

Education Sector Strategic Plan (ESSP)

By June 30, 2020 80% of student will be at or above grade level in reading, writing and math.*
“Math” refers to number strand only.

Grade 7 Writing Exemplars

May 2019

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**Any errors, such as spelling and punctuation errors, are presented exactly as they appear in the original student work. Please note, however, that any identifying information students may have included in their writing, such as names of individuals or communities, has been altered in order to maintain student anonymity.

Preamble

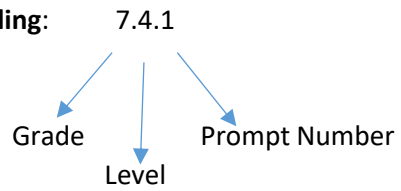
To support the Education Sector Strategic Plan (ESSP) outcome that “by June 30, 2020, 80% of students will be at or above grade level in reading, writing and math,” representative student samples of Level 1, 2, 3, and 4 writing have been gathered.

The exemplar package contains the following information:

- **Provincial rubrics**
 - The English language arts curricular outcomes informed Saskatchewan teachers as they worked with the Ministry of Education to develop rubrics for each grade level.
 - The teachers involved in the development of rubrics were directed to develop four-level, holistic rubrics.
 - It is important to keep in mind that holistic rubrics require teachers to look at the student’s writing “as a whole” rather than at the component parts of the student’s writing. Holistic rubrics should not be sub-divided into various elements of writing; rather, the holistic rubric should help the scorer determine “the big picture.” If teachers find a student response that straddles two levels of the rubric, the teacher should select the level that is MOST reflected in the student response.
 - When determining the writing level of your students as per the provincial writing rubric for provincial reporting purposes, you may wish to consider the students’ work over the course of the year. You may also wish to consider a variety of writing genres. While the prompts focus more on expository writing, expository texts are not the only texts that can be considered when determining the writing level. The provincial rubric is general enough that it can apply to a variety of writing.
 - Teachers are expected to use the provincial rubric when reporting to the ESSP outcome.
- **Writing prompts**
 - English Language Arts teachers developed writing prompts that are connected to curricular outcomes and contexts or units.
- **Student samples**
 - Teachers met in spring 2019 to review student work and determine rubric levels.
 - Samples of each of the levels of the rubric are accompanied by rationales for the level determination.
 - Teachers were encouraged to employ their usual classroom practices when working with their students to gather responses to the provincial prompts.

Level 4 samples are the first set of samples, followed by samples from Levels 3, 2, and 1 respectively. The rubric for the level is inserted before the student samples. The prompt precedes each student response.

Prompt Coding:



Grade 7 Rubric

Grade 7			
4	3	2	1
The main idea is thoughtful, and supported by relevant and varied facts, details, examples and/or explanations. The writing is well-organized and includes a thought-provoking introduction and conclusion. Transition words and phrases effectively contribute to unity both within and between paragraphs. Word choice is skillful and goes beyond commonly used words and phrases. Sentence structure is varied for interest and effect. There are few errors in grammar, spelling and punctuation.	The main idea is straightforward and is supported by facts, details, examples and/or explanations. The text is coherent; it includes a logical introduction and conclusion and makes use of appropriate transitional words and phrases both within and between paragraphs. Sentence structures are varied. Word choice is specific, avoids overused or misused words, and is appropriate for audience and purpose. Errors in grammar, spelling and punctuation do not interfere with meaning.	The main idea is limited and inadequately supported. The introduction and/or conclusion are generalized and simple or unrelated to the writing topic. The writing may lack coherence. Sentence structures lack variety and transitions may be absent or used inappropriately. Word choice may include overused or misused words. Errors in grammar, spelling and punctuation may interfere with meaning.	The main idea is unclear and unfocused. Ideas are not developed, and the meaning is unclear. An introduction or conclusion and transitions are absent. Word choices are vague. Sentences are simple or incomplete. Errors in grammar, spelling and punctuation interfere with meaning.

