

Achievement Indicators for Reading
Grade 7

Reading Achievement Indicators Grade 7				
Content Standard 1.0				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
1.7.3 Decode unknown words in text using structural analysis through <ul style="list-style-type: none"> • base words • root words • suffixes • prefixes • syllables • compound words 	inability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words. limited ability to decode words in text using spelling patterns, and/or syllables.	limited ability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words. ability to decode words in text using spelling patterns. limited ability to decode words in text using syllables.	ability to decode words in text using phonics and structural analysis.	ability to decode above grade level words in text using phonics and structural analysis.
1.7.4 Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms 	limited ability to comprehend vocabulary using synonyms, and /or antonyms. inability to comprehend vocabulary using homographs, homophones, syntax, and/or parts of speech.	limited ability to comprehend and build vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms. ability to comprehend vocabulary using synonyms, and antonyms.	ability to comprehend, build, and extend vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms.	ability to comprehend, build, and extend above grade level vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms.
Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • context clues • structural analysis 	inability to comprehend vocabulary using context clues and/or structural analysis.	limited ability to comprehend and build vocabulary using context clues and/or structural analysis.	ability to comprehend, build, and extend vocabulary using context clues and/or structural analysis.	ability to comprehend, build, and extend above grade level vocabulary using context clues and/or structural analysis.
Apply alphabetical order to locate words in resources.	limited ability to alphabetize a given list of words.	limited ability to locate words in dictionaries, glossaries, and thesauruses.	ability to locate words in various resources.	ability to locate words in various resources.

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Use resources to find and/or confirm meaning of <ul style="list-style-type: none"> • unknown words • word origins • Greek word roots • Latin word roots 	inability to use resources to find meaning of unknown words encountered in text.	limited ability to use resources to find meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in above grade level text.
	inability to use resources to confirm meaning of unknown words encountered in text.	limited ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to confirm meaning of unknown words encountered in above grade level text.
	inability to use resources to find meaning of word origins.	limited ability to use resources to find meaning of word origins.	ability to use resources to find meaning of word origins.	ability to use resources to find meaning of above grade level word origins.
	inability to use resources to confirm meaning of word origins.	limited ability to use resources to confirm meaning of word origins.	ability to use resources to confirm meaning of word origins.	ability to use resources to confirm meaning of word origins.
	inability to use resources to find meaning of Greek word roots.	limited ability to use resources to find meaning of Greek word roots.	ability to use resources to find meaning of Greek word roots.	ability to use resources to find meaning of Greek word roots.
	inability to use resources to confirm meaning of Greek word roots.	limited ability to use resources to confirm meaning of Greek word roots.	ability to use resources to confirm meaning of Greek word roots.	ability to use resources to confirm meaning of Greek word roots.
	inability to use resources to find meaning of Latin word roots.	limited ability to use resources to find meaning of Latin word roots.	ability to use resources to find meaning of Latin word roots.	ability to use resources to find meaning of Latin word roots.
	inability to use resources to confirm meaning of Latin word roots.	limited ability to use resources to confirm meaning of Latin word roots.	ability to use resources to confirm meaning of Latin word roots.	ability to use resources to confirm meaning of Latin word roots.

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Content Benchmarks	Content Benchmarks	Content Benchmarks	Content Benchmarks
Explain differences between connotative and denotative meaning in text.	inability to evaluate authors' use of denotative meaning in text.	limited ability to evaluate authors' use of denotative meaning in text.	ability to evaluate authors' use of denotative meaning in text.	ability to evaluate authors' use of denotative meaning in above grade level text.
	inability to evaluate authors' use of connotative meaning in text.	limited ability to evaluate authors' use of connotative meaning in text.	ability to evaluate authors' use of connotative meaning in text.	ability to evaluate authors' use of connotative meaning in above grade level text.
Build vocabulary using <ul style="list-style-type: none"> • pictures • symbols 	limited ability to gain meaning from pictures.	ability to gain meaning from pictures.	ability to gain meaning from pictures and symbols.	ability to gain and generalize meaning using pictures and symbols.
	inability to gain meaning from symbols.	limited ability to gain meaning from symbols.		
1.7.5 Apply knowledge of content specific vocabulary in text to build comprehension.	inability to identify content-specific vocabulary in text.	limited ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in above grade level text.
Read fluently aloud and/or silently with a focus on <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	inability to read aloud with fluency.	limited ability to read aloud with fluency.	ability to read aloud with fluency.	ability to read aloud above grade level text with fluency.

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Content Standard 2.0 Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.7.1 Select before reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	inability to use before reading strategies to aid comprehension.	limited ability to use before reading strategies to aid comprehension. inability to select before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension of above grade level text.
2.7.2 Select during reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	limited ability to use during reading strategies to make predictions. inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension of above grade level text.

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Content Standard 2.0 (continued) Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.7.3 Select after reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension of above grade level text.

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Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>3.7.1 Analyze</p> <ul style="list-style-type: none"> • setting <p>Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • climax • resolution • turning point <p>Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • exposition • rising action • falling action <p>Describe internal and external conflict.</p>	<p>ability to identify setting.</p> <p>inability to analyze setting.</p> <p>inability to analyze climax.</p> <p>inability to analyze resolution.</p> <p>inability to analyze turning point.</p> <p>limited ability to identify important events in a text.</p> <p>inability to analyze the elements that signal exposition.</p> <p>inability to analyze the elements that signal rising action.</p> <p>inability to analyze the elements that signal falling action.</p> <p>inability to describe external conflict.</p> <p>inability to identify internal conflict.</p>	<p>ability to describe setting.</p> <p>limited ability to analyze setting.</p> <p>limited ability to analyze climax.</p> <p>limited ability to analyze resolution.</p> <p>limited ability to describe turning point.</p> <p>ability to identify important events in a text.</p> <p>limited ability to analyze the elements that signal exposition.</p> <p>limited ability to analyze the elements that signal rising action.</p> <p>limited ability to analyze the elements that signal falling action.</p> <p>limited ability to describe external conflict.</p> <p>limited ability to identify internal conflict.</p>	<p>ability to analyze setting.</p> <p>ability to analyze climax.</p> <p>ability to analyze resolution.</p> <p>ability to analyze turning point.</p> <p>ability to describe important events in a text.</p> <p>ability to analyze the elements that signal exposition.</p> <p>ability to analyze the elements that signal rising action.</p> <p>ability to analyze the elements that signal falling action.</p> <p>ability to describe external conflict.</p> <p>ability to describe internal conflict.</p>	<p>ability to analyze setting in above grade level text.</p> <p>ability to analyze climax in above grade level text.</p> <p>ability to analyze resolution in above grade level text.</p> <p>ability to analyze turning point in above grade level text.</p> <p>ability to describe important events in above grade level text.</p> <p>ability to analyze the elements that signal exposition in above grade level text.</p> <p>ability to analyze the elements that signal rising action in above grade level text.</p> <p>ability to analyze the elements that signal falling action in above grade level text.</p> <p>ability to analyze external conflict.</p> <p>ability to analyze internal conflict.</p>

