases and affixes and use them to create meaning.</li> </ul>
	I understand headings, charts and diagrams.	<ul style="list-style-type: none"> <li>I can identify some headings, charts and diagrams in textual information and use them to help create a basic understanding, with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify headings, charts and diagrams in textual information, and I can use some of them to help create a basic understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can use headings, charts, and diagrams to assist in creating meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate and analyze the impact of charts, and diagrams in textual information, and create meaning from them.</li> </ul>
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<b>CR7.4 I can understand and interpret a variety of visual and multimedia texts with specific visual features and complex ideas.</b>		<ul style="list-style-type: none"> <li>I can identify some parts of a circle graph, with help.</li> <li>I can make simple statements about the data of a circle graph, with help.</li> <li>I can recognize the basic organization of visual and multimedia texts, with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the different parts of a circle graph.</li> <li>I can make simple statements based on the circle graph data.</li> <li>I can recognize the basic organization of visual and multimedia texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify how data is represented in circle graphs.</li> <li>I can interpret the data in a circle graph.</li> <li>I can use the organization of visual and multimedia texts to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the data in a circle graph to create meaningful connections.</li> <li>I can support connections with evidence from circle graph data.</li> <li>I use the organization of visual and multimedia texts to evaluate their effectiveness and impact.</li> </ul>
Comments					
<b>CR7.5 I can understand oral information, I can respond to it, and I can analyze it.</b>	<b>I can understand oral information.</b>	<ul style="list-style-type: none"> <li>I know the listening behaviours, and can demonstrate some of them with help.</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate some of the simple listening behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>I display most of the active listening behaviours, including more complex ones like taking notes.</li> </ul>	<ul style="list-style-type: none"> <li>I display all of the active listening behaviours when presented with oral information.</li> </ul>
	<b>I can analyze oral information and respond to it.</b>	<ul style="list-style-type: none"> <li>I am able to understand simple oral information with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to simple oral information and create meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to listen to oral information and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to listen to oral information and evaluate the message.</li> </ul>



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		<ul style="list-style-type: none"> <li>I can determine the literal meaning of a message, with help.</li> <li>I can identify my own ideas and opinions about a message, with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the literal meaning of a message.</li> <li>I can identify my own ideas and opinions about a message, and some of the speaker's, but sometimes I mix them up.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the literal meaning of a message, and, most of the time, the implied meaning.</li> <li>I can separate my own ideas and opinions from the speaker's ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the literal and implied meaning of a message.</li> <li>I can compare my ideas and opinions to the speaker's ideas and opinions.</li> </ul>
Comments					
CR7.6 I read, understand, and interpret a variety of grade-appropriate texts, including First Nations and Métis texts and other cultural texts.		<ul style="list-style-type: none"> <li>I am working on reading Grade 7 level texts about different cultures, with consistent help.</li> <li>I can offer a personal response, and provide support with some reference to the text if I have help.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, I can read Grade 7 level texts about different cultures.</li> <li>I can support a personal response with some reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can independently read grade 7 level texts about different cultures.</li> <li>I can support a personal and critical response with some reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can read beyond grade 7 level texts about different cultures.</li> <li>I can support a detailed personal and critical response with many references to the text.</li> </ul>



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<b>CR7.7 I read independently and understand a variety of specialized information texts.</b>	<ul style="list-style-type: none"> <li>I can read and understand some informational texts with help.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand some informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand a variety of informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand a variety of more complex informational texts.</li> </ul>
<b>CR7.8 I can read Grade 7 texts to increase fluency and expression.</b>	<ul style="list-style-type: none"> <li>I need help to read and understand Grade 7 appropriate texts fluently and with expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand Grade 7 appropriate texts with some fluency and expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand Grade 7 appropriate texts with fluency and expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can read Grade 7 appropriate texts with exceptional fluency and expression.</li> </ul>
Comments				