Grade 7 Writing Prompts

Prompt	Context
7.1 Write about a mystery or unexplained event that you have read about or experienced. What made this mystery interesting to the people who were involved?	Imaginative and Literary Unit: Mysteries, Uncanny Incidents, and Unusual Happenings
7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.	Environmental and Technological Unit: Doing Our Part for Planet Earth

Grade 7 Level 4

Grade 7 Level 4 Rubric

The main idea is thoughtful, and supported by relevant and varied facts, details, examples and/or explanations. The writing is well-organized and includes a thought-provoking introduction and conclusion. Transition words and phrases effectively contribute to unity both within and between paragraphs. Word choice is skillful and goes beyond commonly used words and phrases. Sentence structure is varied for interest and effect. There are few errors in grammar, spelling and punctuation.

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

Sample 7.4.1

How Can Humans Protect the Earth?

“We are living on this planet as if we had another one,” was once said by an unknown author. This is true because if we keep living the way we are right now our earth will be gone and we won’t have another to go to. So we have to change our outlook on the earth because it is one in a million.

One way we can change our outlook on the earth is just by using the three R’s. Reduce, reuse, recycle. Let’s just talk about reduce for a little. What things can we reduce? We could start with the amount of water we use. Maybe that means only taking a ten minute shower instead of a twenty minute shower. Or even something as simple as turning the water off as you brush your teeth. What else can we reduce? Well we can reduce the amount of waste that we throw away, maybe having a composting bin to put your scraps in, or even something as simple as using reusable containers, plates and silverware. Which leads me into my next point, reuse.

How can we change our outlook on earth by just reusing something? Well, there are actually some things we can do. How about using reusable bags and ditch the plastic ones. If there is a reason you want to keep your plastic bags then REUSE them. Do you know how long it takes to break down a plastic bag? They can take anywhere from ten to **one thousand years!** That’s a long time for even just one! Another way we can reuse is by using reusable containers, plates, and silverware, like I said before. It reduces waste if we are reusing them and if they are recyclable then recycle them. Which leads me into my last point, recycle.

How can we change our outlook on earth by recycling? Well when you throw something in the trash where does it go? The garbage dump, which it then sits there and decomposes, but if we recycled it we could turn it into something new. Something different and by doing this we are reusing. This is great because we are taking up so much room by having the dump as big as it is and by reusing and recycling paper we are lowering it. Not only is the dump taking up space, it stinks and being around that much garbage is not good to be breathing in. If we continue to recycle we will eventually get out of the garbage.

If we continue to reduce, reuse, and recycle we will eventually make our world a great place. A better place for generations to come. Mahatma Gandhi said it best “Be the change you wish to see in the world.” This means that if you want the garbage hill to disappear and you are not doing anything

about it then nothing is going to alter. Only if you take action you will see the change you want in the world.

Rationale:

The introduction and conclusion are particularly effective. The text is well-organized with logical transitions between paragraphs. Similar to Sample #3, the transitions are somewhat clumsy. While this student avoids using headings, the transition to the next point is fairly abrupt and follows the same pattern: “which leads me . . . “. Relevant facts, examples, and quotations support the thesis. The student’s confidence as a writer is evident in skillful diction and the use of questions, exclamatory statements, and judiciously placed quotations.

Sample 7.4.2

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

How to Save the Earth . . . From Ourselves!

Humans can become protectors of the earth through making life effective choices. These choices may change some old habits but could even lead to saving money, eating healthier, and of course protecting the environment. So, if you're here to learn more, here are 4 ways that humans can help save the planet and protect the environment;

1. Stop eating meat, or cut back.

One of the most effective ways you can reduce your impact on the environment, is to stop, or cut back on eating meat. On a video I watched it says that, "the worlds meat industry causes more carbon emissions than the worlds planes, trains, cars, and ships combined." Meaning that the meat industry causes more air pollution then many forms of human transportation combined. This doesn't mean that we shouldn't eat meat, but it will help the environment if we cut back on the amount of meat we eat. Some people have even made the commitment to just eat meat on weekends or special occasions. Plus, it is proven that if you went vegetarian, that you would save 500 dollars from not buying and eating meat. That's a lot of money, so it's worth giving it a shot!