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Describe main plot and subplots.	limited ability to describe main plot. inability to describe subplots.	limited ability to describe main plot. limited ability to describe subplots.	ability to describe main plot. ability to describe subplots.	ability to analyze main plot. ability to analyze subplots.
Describe how one event may cause another event.	inability to describe how one event may cause another event to occur.	limited ability to describe how one event may cause another event to occur.	ability to describe how one event may cause another event to occur.	ability to analyze how one event may cause another event to occur.
Explain an author's use of flashback.	inability to identify flashback in text. inability to explain an author's use of flashback.	limited ability to identify flashback in text. limited ability to explain an author's use of flashback.	ability to identify flashback in text. ability to explain an author's use of flashback.	ability to identify flashback in above grade level text. ability to explain an author's use of flashback in above grade level text.
With assistance , analyze an author's use of flashback.	inability to analyze an author's use of flashback.	limited ability to analyze an author's use of flashback.	limited ability to analyze an author's use of flashback.	ability to analyze an author's use of flashback in above grade level text.
Analyze an author's use of foreshadowing	inability to identify foreshadowing in text. inability to analyze an author's use of foreshadowing.	limited ability to identify foreshadowing in text. limited ability to analyze an author's use of foreshadowing.	ability to identify foreshadowing in text. limited ability to analyze an author's use of foreshadowing.	ability to identify foreshadowing in above grade level text. ability to analyze an author's use of foreshadowing.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Make inferences and draw conclusions about setting and plot based on evidence.	<p>limited ability to make inferences about setting.</p> <p>inability to draw conclusions about setting.</p> <p>inability to make inferences about plot.</p> <p>inability to draw conclusions about plot.</p>	<p>ability to make inferences about setting.</p> <p>limited ability to draw conclusions about setting.</p> <p>ability to make inferences about plot.</p> <p>limited ability to draw conclusions about plot.</p>	<p>ability to make inferences about setting based on evidence.</p> <p>ability to draw conclusions about setting based on evidence.</p> <p>ability to make inferences about plot based on evidence.</p> <p>ability to draw conclusions about plot based on evidence.</p>	<p>ability to make inferences about setting based on evidence in above grade level text.</p> <p>ability to draw conclusions about setting based on evidence in above grade level text.</p> <p>ability to make inferences about plot based on evidence in above grade level text.</p> <p>ability to draw conclusions about plot based on evidence in above grade level text.</p>
3.7.2 Explain an author's use of characterization.	<p>inability to explain an author's use of characterization.</p> <p>inability to identify elements of characterization.</p> <p>limited ability to identify what a character looks like.</p> <p>limited ability to identify how a character acts.</p> <p>inability to use the vocabulary terms physical and personality traits.</p>	<p>limited ability to explain an author's use of characterization.</p> <p>limited ability to identify elements of characterization.</p> <p>limited ability to identify and describe physical traits of characters.</p> <p>limited ability to describe personality traits of characters.</p> <p>limited ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to explain an author's use of characterization.</p> <p>ability to identify elements of characterization (e.g., description, what the character says).</p> <p>ability to describe characters' physical traits.</p> <p>ability to describe characters' personality traits.</p> <p>ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to analyze an author's use of characterization in above grade level text.</p> <p>ability to analyze elements of characterization.</p> <p>ability to compare characters' physical and personality traits when provided a format (e.g., Venn-diagram, T-chart).</p> <p>ability to use the vocabulary terms physical and personality traits.</p>

