



Grade 7 **Writing**

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GENERAL DIRECTIONS

This part of the test contains two writing tasks. Read the two writing tasks carefully. Choose only ONE of the tasks to complete

You will have 90 minutes to complete this task. You may or may not work or confer with anyone.

- **Think about what you want to write.**
- **Use a prewriting/planning activity such as making notes, outlining, webbing, mapping, clustering, or brainstorming on paper provided by your teacher.**
- **Write a draft on paper provided by your teacher.**
- **Revise and edit your draft. You may use a dictionary and/or thesaurus.**

Write the final copy in your test booklet using a #2 pencil.

These criteria will be used to score your work.

PURPOSE/AUDIENCE: The degree to which the writer maintain a focused purpose to communicate with an audience by:

- narrowing the topic to establish a focus
- analyzing and addressing the needs of the intended audience
- adhering to the characteristics (e.g., format, organization) of the form
- employ a suitable tone
- allowing a voice to emerge when appropriate

IDEA DEVELOPMENT/SUPPORT: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:

- logical, justified, and suitable explanation
- relevant elaboration
- related connections and reflections
- idea development strategies (e.g., bulleted lists, definitions) appropriate for the form

ORGANIZATION: The degree to which the writer creates unity and coherence to accomplish the focused purpose by:

- engaging the audience and establishing a context for reading
- placing ideas and support in a meaningful order
- guiding the reader through the piece with transitions and transitional elements
- providing effective closure

SENTENCES: The degree to which the writer creates effective sentences that are:

- varied in structure and length
- constructed effectively
- complete and correct

LANGUAGE: The degree to which the writer demonstrates:

- word choice
- strong verbs and nouns
- concrete and/or sensory details
- language appropriate to the content, purpose, and audience

- concise use of language
- correct usage/grammar

CORRECTNESS: The degree to which the writer demonstrates:

- correct spelling
- correct punctuation
- correct capitalization

Choose only ONE of the following writing tasks to complete.

WRITING TASK 1

SITUATION:

Billy the main character in “Where the Red Fern Grows” displays various character traits. For example, Billy displays patience; he waited two years to get his coonhounds.

WRITING TASK:

Identify at least two additional traits that Billy displays in the story. Explain Billy’s character traits, using at least two supporting details from the book for each trait.

CORE CONTENT: _____

Primary Core Content Code:

RD-07-2.0.3

Students will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.

DOK 3

Score	Description
4	<ul style="list-style-type: none">• Identifies at least two other characteristic traits about Billy.• Supports each characteristics traits by at least two supporting details from the book.• Must use clear language so the reader can interpret the meaning of the response.• Uses appropriate vocabulary to describe Billy and that deals with story elements, and characterization.• Shows clear comprehension of the question in the response

OR

WRITING TASK 2

SITUATION:

Billy worked very hard for two years to get his two coonhounds, Old Dan and Little Ann. They have very different characteristics. For example, Old Dan is stronger than Little Ann, but Little Ann is wiser.

WRITING TASK:

Recall at least two additional characteristics exhibited by the two coonhounds. Compare and contrast these characteristics using specific details from the story to support your answer.

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CORE CONTENT:

Scoring Guide

Primary Core Content Code:

RD-07-2.0.3

Students will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.

DOK 3

Score	Description
4	<ul style="list-style-type: none">• Identifies at least two characteristics of the two coonhounds.• Compares and contrasts the two coonhounds using supporting details from the book.• Uses appropriate vocabulary to describe the two coonhounds and the deals with story elements, characterization.• Must use clear language so that the reader can interpret the meaning of the response• Shows clear comprehension of the question and response.