2. Minimize your food waste.

Another way to reduce the amount of air pollution is to make sure you stick to your shopping list, and buy the appropriate amount of food for you or your family, so you aren't wasteful. If you are coming home with "impulse buys" then that food has a higher percent chance of not getting eaten or molding/spoiling before you can eat it. By doing this we don't have to buy as much, and the stores won't have to order as much, which means that the farmers don't need to produce as much. All of which is helping use less gas (by transporting the items) and machines (to make the items ready to sell) which are causing air pollution.

3. Be more energy efficient.

Along with the last two topics, being more energy efficient can also help you save money but help the enviroment. Leaving lights on when you are not around uses up energy. So, make sure the next time you're out of the house, you turn all your lights off. Other things that use up energy can be electronics. You could probably tell by the name but electronics need energy to work. Three things you could do to not use as much energy as A) Shut down the device once you're done using it so the battery won't die, then you won't have to charge it as often. B) Simply cut back the time you are on electronics so you don't use all the battery. C) Set a timer when you are charging your device so then you can check the battery on the device frequently, by doing this you aren't going to be using unneeded energy after getting it 100% charged. Using energy increases power plant pollution and uses up non-renewable materials such as coal, and fossil fuels to make energy. These are some simple things that you could do, but have a big impact on the enviroment.

4. The 3 R's. (Reduce, Reuse, Recycle)

What other ways can we protect our planet? Some things that we can do to protect our planet are more obvious than you think! One big thing you can do is reduce, reuse, and recycle. This is commonly known and could also be represented as the 3R's. I wanted to include this in my essay because people sometimes forget what a big impact they make, with doing a few small actions. Let's go into a little bit more detail about what reducing, reusing and recycling actually is. Reducing is cutting back on the amount of trash we make. For example, instead of using plastic straws that could end up in the ocean, you could use metal or glass straws so you aren't producing as much trash. Another thing you could do, is instead of using a napkin, you could use a cotton cloth that you could wash and reuse instead of throwing away. Reusing is finding a new way to use trash so that we don't have to throw it out. One example is that you could reuse a "Tic Tac" container for hair pins afterwards, instead of throwing it away. Recycling is using trash to remake new goods that could be sold again. For another example, my family sorts our recycling into cans, bottles, and drink boxes to take into a local recycling business. Reducing and reusing products also cuts down on manufacturing pollution, and recycling prevents pollution in industrial processes. By reusing materials and products and shopping smart, you can actually save money. So, doing the environment good is also doing you good as well. The 3R's help protect our environment, as well as makes less pollution.

Final verdict and Conclusion.

Overall, I think being protectors of our planet we could help save the earth from great danger. Doing a few extra, small, acts of kindness could go a far way on making the earth a better environment. There are many things I could have included in my report, but now it's your turn! Try to research about two or three things that you could do in your daily life to help protect our planet. Share these things with your siblings, family, friends, and loved ones. We don't want to harm the natural environment, so remember—Keep calm and protect the planet!!!

Rationale:

The text is well-organized and transitions are logical and effective. The introduction invites the reader into the text and the conclusion, although somewhat clichéd, sends the reader off with some inspiration. Throughout the text, facts are supported with detailed examples. Ideas are thoughtful and thought-provoking. The response is unified and interesting. The transitions are clear while at the same time appearing a bit clumsy; this student could be encouraged to omit headings and work to develop smooth transition statements from one key idea to another. Nevertheless, the clear writing and organization contribute to the success of this text.

