

Alberta Education ESL Proficiency Benchmarks Tracking Sheets: Grades 7–9

Student Name:	Grade 7 Year: Teacher:	Grade 8 Year: Teacher:	Grade 9 Year: Teacher:
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LISTENING—Grades 7–9

LISTENING—Grades 7–9										
	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary <small>(knowledge of words and their meaning)</small>	Understands some words (approximately 5000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words supported by visuals, nonverbal cues and repetition. 		Understands more words (approximately 7500), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words and some: academic words with visual support. 		Understands a range of words (approximately 15,000), including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words. 		Understands a greater range of words (approximately 25,000), including: <ul style="list-style-type: none"> synonyms antonyms adjectives adverbs words with multiple meanings. 		Understands a broad range of words (approximately 40,000), including: <ul style="list-style-type: none"> synonyms antonyms adjectives adverbs words with multiple meanings in a variety of contexts. 	
Linguistic Syntax <small>(knowledge of word order and sentence structure)</small>	Understands: <ul style="list-style-type: none"> familiar commands simple sentences on familiar topics. 		Understands: <ul style="list-style-type: none"> subject–verb–object sentence structure simple detailed sentences on familiar topics. 		Understands: <ul style="list-style-type: none"> compound sentences complex sentences on familiar topics. 		Understands: <ul style="list-style-type: none"> compound sentences complex sentences on unfamiliar topics. 		Understands: <ul style="list-style-type: none"> compound-complex sentences conditional sentences on unfamiliar topics. 	
Strategic Questioning <small>(knowledge of ways to seek information)</small>	Responds to: <ul style="list-style-type: none"> short, simple questions on familiar topics. 		Responds to: <ul style="list-style-type: none"> literal questions using “what,” “where,” “when,” “who” and “how many.” 		Responds to: <ul style="list-style-type: none"> open-ended questions. 		Responds to: <ul style="list-style-type: none"> hypothetical questions. 		Responds to: <ul style="list-style-type: none"> inference questions the implied meaning of questions and statements. 	
Strategic Clarification <small>(knowledge of ways to confirm understanding)</small>	Requests clarification by using: <ul style="list-style-type: none"> survival words and expressions sometimes accompanied by gestures and facial expressions. 		Demonstrates listening for: <ul style="list-style-type: none"> key words by asking: familiar clarification questions. 		Demonstrates listening for: <ul style="list-style-type: none"> key concepts by asking: a range of clarification questions. 		Demonstrates listening for: <ul style="list-style-type: none"> details related to curricular concepts by asking: specific questions. 		Demonstrates listening for: <ul style="list-style-type: none"> abstract information by asking: specific questions. 	

Date the descriptor when the English language learner has consistently demonstrated it in a variety of subject areas.

Note: English language proficiency (ELP) develops within seven years (on average). Each English language learner progresses at a different rate. Some English language learners may experience some regression when the academic language requirements become more complex as they progress through the grades. Attach a new tracking tool to the existing one so that the student’s progression or recession is tracked.

