



## **TOOL // Grade 7 Number Sense and Numeration**

### **What is it used for?**

The rubric can be used for both formative and summative assessment.

### **How do you use it?**

The students are given the rubric and it is gone over with them, in relation to an exemplar, so they are aware of what is expected. Students are to self-assess their writing using the rubric before submitting to the teacher. When they complete their writing, the teacher uses the rubric to assign a level of performance for evaluation and identify their strengths and weaknesses in terms of the four categories of the Ontario Curriculum. The rubric is used when giving feedback to the student when the task is returned.



## Writing Rubric – Fictional Narrative

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<p><b>Knowledge</b> What you write – text form, elements ...</p>	<ul style="list-style-type: none"> <li>- story is effectively focussed around a specific main idea</li> <li>- beginning, middle, and end are well- developed</li> </ul>	<ul style="list-style-type: none"> <li>- story is focussed around a specific main idea</li> <li>- beginning, middle, and end are clearly developed</li> </ul>	<ul style="list-style-type: none"> <li>- story is focussed around a main idea that may be too broad in scope</li> <li>- beginning, middle, and end are underdeveloped</li> </ul>	<ul style="list-style-type: none"> <li>- story lacks focus around a main idea</li> <li>- beginning, middle, and end are unclear</li> </ul>
<p><b>Thinking</b> What you say – ideas, logic, descriptive writing ...</p>	<ul style="list-style-type: none"> <li>- engaging opening and closing</li> <li>- structure creatively moves reader skillfully through the text</li> <li>- includes relevant and engaging details</li> </ul>	<ul style="list-style-type: none"> <li>- inviting opening and satisfying closing</li> <li>- order or structure moves reader smoothly through the text</li> <li>- details enhance main idea</li> </ul>	<ul style="list-style-type: none"> <li>- opening and closing are simple or undeveloped</li> <li>- some evidence of organization is apparent</li> <li>- main idea is supported with limited detail</li> </ul>	<ul style="list-style-type: none"> <li>- opening and closing are ineffective or non- existent</li> <li>- writing lacks a clear sense of direction</li> <li>- there is some support of main idea but is irrelevant or confusing</li> </ul>
<p><b>Communication</b> The way you say it – sentence fluency, voice, conventions ...</p>	<ul style="list-style-type: none"> <li>- well- crafted sentences vary and create flow</li> <li>- demonstrates a mastery of grade level conventions (some errors may result from experimentation)</li> </ul>	<ul style="list-style-type: none"> <li>- writing flows easily with some variation in sentence construction</li> <li>- conventions are generally correct (may be risk free)</li> </ul>	<ul style="list-style-type: none"> <li>- writing shows occasional sentence variety and fluency</li> <li>- frequent convention errors</li> </ul>	<ul style="list-style-type: none"> <li>- sentences are short and choppy and simple in structure or run- on</li> <li>- numerous convention errors (may interfere with reading)</li> </ul>
<p><b>Application</b> The way you connect to it – personal feelings, evaluation of relevant information ...</p>	<ul style="list-style-type: none"> <li>- writing includes creative use of physical cues to create emotion</li> <li>- characters are creatively developed with description and realistic dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- writing includes appropriate use of physical cues to create emotion</li> <li>- characters are developed with description and dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- writing includes some use of physical cues to create emotion</li> <li>- characters are developed with some description and dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- writing includes limited use of physical cues to create emotion</li> <li>- characters are developed with limited description and dialogue</li> </ul>

**Comments:**