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Describe the motivation for a character's actions.	<p>limited ability to identify a character's actions.</p> <p>inability to describe the motivation of a character's actions.</p>	<p>ability to describe a character's actions.</p> <p>limited ability to identify the motivation of a character's actions.</p>	ability to describe the motivation of a character's actions.	ability to describe the motivation of a character's actions in above grade level text.
Explain the relationships among protagonists, antagonists, and supporting characters.	<p>limited ability to identify the hero and villain of a text.</p> <p>inability to explain the relationship among protagonists, antagonists, and supporting characters.</p> <p>inability to use the vocabulary terms protagonist and antagonist.</p>	<p>ability to identify the hero and villain of a text.</p> <p>limited ability to explain the relationship among protagonists, antagonists, and supporting characters.</p> <p>limited ability to use the vocabulary terms protagonist and antagonist.</p>	<p>ability to identify the protagonist and antagonist.</p> <p>ability to explain the relationship among protagonists, antagonists, and supporting characters.</p> <p>ability to use the vocabulary terms protagonist and antagonist.</p>	<p>ability to identify the protagonist and antagonist in above grade level text.</p> <p>ability to explain the relationship among protagonists, antagonists, and supporting characters in above grade level text.</p> <p>ability to use the vocabulary terms protagonist and antagonist.</p>
Make inferences and draw conclusions about a character(s) based on evidence.	<p>ability to recall few details about a character from a text.</p> <p>limited ability to make inferences about a character.</p> <p>inability to draw conclusions about a character.</p>	<p>ability to recall details about a character from a text.</p> <p>ability to make inferences about a character based on details.</p> <p>limited ability to draw conclusions about a character.</p>	<p>ability to recall details about a character from a text.</p> <p>ability to make inferences about a character(s) based on evidence.</p> <p>ability to draw conclusions about a character(s) based on evidence.</p>	<p>ability to recall details about a character from above grade level text.</p> <p>ability to make inferences about a character(s) based on evidence in above grade level text.</p> <p>ability to draw conclusions about a character(s) based on evidence in above grade level text.</p>
3.7.3 Describe a theme based on evidence.	inability to identify theme.	limited ability to describe a theme.	ability to describe a theme based on evidence.	ability to analyze a theme based on evidence in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Compare themes generated by a single topic.	inability to identify themes.	limited ability to identify themes when given a format. limited ability to compare themes generated by a single topic.	ability to identify themes. ability to compare themes generated by a single topic.	ability to compare themes generated by a single topic.
Explain a lesson learned based on events and/or a character's actions.	limited ability to identify a character's actions. inability to identify a lesson based on events and/or a character's actions.	ability to identify a character's actions. limited ability to explain a lesson based on events and/or a character's actions.	ability to explain a lesson learned based on events and/or a character's actions.	ability to explain a lesson learned based on events and/or a character's actions in above grade level text.
3.7.4 Analyze the effect of an author's use of either <ul style="list-style-type: none"> • first person point of view • third person limited point of view • third person omniscient point of view 	inability to analyze an author's use of point of view.	limited ability to analyze an author's use of point of view.	ability to analyze an author's use of point of view.	ability to analyze an author's use of point of view.
Distinguish between third person limited and third person omniscient point of view.	inability to distinguish between third person limited and third person omniscient point of view.	limited ability to distinguish between third person limited and third person omniscient point of view.	ability to distinguish between third person limited and third person omniscient point of view.	ability to distinguish between third person limited and third person omniscient point of view.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.7.5 Analyze the use of <ul style="list-style-type: none"> • imagery • figurative language 	limited ability to identify imagery. limited ability to identify figurative language. inability to analyze the use of imagery. inability to analyze the use of figurative language.	ability to imagery. ability to identify figurative language. limited ability to analyze the use of imagery. limited ability to analyze the use of figurative language.	ability to analyze the use of imagery. ability to analyze the use of figurative language(e.g., similes, metaphors, personification).	ability to analyze the use of imagery in above grade level text. ability to analyze the use of figurative language in above grade level text.
Identify the effects of rhythm and rhyme on text.	ability to identify rhyme. limited ability to identify rhythm.	ability to identify rhythm and rhyme. limited ability to identify the effects of rhythm and rhyme.	ability to identify rhythm and rhyme. ability to identify the effects of rhythm and rhyme.	ability to identify rhythm and rhyme. ability to identify the effects of rhythm and rhyme.
Analyze the use of <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language 	inability to analyze the use of sound devices (e.g., alliteration). inability to analyze the use of dialect. inability to analyze the use of slang. inability to analyze the use of formal language. inability to analyze the use of informal language.	limited ability to analyze the use of sound devices. limited ability to analyze the use of dialect. limited ability to analyze the use of slang. limited ability to analyze the use of formal language. limited ability to analyze the use of informal language.	ability to analyze the use of sound devices. ability to analyze the use of dialect. ability to analyze the use of slang. ability to analyze the use of formal language. ability to analyze the use of informal language.	ability to analyze the use of sound devices in above grade level text. ability to analyze the use of dialect. ability to analyze the use of slang. ability to analyze the use of formal language. ability to analyze the use of informal language.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.7.6 Explain how the use of words and phrases reveal tone.	limited ability to determine overall tone. inability to identify words and phrases that reveal tone.	ability to determine overall tone of text. limited ability to explain the use of words and phrases that reveal tone.	ability to determine overall tone of text. ability to explain the use of words and phrases that reveal tone.	ability to determine overall tone of above grade level text. ability to explain the use of words and phrases that reveal tone of above grade level text.
Analyze how words and phrases create mood.	limited ability to determine overall mood. inability to analyze how words and phrases create mood.	ability to determine overall mood. limited ability to analyze how words and phrases create mood.	ability to determine overall mood. ability to analyze how words and phrases create mood.	ability to determine overall mood. ability to analyze how words and phrases create mood.
Explain the use of irony.	inability to explain irony.	limited ability to explain irony.	ability to explain irony.	ability to analyze irony.
With assistance , identify various types of irony.	inability to identify types of irony.	limited ability to identify types of irony when given a format.	limited ability to identify types of irony.	ability to identify types of irony.
3.7.7 Make inferences about an author's cultural and historical viewpoints.	inability to identify point of view. inability to make inferences about an author's cultural viewpoints. inability to make inferences about an author's historical viewpoints.	limited ability to identify point of view. limited ability to make inferences about an author's cultural viewpoints. limited ability to make inferences about an author's historical viewpoints.	ability to identify point of view. ability to make inferences about an author's cultural viewpoints. ability to make inferences about an author's historical viewpoints.	ability to identify point of view. ability to make inferences about an author's cultural viewpoints in above grade level text. ability to make inferences about an author's historical viewpoints in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Explain the influence of cultures.	inability to identify text from different culture based on content.	limited ability to identify text from different cultures based on content.	ability to compare text from different cultures based on content.	ability to compare text from different cultures based on content in above grade level text.
	limited ability to grasp the meaning of cultures based on content.	limited ability to grasp the meaning of cultures based on content.	ability to grasp the meaning of cultures based on content.	ability to grasp the meaning of cultures based on content in above grade level text.
	inability to explain the influence of cultures based on content.	limited ability to explain the influence of cultures based on content.	ability to explain the influence of different cultures based on content.	ability to explain the influence of different cultures based on content in above grade level text.
Explain the influence of time periods.	limited ability to identify texts from different time periods based on content.	limited ability to compare texts from time periods based on content.	ability to compare texts from time periods based on content.	ability to compare texts from time periods based on content in above grade level text.
	inability to explain the influence of time periods based on content.	limited ability to explain the influence of time periods based on content.	ability to explain the influence of time periods based on content.	ability to explain the influence of time periods based on content in above grade level text.
3.7.8 Make and revise predictions based on evidence.	limited ability to make predictions.	ability to make predictions.	ability to make predictions based on evidence.	ability to make predictions based on evidence.
	inability to revise predictions.	limited ability to revise predictions.	ability to revise predictions based on evidence.	ability to revise predictions based on evidence.
3.7.9 Make connections to self, other text, and/or the world.	limited ability to make connections from text to self.	ability to make connections from text to self.	ability to make connections from text to self, other text, and/or the world.	ability to make connections from text to self, other text, and/or the world.
	inability to make connections from text to other text and/or the world.	limited ability to make connections from text to other text, and/or the world.		