LISTENING—Grades 7–9

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
<p>Socio-Linguistic (awareness of social and cultural factors influencing the way language is used)</p>	<p>Responds appropriately to:</p> <ul style="list-style-type: none"> • everyday greetings • known gestures • tone of voice. 		<p>Responds appropriately to:</p> <ul style="list-style-type: none"> • common social expressions in formal and informal contexts. 		<p>Responds appropriately to:</p> <ul style="list-style-type: none"> • common social expressions • intonation • idiomatic expressions in formal and informal contexts. 		<p>Responds appropriately to:</p> <ul style="list-style-type: none"> • slang • humour • common idioms • social expressions • intonation in a variety of contexts. 		<p>Responds appropriately to:</p> <ul style="list-style-type: none"> • a range of idiomatic expressions • slang • sarcasm • innuendo, indicated by subtle changes in: <ul style="list-style-type: none"> ○ tone ○ volume ○ speed ○ intonation. 	
<p>Discourse (knowledge of how ideas are organized and connected)</p>	<p>Understands:</p> <ul style="list-style-type: none"> • familiar commands • one-step instructions • basic facts • literal descriptions • the gist of clauses and sentences connected with: <ul style="list-style-type: none"> ○ “and” and “then” with visual support. 		<p>Understands:</p> <ul style="list-style-type: none"> • familiar commands • two-step instructions • the gist of discussions and presentations on familiar topics containing phrases and simple related sentences connected with: <ul style="list-style-type: none"> ○ common conjunctions ○ time markers ○ sequence markers <p>with visual support.</p>		<p>Understands:</p> <ul style="list-style-type: none"> • main ideas of discussions and presentations on familiar and unfamiliar topics • clauses and sentences connected with: <ul style="list-style-type: none"> ○ common conjunctions ○ time markers ○ sequence markers. 		<p>Understands:</p> <ul style="list-style-type: none"> • main ideas of academic explanations • examples • clauses and sentences connected with: <ul style="list-style-type: none"> ○ common cohesive devices. 		<p>Understands:</p> <ul style="list-style-type: none"> • main ideas of academic texts • supporting details • clauses and sentences connected with a variety of: <ul style="list-style-type: none"> ○ cohesive devices ○ transition words. 	
<p>Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)</p>	<p>Recognizes:</p> <ul style="list-style-type: none"> • English phonemes • word boundaries • impact of tone on speech. 		<p>Recognizes:</p> <ul style="list-style-type: none"> • common contractions • rhymes • cognates • minimal pairs. 		<p>Understands:</p> <ul style="list-style-type: none"> • familiar reduced speech • contractions. 		<p>Understands:</p> <ul style="list-style-type: none"> • rapid speech on familiar topics. 		<p>Understands:</p> <ul style="list-style-type: none"> • rapid speech on familiar and unfamiliar topics. 	

SPEAKING—Grades 7–9

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary (knowledge of words and their meaning)	Uses some words (approximately 5000), including: <ul style="list-style-type: none"> • utility words • descriptive words to express basic needs. Responds: <ul style="list-style-type: none"> • to simple questions using two- or three-word utterances. 		Uses more words (approximately 7500), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words to: <ul style="list-style-type: none"> • express needs • express feelings • express preferences • respond to questions. 		Uses a range of words (approximately 15,000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to: <ul style="list-style-type: none"> • express ideas • ask and answers questions • make statements. 		Uses a greater range of words (approximately 25,000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to: <ul style="list-style-type: none"> • comment • state opinions • clarify • express agreement or disagreement. 		Selects from a broad range of words (approximately 40,000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words • words with multiple meanings to: <ul style="list-style-type: none"> • discuss topics • state opinions • inquire • persuade. 	
Linguistic Grammar (ability to forms sentences conforming to the rules of English)	Uses: <ul style="list-style-type: none"> • common pronouns • adjectives • adverbs • nouns • verbs in present tense with errors and omissions.		Uses: <ul style="list-style-type: none"> • common pronouns • adjectives • nouns • verbs in present tense • adverbs • regular plurals • prepositions with some overgeneralization and verb agreement and tense errors.		Uses: <ul style="list-style-type: none"> • plurals • possessive pronouns • prepositions • verbs in continuous and simple past tenses with verb agreement and tense errors.		Uses: <ul style="list-style-type: none"> • negatives • noun phrases • adjective phrases • irregular plurals • possessives • prepositions • verbs in future continuous and irregular past tenses with some usage errors.		Uses: <ul style="list-style-type: none"> • phrasal expressions • conditional structures • a range of past, present, future and perfect tenses in active and passive voice with occasional errors.	
Linguistic Syntax (knowledge of word order and sentence structure)	Uses: <ul style="list-style-type: none"> • two- or three-word utterances • familiar patterned phrases • simple patterned sentences • simple patterned questions. 		Uses affirmative and negative: <ul style="list-style-type: none"> • simple detailed sentences • compound sentences • questions • commands. 		Uses: <ul style="list-style-type: none"> • complex sentences • varied word order. 		Adds detail to a variety of: <ul style="list-style-type: none"> • complex sentences • compound sentences. 		Uses a variety of sentence structures, including: <ul style="list-style-type: none"> • complex • compound • conditional. 	