Sample 7.4.3

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

We Can Be Protectors Instead of Predators

There are many problems with our global society today. We have become a “throw away” and “convenience to us” society, not thinking about or considering the consequences our actions are having. This “throw away” and “convenience” mind set is drastically affecting our planet, our home. One of the greatest problems is pollution and the destruction of our natural environment. As humans, we sadly do not notice the harm we are putting our planet through. For example, at the beach, you may not realize that your empty plastic water bottle has blown away into the water while you were having fun. Sometimes, we knowingly pollute our environment, acting like we don’t care or that someone else will come behind us to clean up after us. We all need to do our part to help the environment.

The biggest problem in our natural environment is pollution. Land, air, and ocean, there is pollution everywhere. It’s because of us humans. We have caused so many pollution problems, sometimes we know, sometimes we don’t and sometimes we don’t want to know! Most of the time we know but don’t care about what it will do to the earth. How we can help the Earth is throwing things into the garbage and not on the streets and in waterways. Recycle what can be recycled instead of throwing it into the garbage to harm the environment. Find ways to recycle, reuse, and reduce plastics, glass items, and papers that will get thrown into the land fill. Help the environment and pick up bottles, cans, and garbage on the streets. Do not dump garbage and oils into the ocean. Many animals and plants are dying from the toxins the garbage and oils release into the ocean. Instead of driving to work five minutes from your house, walk. Every time we drive, we pollute the air. Driving is a need for long distance travels, but a short distance one from your house you could walk or ride your bike. These little things will help our planet greatly and make us the protectors.

Another problem is most people are lazy, and very greedy over money. What people do to the environment, most of the time, is because of greed. Clear cutting forest is the “easiest” to get the most wood for the least amount of money. If people weren’t lazy and so concentrated on money, then they would take the time, money, and effort to do select cutting or another alternative. Animals (bird species mostly) are going extinct from clear cutting because their homes are being destroyed. Most recently, the Spix’s macaw has gone extinct from clear cutting. We need to help the environment and animals. Don’t clear cut and plant trees when you are finished cutting some down. Trees and plants keep us alive, so we need to do our part to make sure that there are more on the earth then there was before. I think things would be a lot different if people weren’t so lazy and greedy for money.

There are many things that we humans can do to become the protectors of the environment instead of the predators. Cleaning garbage laying on the streets. Recycling what can be recycled like bottles, papers and cardboards, glass items, etc. Being mindful of what will happen to the environment if we clear out or dump oil into the ocean. Choosing environmentally friendly ways to get to work or grocery store instead of driving. There are many little things that will help our environment greatly in the long run, making us the protectors.

Rationale:

This response has an effective introduction. There are good transitions between ideas and those ideas are well supported. There is a degree of maturity in this response as the student starts to address root problems such as avarice, rather than merely pointing out surface symptoms and basic solutions. There are a variety of examples to support the thesis. Student has employed skillful diction and varied sentence structure.

Grade 7 Level 3

Grade 7 Level 3 Rubric

The main idea is straightforward and is supported by facts, details, examples and/or explanations. The text is coherent; it includes a logical introduction and conclusion and makes use of appropriate transitional words and phrases both within and between paragraphs. Sentence structures are varied. Word choice is specific, avoids overused or misused words, and is appropriate for audience and purpose. Errors in grammar, spelling and punctuation do not interfere with meaning.

Sample 7.3.1

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

Humans have caused many problems to our planet. It has not always been this way, though. Before the Industrial Revolution, humans worked with the Earth to preserve its natural beauty. Once humans started becoming more advanced, we started to care less about the Earth. We use the Earth for our own personal gain, causing a lot of damage. It is time we start protecting the planet we live on. There are so many ways we should become protectors of the Earth.

A major way we can improve is being less reliant on fossil fuels. Fossil fuels are what we use to run our cars, planes, and some of our generators. They include gas, oil, and coal. We use so much fossil fuel, we forget that we will eventually run out. Scientists say that in the next 50 to 75 years, we will be out of fossil fuels if we keep using as much as we use now. Another problem with fossil fuels, is they create a lot of pollution. In order to make things run the fossil fuels must be burned. This releases carbon monoxide and many other harmful pollutants to the atmosphere, which is connected to global warming.

