

Quarter 1 Task

Big Ideas	Culminating Assessment Task	District Suggested Checkpoints
<p>1st Quarter</p> <p>Informative/Explanatory</p> <p>Essential Standards: W.7.2 RI.7.1/RI.7.1 RI/RL.7.2</p> <p>Supporting Standards: L.1 W.7.4</p>	<p>Teachers may use the task in the 22-33 Curriculum Framework Document or the following simplified task. The same rubric and checkpoints will be used.</p> <p>Write an essay where you inform your audience about a topic and explain its significance. *</p> <p>*Teachers may substitute “topic” with content of their choice</p>	<p>Checkpoints are based on pre-assessment data and grade-level PLC discussions. Additional checkpoints may be added.</p> <p>Checkpoint 1: Introduces a topic with a thesis statement and overview and how it will be explained (compare/contrast, definition, classification)</p> <p>Checkpoint 2: Uses multiple types of evidence and cites sources when appropriate.</p> <p>Checkpoint 3: Explains how the evidence supports the topic. Uses inferences drawn from text</p> <p>Checkpoint 4: Able to use and maintain a formal style, objective tone and audience-appropriate language.</p> <p>Checkpoint 5: Has a conclusion that restates the topic and evidence</p>

Quarter 2 Task

Big Ideas	Culminating Assessment Task	District Suggested Checkpoints
<p>2nd Quarter</p> <p>Narrative</p> <p>Essential Standards: W.7.3 W.7.9</p> <p>Supporting Standards: L.7.1 L.7.2 L.7.3 RL.7.1 RL.7.5 RL.7.6 RL.7.9 W.7.4 W.7.5 W.7.6</p>	<p>Teachers may use the task in the 22-33 Curriculum Framework Document or the following simplified task. The same rubric and checkpoints will be used.</p> <p>Write a narrative to describe a real or imagined experience or event.</p>	<p>Checkpoints are based on pre-assessment data and grade-level PLC discussions. Additional checkpoints may be added.</p> <p>Checkpoint 1: Engage/hook the reader with an introduction that establishes point of view.</p> <p>Checkpoint 2: Well-structured event sequences</p> <p>Checkpoint 3: Using narrative techniques to develop experiences, events, and/or characters.</p> <p>Checkpoint 4: Conclusion <u>reflects</u> on narrated experiences or events</p>

Quarter 3 Task

Big Ideas	Culminating Tasks and Assessments	District Suggested Checkpoints
<p>3rd Quarter</p> <p>Essential Standards: W.7.1 W.7.8 RI/L.1 RI.L.7.2 RI/RL.3</p> <p>Supporting Standards: L.7.1 L.7.2 L.7.3 RI/RL7.5 RI.7.6 RL.7.7 W.7.6 W.7.9</p>	<p>Teachers may use the task in the 22-33 Curriculum Framework Document or the following simplified task. The same rubric and checkpoints will be used.</p> <p>Write an argument on a topic of your choice that supports a claim and acknowledges an alternate or opposing claim.</p> <p>*7th grade modes may be cause and effect, comparison, etc. Students should have the opportunity to develop a claim and argument from a wide range of sources that allow deep thinking and integration of information.</p>	<p>Checkpoints are based on pre-assessment data and grade-level PLC discussions. Additional checkpoints may be added.</p> <p>Checkpoint 1: Develop an introduction (hook and background information) that establishes and supports a claim</p> <p>Checkpoint 2: Choose, organize, elaborate, and cite supporting evidence from credible sources.</p> <p>Checkpoint 3: Uses words, phrases, appropriate transitional strategies for coherence and to create structure.</p> <p>Checkpoint 4: Acknowledges an opposing viewpoint or counterclaim</p>

Quarter 4 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p>4th Quarter Multimodal Research Multimodal And/or Digital Composition And/or Poetry/Presentation of Poetry</p> <p>Essential Standards: W.7 W.9 SL.7.4 L.7.4 RL.7.4</p> <p>Supporting Standards:</p>	<p>Q4 will be assessed at the classroom level in various ways. Teachers will rely on the PLC process and have conversations about student growth.</p>	<p>Checkpoint 1: Draw on several sources and generate additional related, focused questions for further research and investigation</p> <p>Checkpoint 2: Draw evidence from lit or informational texts to support analysis, reflection, and research</p> <p>Checkpoint 3:</p> <p>Checkpoint 4:</p>