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Use information to answer specific questions.	limited ability to identify intent of questions.	ability to identify intent of questions.	ability to identify intent of questions.	ability to identify intent of questions.
	inability to use information to answer specific questions in text.	limited ability to use information to answer specific questions in text.	ability to use information to answer specific questions in text.	ability to use information to answer specific questions in above grade level text.
Summarize information.	inability to summarize information using a given format.	limited ability to summarize information.	ability to summarize information.	ability to summarize information from above grade level text.
Synthesize information.	inability to gain information from text.	limited ability to synthesize information given a format.	ability to synthesize information given a format.	ability to synthesize information.
	inability to retell information.	limited ability to gain information from text.	ability to gain information from text.	ability to gain information from above grade level text.
	inability to summarize information.	limited ability to retell information.	ability to retell information.	ability to retell information from above grade level text.
	inability to organize information.	limited ability to summarize information.	ability to summarize information.	ability to summarize information from above grade level text.
		limited ability to organize information.	ability to organize information.	ability to organize information in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , paraphrase information.	<p>ability to copy words from text.</p> <p>inability to demonstrate meaning from text using their own words.</p> <p>inability to identify essential information.</p> <p>inability to paraphrase information.</p>	<p>limited ability to restate author's original ideas using their own words.</p> <p>limited ability to demonstrate meaning from text using their own words when given a format.</p> <p>limited ability to identify essential information.</p> <p>inability to paraphrase information when given a format.</p>	<p>limited ability to restate author's original ideas using their own words.</p> <p>limited ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information.</p> <p>limited ability to paraphrase information when given a format.</p>	<p>ability to restate author's original ideas using their own words.</p> <p>ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information in above grade level text.</p> <p>ability to paraphrase information in above grade level text.</p>

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Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.7.1 Evaluate information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps Evaluate information from <ul style="list-style-type: none"> • table of contents • glossaries • indices 	limited ability to gain information from illustrations, graphs, charts, and titles. inability to gain information from text boxes, diagrams, headings, and maps. inability to determine purpose of text features. inability to gain information from a table of contents, glossaries, and indices. inability to determine the purpose of a table of contents, glossaries, and indices.	limited ability to evaluate information from text features. limited ability to determine purpose of text features. limited ability to evaluate information from a table of contents, glossaries, and indices. limited ability to determine the purpose of a table of contents, glossaries, and indices.	ability to evaluate information from text features. ability to determine purpose of text features. ability to evaluate information from a table of contents, glossaries, and indices. ability to determine the purpose of a table of contents, glossaries, and indices.	ability to evaluate information from text features. ability to determine purpose of text features. ability to evaluate information from a table of contents, glossaries, and indices. ability to determine the purpose of a table of contents, glossaries, and indices.
Identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words 	limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words.	limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Identify and explain the use of <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions 	ability to identify abbreviations limited ability to identify acronyms. inability to identify parenthetical expressions. inability to explain the use of abbreviations. inability to explain the use of acronyms. inability to identify and explain the use of parenthetical expressions.	ability to identify abbreviations. ability to identify acronyms. limited ability to identify parenthetical expressions. limited ability to explain the use of abbreviations. limited ability to explain the use of acronyms. limited ability to explain the use of parenthetical expressions.	ability to explain the use of abbreviations. ability to explain the use of acronyms. ability to explain the use of parenthetical expressions.	ability to explain the use of abbreviations. ability to explain the use of acronyms. ability to explain the use of parenthetical expressions.
4.7.2 Describe the use of <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language 	inability to describe the use of dialect. inability to describe the use of slang. inability to describe the use of idioms. inability to describe the use of formal language. inability to describe the use of informal language.	limited ability to describe the use of dialect. limited ability to describe the use of slang. limited ability to describe the use of idioms. limited ability to describe the use of formal language. limited ability to describe the use of informal language.	ability to describe the use of dialect. ability to describe the use of slang. ability to describe the use of idioms. ability to describe the use of formal language. ability to describe the use of informal language.	ability to analyze the use of dialect. ability to analyze the use of slang. ability to analyze the use of idioms. ability to analyze the use of formal language. ability to analyze the use of informal language.

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Explain the use of <ul style="list-style-type: none"> • figurative language • analogies 	limited ability to identify figurative language (e.g., similes, metaphors, personification). limited ability to determine meaning from simple analogies.	ability to identify figurative language. limited ability to explain the use of figurative language. limited ability to determine meaning from analogies.	ability to explain the use of figurative language. ability to analyze how analogies are used to compare an idea.	ability to analyze the use of figurative language in above grade level text. ability to analyze how analogies are used to compare an idea in above grade level text.
Explain words and phrases that reveal author's tone.	limited ability to determine overall tone. inability to identify words and phrases that reveal tone.	ability to determine overall of tone of the text. limited ability to identify words that reveal tone. inability to identify phrases that reveal tone.	ability to determine overall of tone of the text. ability to identify words and phrases that reveal tone.	ability to determine overall of tone of above grade level text. ability to identify words and phrases that reveal tone in above grade level text.
Explain how language clarifies ideas and concepts.	inability to explain how language clarifies ideas and concepts.	limited ability to explain how language clarifies ideas and concepts.	ability to explain how language clarifies ideas and concepts.	ability to analyze how language clarifies ideas and concepts in above grade level text.
Explain how language is used for the purpose of <ul style="list-style-type: none"> • persuasion • propaganda 	inability ability to identify words used to persuade. inability to identify words used in propaganda. inability to explain how language is used to create persuasion. inability to explain how language is used to create propaganda.	limited ability to identify words used to persuade. limited ability to identify words used in propaganda. limited ability to explain how language is used to create persuasion. limited ability to explain how language is used to create propaganda.	ability to identify words used to persuade. ability to identify words used in propaganda. ability to explain how language is used to create persuasion. ability to explain how language is used to create propaganda.	ability to identify words used to persuade. ability to identify words used in propaganda. ability to explain how language is used to create persuasion. ability to explain how language is used to create propaganda.

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Describe how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples. limited ability to identify an abstract idea. inability to describe how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples. ability to identify an abstract idea when given a format. limited ability to describe how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples. ability to identify an abstract idea. ability to describe how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples in above grade level text. ability to identify an abstract idea in above grade level text. ability to describe how an author uses concrete examples to explain abstract ideas in above grade level text.
Explain intended and unintended effects of persuasive and/or propaganda techniques on an audience.	inability to explain intended and unintended effects of persuasive and/or propaganda techniques on an audience. inability to explain unintended effects of persuasive and/or propaganda techniques on an audience.	limited ability to explain intended effects of persuasive and/or propaganda techniques on an audience. inability to explain unintended effects of persuasive and/or propaganda techniques on an audience.	limited ability to explain intended effects of persuasive and/or propaganda techniques on an audience. limited ability to explain unintended effects of persuasive and/or propaganda techniques on an audience.	ability to explain intended effects of persuasive and/or propaganda techniques on an audience. ability to explain unintended effects of persuasive and/or propaganda techniques on an audience.
4.7.3 Describe a theme based on evidence.	limited ability to identify main idea. inability to describe a theme.	ability to identify main idea. limited ability to describe a theme.	ability to identify main idea. ability to describe a theme based on evidence.	ability to identify main idea. ability to describe a theme based on evidence in above grade level text.
Compare themes generated by a single topic.	inability to compare themes.	limited ability to compare themes when given a format.	ability to compare themes generated by a single topic.	ability to compare themes generated by a single topic.
Evaluate the impact of sequential and/or chronological order.	limited ability to describe the impact of sequential and/or chronological order using a given format.	limited ability to evaluate the impact of sequential and/or chronological order.	ability to evaluate the impact of sequential and/or chronological order.	ability to evaluate the impact of sequential and/or chronological order in above grade level text.