Another thing that is a problem for our atmosphere is the amount of solid waste we produce. Everything from food waste to chemical waste impacts our water, our landfills, and our air quality. We need to learn to re-use the things that we produce or produce less. We also need to have better ways of disposing of items made from plastic. Better yet, we could stop producing so many plastics because it takes a thousand years to decompose and it's filling up our landfills and water ways. This causes huge problems for animals and humans alike.

There are so many things we should be doing to look after our environment. It's sad that politics and money get in the way of what is important: the Earth. There are many young people in the world today who are very concerned about the way older generations are handling this situation. The voices and actions of young people will hopefully change how we think about the Earth. We need to do everything we can to keep our planet healthy and alive.

Rationale:

Beginning with some very broad opening comments about the Industrial Revolution and then targeting our present disregard for the earth shows a significant degree of writing competence. The remainder of the response is fairly straightforward. The student present two ways to cause less harm: reduced reliance on fossil fuels and reduced production of solid waste. The transitions between paragraphs are simple but effective. The conclusion comes as somewhat of a surprise with its references to politics and money. Syntax and diction are both effective.

Sample 7.3.2

The main idea is limited and inadequately supported. The introduction and/or conclusion are generalized and simple or unrelated to the writing topic. The writing may lack coherence. Sentence structures lack variety and transitions may be absent or used inappropriately. Word choice may include overused or misused words. Errors in grammar, spelling and punctuation may interfere with meaning.

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

Just to be clear, I don't have faith that the human race can change enough to protect earth, but we can still try, right? A few factors that are affecting this planet harmfully are: greenhouse gases, overuse of electricity, fossils fuels, and our eating habits.

What should we be fighting for?

A big factor in our road to living in a healthy environment is, greenhouse gases. Greenhouse gases are bad for the environment because they can severely damage the ozone layer and to be completely honest with you, they smell really bad.

Instead of repeatedly buying new items all the time, here are some ideas of what to do instead: reusing materials, why? Even if you recycle, when those items get recycled, they get melted creating fossil fuels.

Changing your eating habits, why?

Believe it or not, a greenhouse gas called methane is in farts and cattle/cows have a ton of methane in their farts and they fart a lot. That's where the big argument comes in, should we be eating as much beef as we do?

Renewables?

In a sense, we could probably be able to have just as much power and electricity even if we follow the restrictions that the earth needs in order to survive remaining healthy because there are some renewable energy sources that we could use.

A renewal energy source is an energy source that never runs out (Ex. Solar energy/hydroelectricity). A non renewable energy source is quite the opposite, these energy sources can (and will if were not careful) run out (Ex. Coal/nuclear). Thankfully, in canada, we use hydroelectricity to power a little bit more than half of our energy, can we increase that number?

All i'm trying to say is that if we humans have the power, time, and money to change our bad habits, why aren't we? And should we be working harder to achieve this goal?

Rationale:

The opening statement is abrupt and informal. The second statement shows more promise as it establishes an outline for the text. Unfortunately, the student did not follow the plan outlined in that statement, thus having an impact on the coherence of the text. There are good ideas embedded in this text, but given the poor organization, they get lost. The response is more than "limited and inadequately supported" (Level 2); it is clear the student has some ideas about how to protect the environment, but those ideas have not been articulated as clearly as they could be.

Grade 7 Level 2

Grade 7 Level 2 Rubric

The main idea is limited and inadequately supported. The introduction and/or conclusion are generalized and simple or unrelated to the writing topic. The writing may lack coherence. Sentence structures lack variety and transitions may be absent or used inappropriately. Word choice may include overused or misused words. Errors in grammar, spelling and punctuation may interfere with meaning.