SPEAKING—Grades 7–9

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Strategic (knowledge techniques to overcome language gaps)	Uses strategies, such as: <ul style="list-style-type: none"> familiar phrases simple questions first-language translation modeled by peers. 		Uses techniques, such as: <ul style="list-style-type: none"> cognates making personal connections. 		Uses techniques, such as: <ul style="list-style-type: none"> message replacement everyday expressions everyday questions. 		Uses techniques, such as: <ul style="list-style-type: none"> circumlocution clarifying questions. 		Uses a variety of techniques, such as: <ul style="list-style-type: none"> approximation elaborating commenting restating questioning. 	
Socio-Linguistic (awareness of social and cultural factors influencing the ways language is used)	Uses: <ul style="list-style-type: none"> greetings familiar courtesy expressions to participate in familiar social and classroom routines.		Uses: <ul style="list-style-type: none"> common courtesy expressions familiar social expressions awareness of register to participate in social and classroom situations.		Uses: <ul style="list-style-type: none"> common expressions slang idioms gestures used by peers.		Uses: <ul style="list-style-type: none"> expressions idioms common social references in appropriate contexts.		Uses: <ul style="list-style-type: none"> humour sarcasm appropriate to context and formality.	
Discourse (knowledge of how ideas are organized and connected)	Connects words and familiar phrases with: <ul style="list-style-type: none"> “and” to express: <ul style="list-style-type: none"> needs preferences. 		Connects familiar phrases and simple sentences with: <ul style="list-style-type: none"> common conjunctions time markers sequence markers to express: <ul style="list-style-type: none"> needs feelings opinions. 		Connects ideas using: <ul style="list-style-type: none"> common conjunctions time markers sequence markers prepositional phrases to: <ul style="list-style-type: none"> share ideas ask questions describe explain. 		Connects ideas using: <ul style="list-style-type: none"> conjunctions prepositional phrases to: <ul style="list-style-type: none"> elaborate describe sequence explain. 		Connects ideas using: <ul style="list-style-type: none"> a variety of cohesive devices to: <ul style="list-style-type: none"> compare contrast persuade conclude show cause and effect. 	
Pronunciation (ability to produce comprehensible speech)	Approximates: <ul style="list-style-type: none"> English rhythm intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.		Demonstrates: <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur.		Demonstrates: <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.		Demonstrates: <ul style="list-style-type: none"> appropriate expression appropriate inflection in a variety of contexts with increasing accuracy.		Demonstrates: <ul style="list-style-type: none"> appropriate expression appropriate inflection in a variety of contexts consistently and accurately (accented speech is expected and accepted).	

READING—Grades 7–9

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary <small>(knowledge of words and their meaning)</small>	Understands some words (approximately 5000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words with visual support. 		Understands more words (approximately 7500), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words. 		Understands a range of words (approximately 15,000), including: <ul style="list-style-type: none"> • words with multiple meanings • some synonyms and antonyms • a variety of subject-specific words • a variety of academic words. 		Understands a greater range of words (approximately 25,000), through: <ul style="list-style-type: none"> • context cues. 		Understands a broad range of words (approximately 40,000), through: <ul style="list-style-type: none"> • word analysis. 	
Linguistic Syntax <small>(knowledge of word order and sentence structure)</small>	Understands: <ul style="list-style-type: none"> • simple sentences • titles • headings • simple captions. 		Understands: <ul style="list-style-type: none"> • simple detailed sentences in short paragraphs. 		Understands: <ul style="list-style-type: none"> • descriptive paragraphs with: <ul style="list-style-type: none"> • varied sentence structure. 		Understands: <ul style="list-style-type: none"> • related paragraphs with: <ul style="list-style-type: none"> • subordinate clauses • relative clauses • conditional clauses. 		Understands: <ul style="list-style-type: none"> • a range of sentence structures containing: <ul style="list-style-type: none"> • various types of phrases and clauses. 	
Strategic Decoding <small>(ability to read words by sounding them out)</small>	Decodes: <ul style="list-style-type: none"> • familiar words • sight words. 		Decodes: <ul style="list-style-type: none"> • word families • consonant blends • long- and short-vowel sounds. 		Decodes: <ul style="list-style-type: none"> • root words • prefixes • suffixes • vowel digraphs. 		Decodes: <ul style="list-style-type: none"> • multi-syllabic words • complex letter combinations. 		Decodes: <ul style="list-style-type: none"> • words with unique spelling patterns. 	
Strategic Comprehension <small>(ability to apply techniques and tools to construct meaning)</small>	Relies on: <ul style="list-style-type: none"> • pictures • familiar phrases • patterned sentences • context • shared experiences • first language and culture to comprehend simple texts on familiar topics. 		Uses: <ul style="list-style-type: none"> • visuals • rereading • looking for known words • predicting to comprehend texts on familiar topics. 		Uses: <ul style="list-style-type: none"> • reading on • contextual cues • format cues • affix analysis • self-correction to comprehend texts on familiar topics. 		Uses: <ul style="list-style-type: none"> • inferencing • revising thoughts • drawing conclusions to comprehend texts on unfamiliar topics. 		Uses: <ul style="list-style-type: none"> • synthesizing • summarizing • drawing conclusions • a variety of contextual cues • word analysis to understand a variety of texts on unfamiliar topics. 	