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Evaluate a cause and its effect on events and/or relationships.	inability to evaluate a cause and its effect on events and/or relationships.	limited ability to evaluate a cause and its effect on events and/or relationships.	ability to evaluate a cause and its effect on events and/or relationships.	ability to evaluate a cause and effect on events and/or relationships.
Evaluate a problem and its solution.	limited ability to identify a problem. inability to evaluate the solution to the problem.	ability to evaluate a problem. limited ability to evaluate the solution to the problem.	ability to evaluate a problem. ability to evaluate the solution to the problem.	ability to evaluate a problem. ability to evaluate the solution to the problem.
Describe main idea based on evidence.	inability to describe main idea.	limited ability to describe main idea.	ability to describe main idea based on evidence.	ability to describe main idea based on evidence in above grade level text.
Compare events.	inability to compare events using a given format.	limited ability to compare events using a given format.	ability to compare events.	ability to compare events in above grade level text.
Explain the author's use of organizational structure.	inability to identify organizational structures in text.	inability to explain the author's use of organizational structure. limited ability to identify organizational structures in text.	limited ability to explain the author's use of organizational structure (e.g., fact/opinion, compare/contrast).	ability to explain the author's use of organizational structure in above grade.
Trace the development of an author's argument, viewpoint, and/or perspective.	limited ability to identify an argument presented in text. inability to identify an author's viewpoint. inability to identify an author's perspective.	ability to identify an argument presented in text. limited ability to identify an author's viewpoint. limited ability to identify an author's perspective.	ability to trace the development of an author's argument. ability to trace the development of an author's viewpoint. ability to trace the development of an author's perspective.	ability to trace the development of an author's argument in above grade level text. ability to trace the development of an author's viewpoint in above grade level text. ability to trace the development of an author's perspective in grade level text.

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.7.4 Make inferences about an author's culture and historical viewpoints.	<p>inability to identify point of view.</p> <p>inability to make inferences about an author's cultural viewpoints.</p> <p>inability to make inferences about an author's historical viewpoints.</p>	<p>limited ability to identify point of view.</p> <p>limited ability to make inferences about an author's cultural viewpoints.</p> <p>limited ability to make inferences about an author's historical viewpoints.</p>	<p>ability to identify point of view.</p> <p>ability to make inferences about an author's cultural viewpoints.</p> <p>ability to make inferences about an author's historical viewpoints.</p>	<p>ability to identify point of view.</p> <p>ability to make inferences about an author's cultural viewpoints in above grade level text.</p> <p>ability to make inferences about an author's historical viewpoints in above grade level text.</p>
4.7.5 Make connections to self, other text, and/or the world.	<p>limited ability to make connections from text to self.</p> <p>inability to make connections from text to other text and/or the world.</p>	<p>ability to make connections from text to self.</p> <p>limited ability to make connections from text to other text, and/or the world.</p>	<p>ability to make connections from text to self, other text, and/or the world.</p>	<p>ability to make connections from text to self, other text, and/or the world.</p>
Use information to answer specific questions.	<p>limited ability to identify intent of questions.</p> <p>inability to use information to answer specific questions in text.</p>	<p>ability to identify intent of questions.</p> <p>limited ability to use information to answer specific questions in text.</p>	<p>ability to identify intent of questions.</p> <p>ability to use information to answer specific questions in text.</p>	<p>ability to identify intent of questions.</p> <p>ability to use information to answer specific questions in above grade level text.</p>
Evaluate hypotheses based on information.	<p>inability to develop hypotheses.</p>	<p>limited ability to develop hypotheses.</p>	<p>ability to evaluate hypotheses based on logical information.</p>	<p>ability to evaluate hypotheses based on logical information in above grade level text.</p>
Summarize information.	<p>inability to summarize information given a format.</p>	<p>limited ability to summarize information given a format.</p>	<p>ability to summarize information.</p>	<p>ability to summarize information from above grade level text.</p>

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Synthesize information.	<p>inability to gain information from text.</p> <p>inability to retell information.</p> <p>inability to summarize information.</p> <p>inability to organize information.</p>	<p>limited ability to synthesize information given a format.</p> <p>limited ability to gain information from text.</p> <p>limited ability to retell information.</p> <p>limited ability to summarize information.</p> <p>limited ability to organize information.</p>	<p>ability to synthesize information given a format.</p> <p>ability to gain information from text.</p> <p>ability to retell information.</p> <p>ability to summarize information.</p> <p>ability to organize information.</p>	<p>ability to synthesize information.</p> <p>ability to gain information from above grade level text.</p> <p>ability to retell information from above grade level text.</p> <p>ability to summarize information in above grade level text.</p> <p>ability to organize information from above grade level text.</p>
With assistance , paraphrase information.	<p>ability to copy words from text.</p> <p>inability to demonstrate meaning from text using their own words.</p> <p>inability to identify essential information.</p> <p>inability to paraphrase information.</p>	<p>limited ability to restate author's original ideas using their own words from below grade level text.</p> <p>limited ability to demonstrate meaning from text using their own words when given a format.</p> <p>limited ability to identify essential information.</p> <p>inability to paraphrase information.</p>	<p>limited ability to restate author's original ideas using their own words.</p> <p>limited ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information.</p> <p>limited ability to paraphrase information when given a format.</p>	<p>ability to restate author's original ideas using their own words.</p> <p>ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information from above grade level text.</p> <p>ability to paraphrase information from above grade level text.</p>
4.7.6 Make and revise predictions based on evidence.	<p>limited ability to make predictions.</p> <p>inability to revise predictions.</p>	<p>ability to make predictions.</p> <p>limited ability to revise predictions.</p>	<p>ability to make predictions based on evidence.</p> <p>ability to revise predictions based on evidence.</p>	<p>ability to make predictions based on evidence.</p> <p>ability to revise predictions based on evidence.</p>

