













Teacher: \_\_\_\_\_

**SEVENTH GRADE**  
**Grade Level Indicator Class Summary Sheet**

School Year: \_\_\_\_\_

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
<b>Writing Process Standard</b>																	
A. Generate writing topics and establish a purpose appropriate for the audience.																	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																	
2. Conduct background reading, interviews or surveys when appropriate.																	
3. Establish a thesis statement for informational writing or a plan for narrative writing.																	
B. Determine audience and purpose for self-selected and assigned writing tasks.																	
4. Determine a purpose and audience.																	
C. Clarify ideas for writing assignments by using graphics or other organizers.																	
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.																	
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.																	
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.																	
7. Vary simple, compound and complex sentences structures.																	
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.																	



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<b>Writing Process Standard - Cont.</b>																
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.																
<b>Writing Applications Standard</b>																
A. Use narrative strategies (e.g., dialogue an action) to develop characters, plot and setting and maintain a consistent point of view.																
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.																
B. Write responses to literature that extend beyond the summary and support judgments through references to the text.																
2. Write responses to novels, stories and poems that provide an interpretation, critique or reflection and support judgments with specific references to the text.																
C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.																

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<b>Writing Applications Standard - Cont.</b>																
3. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or reflection and support judgments with specific references to the text.																
D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.																
4. Write informational essay or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose audience and context.																
E. Use persuasive strategies, including establishing a clear position in support of a proposition or proposal with organized and relevant evidence.																
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.																
<b>Writing Conventions Standard</b>																
A. Use correct spelling conventions.																
1. Spell high-frequently words correctly.																
B. Use conventions of punctuation and capitalization in written work.																
2. Use commas, end marks, apostrophes and quotation marks correctly.																
3. Use semicolons, colons, hyphens, dashes and brackets correctly.																



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<b>Research Standard - Cont.</b>																	
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view and describe primary and secondary sources.																	
C. Organize information in a systemic way.																	
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).																	
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.																	
D. Acknowledge quoted and paraphrased information and document sources used.																	
6. Integrate quotations and citations into written text to maintain a flow of ideas.																	
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).																	
E. Communicate findings orally, visually and in writing or through multimedia.																	
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.																	