READING—Grades 7–9

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Socio-Linguistic (awareness of social and cultural factors influencing the ways language is used)	Understands: <ul style="list-style-type: none"> the literal meaning of simple texts on familiar topics. 		Understands: <ul style="list-style-type: none"> purposes of a variety of genres. 		Understands: <ul style="list-style-type: none"> common social expressions figurative language in texts on familiar topics. 		Understands: <ul style="list-style-type: none"> explicit social references explicit cultural references figurative language in a variety of texts. 		Understands implied meaning of: <ul style="list-style-type: none"> social references cultural references figurative language in context. 	
Discourse (knowledge of how ideas are organized and connected)	Understands <ul style="list-style-type: none"> the gist of simple sentences connected with familiar: conjunctions time markers sequence markers. 		Understands: <ul style="list-style-type: none"> main ideas details of related sentences and clauses connected with: <ul style="list-style-type: none"> conjunctions time markers sequence markers. 		Understands: <ul style="list-style-type: none"> main ideas details of paragraphs connected with: <ul style="list-style-type: none"> conjunctions conjunctive adverbs time markers. sequence markers. 		Understands: <ul style="list-style-type: none"> related paragraphs connected with: cohesive devices indicating comparison and contrast transition words. 		Understands: <ul style="list-style-type: none"> extended texts connected with: a range of cohesive devices a range of transition words. 	
Fluency (ability to read smoothly, accurately and with appropriate expression)	Reads: <ul style="list-style-type: none"> word-by-word with some phrasing. 		Reads with some: <ul style="list-style-type: none"> phrasing rereading sounding out of words pausing to refer to visuals substitution of unknown words with familiar words. 		Reads increasingly with: <ul style="list-style-type: none"> expression attention to common punctuation meaningful word substitutions. 		Reads consistently with: <ul style="list-style-type: none"> expression attention to most punctuation self-correction, as required. 		Reads fluently with: <ul style="list-style-type: none"> expression appropriate intonation attention to all punctuation self-correction, as required. 	

WRITING—Grades 7–9

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Note: The number of words acquired by the end of each level provides educators with an appreciation of the amount of vocabulary development from one level to the next. Teachers are neither expected nor encouraged to complete word counts in order to measure language proficiency.										
Linguistic Vocabulary (knowledge of words and their meaning)	Uses some words (approximately 5000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words related to familiar topics and personal experiences. 		Uses more words (approximately 7500), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words related to familiar objects, actions and topics. 		Uses a range of words (approximately 15,000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words related to curricular concepts. 		Selects from a greater range of words (approximately 25,000), including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words • words with multiple meanings with increased understanding of curricular concepts. 		Selects from a broad range of words (approximately 40,000). Acquires new vocabulary from various sources for writing.	
Linguistic Grammar (ability to forms sentences conforming to the rules of English)	Writes: <ul style="list-style-type: none"> • nouns • verbs in present and simple past tenses • pronouns • prepositions • articles with usage errors and omissions.		Writes: <ul style="list-style-type: none"> • nouns • verbs in present, past and continuous tenses • object pronouns • adjectives • adverbs • prepositions with agreement errors.		Writes: <ul style="list-style-type: none"> • regular plurals • possessive pronouns • prepositional phrases • regular verbs in continuous and simple past tenses • irregular verbs in continuous and simple past tenses with more control of agreement and tense.		Uses: <ul style="list-style-type: none"> • negatives • irregular plurals • object pronouns • prepositions • regular verbs in past and future continuous tenses • irregular verbs in past and future continuous tenses with occasional errors.		Uses: <ul style="list-style-type: none"> • phrasal expressions • conditional structures • a range of past, present, future and perfect tenses in active and passive voice with increasing accuracy.	
Linguistic Syntax (knowledge of word order and sentence structure)	Writes: <ul style="list-style-type: none"> • simple sentences • simple compound sentences • complete patterned sentences. 		Writes: <ul style="list-style-type: none"> • detailed simple sentences • sentences with clauses. 		Writes: <ul style="list-style-type: none"> • a variety of simple and compound sentences • complex sentences • ideas in logical sequence • detailed paragraphs. 		Writes: <ul style="list-style-type: none"> • connected complex sentences • cohesive, well-developed texts with supporting details. 		Writes a variety of: <ul style="list-style-type: none"> • sentence structures to express relationships of time and condition. 	