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Make inferences and draw conclusions based on evidence.	<p>limited ability to recall details from text.</p> <p>inability to make inferences.</p> <p>inability to draw conclusions.</p>	<p>ability to recall details from text.</p> <p>limited ability to make inferences.</p> <p>limited ability to draw conclusions.</p>	<p>ability to recall details from text.</p> <p>ability to make inferences based on evidence.</p> <p>ability to draw conclusions based on evidence.</p>	<p>ability to recall details from above grade level text.</p> <p>ability to make inferences based on evidence in above grade level text.</p> <p>ability to draw conclusions based on evidence in above grade level text.</p>
Analyze the accuracy of facts.	<p>inability to identify important facts.</p>	<p>limited ability to identify important facts.</p> <p>limited ability to analyze the accuracy of facts.</p>	<p>ability to identify important facts.</p> <p>ability to analyze the accuracy of facts.</p>	<p>ability to identify important facts in above grade level text.</p> <p>ability to analyze the accuracy of facts in above grade level text.</p>
Evaluate the author's use of facts and/or opinions.	<p>limited ability to identify facts.</p> <p>inability to identify opinions.</p> <p>inability to distinguish between fact and opinion in text.</p> <p>inability to evaluate the author's use of facts and/or opinions.</p>	<p>ability to identify facts.</p> <p>limited ability to identify opinions.</p> <p>limited ability to distinguish between fact and opinion in text.</p> <p>limited ability to evaluate the author's use of facts and/or opinions.</p>	<p>ability to identify facts.</p> <p>ability to identify opinions.</p> <p>ability to distinguish between fact and opinion.</p> <p>ability to evaluate the author's use of facts and/or opinions.</p>	<p>ability to identify facts in above grade level text.</p> <p>ability to identify opinions.</p> <p>ability to distinguish between fact and opinion.</p> <p>ability to evaluate the author's use of facts and/or opinions in above grade level text.</p>
Verify information by referencing other sources.	<p>inability to verify information by referencing other sources in a given format.</p>	<p>limited ability to verify information by referencing other sources in a given format.</p>	<p>ability to verify information by referencing other sources.</p>	<p>ability to verify information by referencing other sources.</p>

Achievement Indicators for Reading
Grade 7

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Determine reasonableness and adequacy of evidence.	inability to determine reasonableness of evidence.	limited ability to determine reasonableness of evidence.	ability to determine reasonableness of evidence.	ability to determine reasonableness of evidence in above grade level text.
	inability to determine adequacy of evidence.	limited ability to determine adequacy of evidence.	ability to determine adequacy of evidence.	ability to determine adequacy of evidence in above grade level text.
4.7.7 Read and follow directions to complete tasks or procedures.	inability to accurately read directions to complete tasks or procedures.	limited ability to accurately read directions to complete tasks or procedures.	ability to accurately read directions to complete tasks or procedures.	ability to accurately read directions to complete complex tasks or procedures.
	inability to gain meaning from directions to complete tasks or procedures.	limited ability to gain meaning from directions to complete tasks or procedures.	ability to gain meaning from directions to complete tasks or procedures.	ability to gain meaning from directions to complete complex tasks or procedures.
Evaluate directions to complete tasks or procedures for <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	inability to understand directions.	inability to evaluate directions for clarity.	ability to evaluate directions for clarity.	ability to evaluate directions for clarity.
		limited ability to evaluate format of directions.	ability to evaluate format of directions.	ability to evaluate format of directions.
		inability to evaluate use of technical vocabulary in directions.	ability to evaluate use of technical vocabulary in directions.	ability to evaluate use of technical vocabulary in directions.
		limited ability to evaluate use of text features in directions.	ability to evaluate use of text features in directions.	ability to evaluate use of text features in directions.

Achievement Indicators for Writing
Grade 7

Writing Achievement Indicators Grade 7				
Content Standard 5.0 Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.7.1 Use prewriting strategies to plan written work.	independent attempts to generate ideas.	minimal creation of ideas for writing.	use of brainstorming or prewriting activities to generate ideas.	use of brainstorming, clustering, and other prewriting strategies effectively to generate ideas.
Choose a topic to narrow and organize ideas.	inability to generate usable ideas for writing.	use of minimal brainstorming, clustering, interviewing, and discussion.		versatility and adeptness in using multiple prewriting strategies.
Explore an idea to plan written work.	inability to generate ideas from listening and following story models. exploration of simple topics.	minimal generation of ideas from listening and following story models. inconsistent and/or incomplete use of strategies to organize ideas.	generation of usable topics from listening and reading. organization of ideas according to the purpose and task.	generation of numerous ideas for writing from listening and reading. consistent and systematic organization of ideas according to the purpose and task.
	attempts strategies to organize writing. classification of ideas. development of subtopics.	inconsistent selection of appropriate techniques to accomplish task. disorganization, incomplete, or ineffectual outlines.	ability to use organizing techniques. ability to complete outlines.	effective use of correct, appropriate graphic organizers. complete, systematic, detailed, relevant, and logical outlines.