Sample 7.2.1

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

How to Protect the Earth

It's important to protect the natural environment. Let's talk about water and how we can protect it. First, we can stop dumping garbage in it, and stop using poisonous cleaners and switch to natural. Now for air pollution and how to prevent it. You can switch to electric cars or carpool, ride your bike, or take the city bus all of those help reduce carbon monoxide. We can move on to protecting animal life. When we cut down forest we're killing animals, we can cut down every 5th tree.

Rationale:

This response has a simple, general introduction. The main ideas are limited, lack support and transitions from one idea to another are missing. There is a lack of variety in sentence structure. The response concludes very abruptly.

Sample 7.2.2

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

The Environment is in a lot of danger because of humans. One way People can help the Environment is only take what you need from nature. People can also replant trees they cut down. And finally humans shouldnt use machines that dont hurt Nature.

Rationale:

The main idea is limited and inadequately supported. Supporting details and a conclusion are missing. Lack of development ensures this response is no more than a Level 2 response.

Sample 7.2.3

Prompt 7.1 Write about a mystery or unexplained event that you have read about or experienced. What made this mystery interesting to the people who were involved?

Bigfoot

Bigfoot is an extraordinary creature, with the longest history. He is known all over the world for many nicknames, sightings and what people have seen him as, look like, is amazing. A lot of people believe in Bigfoot but people fault the evidence to make it seem like Bigfoot is real. Do you believe in Bigfoot or not? Bigfoot is a fun guy and is very interesting.

There are over 1000 witnesses of Bigfoot in the United States. A lot of people recall seeing Bigfoot but aren't really sure it's him. These are just claims, they might not be real. People take pictures but every picture is blurred out. So people say Bigfoot releases a flash of an unknown light to the camera. People make footprints to make people believe in Bigfoot. He is commonly seen in California, in the United States. The first recorded sighting of Bigfoot is by David Thompson. But some people think it's Jerry Crew. The bone structure is different in every sighting of Bigfoot. According to people he was first seen on August 27, 1958. So people have been trying to find him for 60 years. People think he's just wearing a costume to fake it.

If you want to know more about Bigfoot keep reading. Bigfoot, he is a big hairy beast. He has brown or black hair, the information is not identified yet. He is very old and should've died long ago, there's no body, bones or anything found. All the samples of blood and hair are unknown. He is furry with big eyes, big feet, he has a foul smell to him. He is very human-like and has similar features to humans. He's 6 to 15 feet tall (2 to 4.5 meters) not specified. His feet are 24 inches (60 cm) in length, 8 inches (20 cm) in width. He has a massive bank of nicknames and I have a few to share. The first one is Bigfoot, the one I call him all the time. Some others are Sasquatch, American Ape, Almas, Apeman, and Boogieman. I do not believe in Bigfoot because of the evidence, it's not strong.

Rationale:

The main idea is unclear. The response lacks coherence and unity. There seems to be support for several different aspects of Bigfoot, with none of the aspects developed fully enough. The student begins by talking about Bigfoot's notoriety, moves to possible sightings and who may have first seen Bigfoot (relevance of this point is questionable), and then provides details about Bigfoot. The conclusion is surprising and in some ways seems unrelated to the rest of the information represented in the text.

Sample 7.2.4

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

Here is some ways how human beings can become protectors of the Earth, rather than harming the natural environment.

Planting more trees around the world and plant apple trees, plant fruit trees and vegetables trees for food and the environment. Not throw garbage on the ground by teaching it in schools. Hopefully parents as well will help make their kids more responsible and throw their garbage in the garbage cans.

Putting trashcans around more often. Maybe like trashcans every 40–50 steps or less would be fine. Definitely more trashcans because when I see trash on the ground it bothers me. When I see that thats how you know people are lazy and don't really care about the environment only about themselves or addictions.