WRITING—Grades 7–9

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Strategic (knowledge techniques to overcome language gaps)	Uses familiar strategies, such as: <ul style="list-style-type: none"> • spelling unfamiliar words, which reflect learner’s own pronunciation • capitalizing beginnings of sentences • putting periods at the end of sentences. 		Uses familiar strategies, such as: <ul style="list-style-type: none"> • copying • spelling from memory • using words with similar sounds • using sentence frames to: • spell familiar words • write ideas • complete patterned sentences • use basic punctuation. 		Uses common strategies, such as: <ul style="list-style-type: none"> • familiar vocabulary • known phrases • common expressions • cognates • word lists • templates • a personal dictionary to: • find new words • spell irregularly spelled words • distinguish homophones and homonyms • increase use of punctuation. 		Uses a variety of strategies, such as: <ul style="list-style-type: none"> • circumlocution • word substitution • format samples • visual dictionary • bilingual dictionary • punctuation modelled in books to: • add descriptions to writing • make better word choices • confirm spelling • improve accuracy of punctuation. 		Uses a variety of strategies and resources, such as: <ul style="list-style-type: none"> • planning tools • English dictionaries • a thesaurus • grammar references to: • confirm spelling • confirm meaning of words • make more effective word choices • use correct punctuation. 	
Socio-Linguistic (awareness of social and cultural factors influencing the ways language is used)	Produces texts using: <ul style="list-style-type: none"> • familiar words • familiar phrases • sentence frames to: • complete forms • create graphic organizers • label diagrams. 		Produces texts using: <ul style="list-style-type: none"> • new words • models • writing plan templates to: • sort relevant from irrelevant information to complete graphic organizers • answer questions • complete journals • write personal responses, stories, presentations, letters and experiments. 		Produces: <ul style="list-style-type: none"> • text for specific purposes using: • templates • samples, story plans or graphic organizers. 		Produces: <ul style="list-style-type: none"> • expository texts • narrative texts using: • knowledge of culturally appropriate forms and styles. 		Produces: <ul style="list-style-type: none"> • expository texts • narrative texts with a developing sense of: • audience • genre • voice • degree of formality. 	

WRITING—Grades 7–9

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Discourse (knowledge of how ideas are organized and connected)	Connects ideas in: <ul style="list-style-type: none"> • simple sentences using: • familiar conjunctions • time markers • sequence markers. 		Connects ideas in: <ul style="list-style-type: none"> • related sentences using: • common conjunctions • common time markers • common sequence markers. 		Connects ideas in: <ul style="list-style-type: none"> • a basic paragraph using: • common conjunctions • time markers • sequence markers. 		Connects ideas in: <ul style="list-style-type: none"> • a three-paragraph narrative • a three-paragraph descriptive composition using: • transition words • subordinate conjunctions. 		Connects ideas in: <ul style="list-style-type: none"> • a cohesive, well-developed, five-paragraph academic composition using: • a variety of cohesive devices. 	
Editing (ability to identify and correct writing errors, improve word choice and make sentences clearer)	Edits sentences for: <ul style="list-style-type: none"> • capitalization of names and words at beginning of sentences • periods • regular spelling of familiar words. 		Edits sentences for: <ul style="list-style-type: none"> • end punctuation • commas separating items in a list • simple tenses • regular spelling • addition of details. 		Edits sentences for: <ul style="list-style-type: none"> • placement of apostrophes and quotation marks • a variety of tenses • common irregularly spelled words. 		Edits and revises expository and narrative texts for: <ul style="list-style-type: none"> • capitalization of proper nouns • apostrophes, quotation marks, hyphens, dashes and commas • regular and irregular spelling • spelling of homophones and homonyms • subject–verb agreement • appropriate word choice • addition of supporting details. 		Edits and revises essays for: <ul style="list-style-type: none"> • most punctuation conventions • appropriate word forms and word choice • content • organization • verb tense • active and passive voice. 	