Achievement Indicators for Writing
Grade 7

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.7.2 Draft multiple paragraphs on a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions 	<p>minimal ability to draft compositions.</p> <p>simplistic or limited word choice that does not show awareness of audience and/or purpose.</p> <p>minimal ability to draft a thesis statement.</p> <p>minimal ability to create main ideas.</p> <p>random list of ideas.</p> <p>minimal ability to develop details.</p> <p>simplistic or inappropriate introduction and/or conclusion.</p> <p>minimal use of transitions.</p>	<p>minimal drafts of compositions.</p> <p>minimal use of word choice to address audience or may be inappropriate to audience and/or purpose.</p> <p>minimal ability to draft a thesis statement, when appropriate, with a clear focus.</p> <p>disconnect between main ideas and the thesis, if present.</p> <p>irrelevant details not relating to main ideas.</p> <p>minimal introduction and conclusion.</p> <p>minimal use of transitions.</p>	<p>focused, complete paragraphs and compositions.</p> <p>word choice that is appropriate to audience and purpose.</p> <p>focused thesis statement, if applicable.</p> <p>adequately developed main ideas that support thesis appropriate to assignment.</p> <p>details that adequately support main ideas.</p> <p>recognizable introduction and conclusion.</p> <p>adequate use of transitions.</p>	<p>cohesive and complete paragraphs and compositions.</p> <p>engaging word choice addressing audience and providing a strong sense of purpose.</p> <p>clear, essential focus of thesis statement, if applicable.</p> <p>main ideas that enhance and support thesis statement or composition topic.</p> <p>relevant details that support and enhance main ideas.</p> <p>inviting introduction and a satisfying conclusion.</p> <p>transitions that weave the piece into a cohesive whole.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.7.3 Revise drafts for <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details • word choice • sentence fluency 	<p>minimal revision of drafts, even with assistance.</p> <p>minimal revision when rubrics, feedback, organizers, and/or modeling is provided.</p>	<p>minimal revision of drafts with inconsistent use of criteria resulting in rudimentary improvement to draft.</p> <p>inability to improve or develop word choice, organization, and/or relevant details.</p> <p>minimal revision to acknowledge voice, audience, and purpose.</p> <p>minimal response to available criteria (e.g., rubrics, peer and/or teacher feedback) to improve draft.</p> <p>minimal revision for improvement in sentence structure and fluency.</p>	<p>revision of drafts using a given criteria.</p> <p>improvement in word choice, organization, and development of ideas based on relevant details.</p> <p>revision to address voice, audience, and purpose.</p> <p>revision using criteria (e.g., rubrics, peer, and/or teacher feedback).</p> <p>improvement from original draft in sentence structure and fluency.</p>	<p>revision strategies to thoughtfully and independently improve drafts.</p> <p>revision to enhance word choice, organization, and/or relevant details.</p> <p>word choice that showcases voice, audience, and purpose.</p> <p>integration of available criteria such as rubrics, peer, or teacher feedback.</p> <p>improvement in sentence structure and fluency.</p> <p>revisions that enhance the original draft.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.7.4 Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words 	<p>inability to edit for spelling of high frequency words.</p> <p>minimal attempts to spell phonetically.</p> <p>spelling errors that impede meaning.</p> <p>minimal understanding of spelling conventions.</p> <p>inability to edit for roots and affixes.</p> <p>inability to edit for standard English.</p>	<p>minimal editing for spelling of high frequency words.</p> <p>some correct phonetic spelling.</p> <p>spelling errors that may or may not impede meaning.</p> <p>minimal editing for spelling of words from other content areas.</p> <p>minimal editing for roots and affixes.</p> <p>minimal editing for standard English.</p>	<p>editing for correct spelling of high frequency words most of the time.</p> <p>use of common spelling rules.</p> <p>some spelling errors that do not impede meaning.</p> <p>editing for roots and affixes.</p> <p>editing for standard English.</p>	<p>editing for correct spelling of high frequency words.</p> <p>editing for correct spelling of infrequently used words most of the time.</p> <p>editing for correct spelling of above grade level words.</p> <p>editing for roots and affixes.</p> <p>editing for standard English.</p>
<p>Edit for correct capitalization.</p>	<p>minimal awareness of capitalization rules.</p> <p>many errors in capitalization.</p>	<p>minimal editing for simple capitalization.</p> <p>minimal editing for internal punctuation errors.</p>	<p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>minimal editing for correct use of external punctuation.</p>	<p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>editing for internal and external punctuation.</p>
<p>Edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation • commas • apostrophes • quotation marks • abbreviations • colons • hyphens • semicolons • parentheses 	<p>minimal editing of very simple end punctuation.</p> <p>many errors in punctuation that impede meaning.</p>	<p>minimal editing for semi-colon and parentheses.</p>	<p>possible identification of most internal punctuation errors.</p> <p>editing for semi-colons and parentheses.</p>	<p>editing with the purpose of improving readability.</p> <p>independent editing for semicolons and parentheses.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance, edit punctuation for varied sentence structure.	inability to edit to create varied sentence structure.	minimal editing for correct punctuation in a variety of sentence structures.	editing for correct punctuation of various sentence structures.	independent editing for correct punctuation of various sentence structures.
5.7.5 Edit for correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement • pronoun case 	minimal editing for correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement • pronoun case. editing assistance is necessary to achieve meaning from writing. inability to identify when pronoun case is used correctly.	editing for the correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement • pronoun case ability to identify when pronoun case is used properly, but inability to consistently edit for the correct use of pronoun case.	editing that indicates reasonable control of or correct standard English usage of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement • pronoun case 	independent editing to enhance personal writing using <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement • pronoun case

Achievement Indicators for Writing
Grade 7

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.7.6 Edit sentence structure for</p> <ul style="list-style-type: none"> • complete sentences • combining sentences • compound sentences • complex sentences • compound-complex sentences 	<p>inability to edit for complete simple sentences.</p> <p>very simple structures.</p> <p>lack of personal writing style through sentence construction.</p> <p>inability to edit for sentence combining.</p> <p>inability to edit for compound or complex sentence structures.</p>	<p>minimal editing for sentence variety.</p> <p>minimal editing for simple and/or compound sentences.</p> <p>minimal editing for simple sentence combining.</p> <p>inability to structure complex sentences.</p> <p>compound-complex sentences that are poorly or incorrectly constructed.</p>	<p>editing for varied sentence structure.</p> <p>editing of form and punctuation of simple and compound sentences.</p> <p>editing for combined sentences to create sentence variety.</p> <p>editing for complex sentences.</p> <p>editing for compound-complex sentences.</p> <p>personal style that is reinforced by sentence structures.</p>	<p>editing for varied sentence structure.</p> <p>editing of form and punctuation of simple and compound sentences.</p> <p>editing of form and punctuation of complex sentences.</p> <p>editing of form and punctuation of compound-complex sentences.</p> <p>manipulation and integration of sentence forms to enhance the effectiveness of the text and to create a personal writing style.</p>
<p>Edit sentence structure for the elimination of</p> <ul style="list-style-type: none"> • fragments • run-ons 	<p>incorrect structures create confusion for the reader.</p> <p>inability, without assistance, to recognize fragments and run-ons.</p>	<p>inability to edit for fragments and run-ons.</p> <p>fragments and/or run-ons may create confusion for the reader.</p> <p>elimination of fragments and run-ons with assistance.</p>	<p>editing for fragments and run-ons.</p>	<p>possible fragments and run-ons created for stylistic effect.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.7.7 Prepare legible final draft to display or share.	<p>refusal to share/publish final drafts with an audience or a lack of concern for audience or purpose.</p> <p>inability to defend or explain the content of text.</p> <p>communication only on a basic and functional level.</p> <p>inability to determine audience.</p> <p>voice that is flat, lifeless, or mechanical.</p> <p>voice that is inappropriate to purpose.</p>	<p>sharing/publishing of incomplete final drafts with audience.</p> <p>weak or inappropriate forms of presentation.</p> <p>lack of organization.</p> <p>revision that may not be based upon feedback.</p> <p>inability to defend or explain the content of text.</p> <p>voice that is indifferent or may not target intended audience or purpose.</p> <p>only a few glimpses of the writer behind the words.</p>	<p>sharing/publishing drafts with audience.</p> <p>use of a variety of forms of presentation (e.g., visual, oral, print).</p> <p>adequate organization of presentation.</p> <p>revisions that are based upon feedback.</p> <p>ability to defend or explain the content of text.</p> <p>voice appropriate to purpose and intended audience.</p> <p>voice that engages the audience so that the reader can see the writer behind the words.</p>	<p>sharing/publishing drafts with designated audience.</p> <p>engaging and effective forms of presentation.</p> <p>forethought and preparedness.</p> <p>simple critical analysis and revision based upon feedback.</p> <p>communication with the intended audience demonstrating individuality, conviction, and honesty, revealing the writer behind the words.</p> <p>appropriateness to purpose.</p>
Select a publishing format appropriate to the audience and purpose.	inability to select a publishing format.	selection of a publishing format when they are given a choice.	selection of publishing format appropriate to audience and purpose.	independent selection of an appropriate publishing format.