Cars can harm the environment. The gas ruins the air and gas isn't gonna run forever so we do need to find a better solution. There is electric cars now but there nice and all flashy butterfly doors, but whos gonna be paying for it when its charging at house. Its you because it takes electricity thats gonna be on your bill. Your also paying for the car, but the regular ratio of payments is about \$1200 dollars a month, but if you wanna have a fancier one it gonna be \$7999 per month. Im not trying to say its a bad idea but if its gonna become a regular thing they are gonna have to make them affordable. There is also something that everyone can do unless your disabled. There's something called walking unless your lazy and don't it much. Try it. Its good for exercising and theres also bikes and skatborads, rollerblading but whatevers you is you. Here is some ideas of how people can not harm the natural environment. Have a good day.

Rationale:

The introduction is generalized and simple—a single statement. The writing is unclear. Sentences require several readings in some cases to determine their meaning. Some of the statements seem unrelated to the text (e.g., car payments). The text rambles and borders on incoherent, especially in the final paragraph. The numerous spelling errors, and sentence issues, and the lack of attention to appropriate register interfere with meaning.

Sample 7.2.5

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

Hello, how we can become protectors of the earth is simple. All we have to do is to protect nature right, but how do we protect nature. Some ways to protect nature plant a tree for every one you cut down also don't clear land for farming and other businesses or towns. If you have a logging permit only take the dead trees or undergrowth. And if a forest has not had a major fire in it for a long time, (like the cypress hills, it has not had a fire in it for over 100 years) you can start controlled burns to help burn out the under growth and start new life.

If you are in a natural park be sure not to litter. Also don't go hunting just for fun because if you are only after deer then there might not be enough deer to feed the cougars and then the cougars won't be there to eat the deer and then in 3 or 4 years there will be a lot of deer and then there will be no grass for the deer to eat then they will die off and there will be no cougars to eat them so then they are lots of dead deer and nothing to eat them so then I will stink because of the rotting deer them 2-3 years later the ground will be rich and fertile and so grass will grow and grow and grow and there is no deer to eat it then there will only be very long grass. Also, if you go hunting only hunt the old or sick or injured that will die soon and don't be greedy. If you use reusable containers you will not through then away and help with litter.

Also if you have extra time go out and pick up liter help clean up your town or park. Another way to help the environment is to use rain water and re-use water and do not let your sewer go into lakes or streams because that might kill fish. Also if you are just going to do the store for one time you can walk unless it is very heavy because exhaust form cars pollute the air and that makes birds sick and then they die. Thanks for joining me today and I hope you enjoyed it.

Rationale:

This student needs to understand how to develop appropriate introductory and concluding statements for an expository text. The main idea is inadequately supported. A long, rambling sentence on the fate of deer cannot be considered support for the thesis. Organization within paragraphs is weak. For example, in paragraph two there is mention of litter, hunting (with its illogical sentence), and reusing. What is the point the student is trying to make in this paragraph? The random insertion of ideas is not helpful. The punctuation errors, especially in paragraph two, interfere with meaning.

Grade 7 Level 1

Grade 7 Level 1 Rubric

The main idea is unclear and unfocused. Ideas are not developed, and the meaning is unclear. An introduction or conclusion and transitions are absent. Word choices are vague. Sentences are simple or incomplete. Errors in grammar, spelling and punctuation interfere with meaning.

Sample 7.1.1

Prompt 7.2 Explain how human beings can become protectors of Earth, rather than harming the natural environment.

Saving the Earth

Renewal energy is energy that is collected from renewable resources which are naturally replenished. All renewal energy is powered by motion it can be wind, tides, waves, and rivers. Why you shouldn't rely on cars it pollutes the air and greenhouse gases you can use a city bus, bike, scooter, or even a solar powered car.

We can compost all fruit and vegetables and newspaper. And make sure you put your left overs in there and put it outside or your house will stink.

Rationale:

The main idea is unclear. The student has failed to provide introductory and concluding paragraphs which could have helped clarify the main idea. Transitions between ideas are missing. Ideas are not developed.