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.7.1 Write essays and compositions with a focus on</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • concluding statement • beginning, middle, and end • a thesis statement • transitions 	<p>inability to write essays and compositions.</p> <p>inability to write an introduction and/or concluding statements and/or paragraphs.</p> <p>inability to write topic sentences or thesis statements.</p> <p>inability to use facts and details that support topics, topic sentences, or thesis.</p> <p>inability to write complete beginning, middle, and end.</p> <p>inability to use transitions.</p>	<p>limited ability to write essays and compositions.</p> <p>minimally developed introductory and concluding statements and/or paragraphs.</p> <p>minimal topic sentences and/or un- developed thesis statements.</p> <p>minimal use of facts, details, and quotes that support topics, topic sentences, or thesis.</p> <p>minimal development of logical beginning, middle, and end.</p> <p>minimal use of transitions, they may be inappropriate or repetitive.</p>	<p>adequate essays and compositions.</p> <p>adequate introductory and concluding statements and/or paragraphs.</p> <p>adequate topic sentences and thesis statements.</p> <p>use of facts, details, and quotes that support topics, topic sentences, or thesis.</p> <p>adequate development of beginning, middle, and end.</p> <p>use of transitions that link ideas.</p>	<p>complete essays and compositions.</p> <p>engaging introductory statements and/or concluding paragraphs.</p> <p>insight into the topic and thesis.</p> <p>development and extension of the topic.</p> <p>well-developed thesis statements.</p> <p>use of convincing evidence and support.</p> <p>use of smooth transitions that add to coherency.</p>
<p>Write essays and compositions using patterns of organization including.</p> <ul style="list-style-type: none"> • compare and contrast • cause and effect 	<p>inability to write compare/contrast and cause/effect organizational structures.</p>	<p>minimal ability, even with assistance, to write compare/contrast and cause/effect organizational structures.</p>	<p>necessary help in creating essays that use compare/contrast and cause/effect organizational structures.</p>	<p>independent ability to create essays employing compare/contrast and cause/effect organizational structures.</p>
<p>With assistance, write essays and compositions that use various organizational structures and stylistic devices.</p>	<p>inability to write essays that use various organizational structures or stylistic devices.</p>	<p>minimal use of organizational structures and/or stylistic devices.</p>	<p>use of organizational structures and/or stylistic devices.</p>	<p>use of various organizational structures and stylistic devices.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.7.2 Write multiple paragraph papers about experiences and/or events that are appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • character • setting • plot • dialogue • figurative language • sensory details 	<p>attempts to write narratives and/or descriptions.</p> <p>inability to produce plot direction.</p> <p>illogical sequencing.</p> <p>inability to write a complete, logical introduction and/or conclusion.</p> <p>lack of transitions.</p> <p>telling descriptors.</p> <p>minimal connection with the reader because of weak voice.</p> <p>incorrect use of dialogue, if present.</p> <p>undeveloped setting, characters, and plot.</p> <p>inability to use figurative language and/or sensory details.</p>	<p>minimal narratives and/or descriptions.</p> <p>incomplete plot and sequence.</p> <p>a finish of “the end,” or other inappropriate conclusion.</p> <p>minimal real introduction and/or conclusion.</p> <p>minimal or inappropriate transitions.</p> <p>use of more telling than showing descriptors.</p> <p>minimal connection with the reader because of weak voice.</p> <p>minimal use of dialogue.</p> <p>minimal development of setting, characters, and plot.</p> <p>minimal use of simple examples of figurative language and/or sensory details.</p>	<p>complete narratives and/or descriptions.</p> <p>complete plot and sequence.</p> <p>adequate introduction and conclusion.</p> <p>adequate use of transitions.</p> <p>showing details and telling descriptors to develop setting, characters, and plot.</p> <p>connection with reader through adequate voice</p> <p>appropriate dialogue.</p> <p>ability to development of setting, characters, and plot.</p> <p>ability to use figurative language and sensory detail to enhance storyline.</p>	<p>ability to write narratives and/or descriptions.</p> <p>complete plot and sequence which engages the reader.</p> <p>ability to write an introduction and conclusion.</p> <p>smooth transitions that create connections of ideas and details.</p> <p>vivid, relevant details.</p> <p>connection with reader through compelling voice.</p> <p>appropriate dialogue.</p> <p>thorough development of setting, characters, and plot.</p> <p>figurative language and sensory details that add to the appeal of the narrative or description.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.7.3 Write poetry.	<p>minimal ability to write a variety of poetry.</p> <p>minimal completion of model fill-ins and other specified formats.</p> <p>minimal sense of direction.</p> <p>inability to use figurative language and/or poetic devices.</p>	<p>minimal ability to write a variety of poetry.</p> <p>independent completion of model fill-ins and other specified poetic structures.</p> <p>use of limited, immature word choice.</p> <p>minimal appropriate voice and tone to address subject of poetry.</p> <p>minimal use of figurative language.</p>	<p>writing that follows a model to create poetry for a specific purpose.</p> <p>varied word choice used to engage reader.</p> <p>various forms of figurative language.</p> <p>imagery developed through appropriate word choice.</p> <p>voice appropriate to subject and purpose of poetry.</p> <p>minimal use of poetic devices.</p>	<p>writing that follows models to create poetry for a specific purpose.</p> <p>development of original poetry.</p> <p>exploration of more poetry options other than those presented in class.</p> <p>vivid word choice to bring poetry to life.</p> <p>attitude toward subject.</p> <p>use of multiple kinds of figurative language.</p> <p>vivid imagery.</p> <p>compelling voice appropriate to subject and purpose of poetry.</p> <p>use of poetic devices to enhance work.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.7.4 Write responses that demonstrate an understanding of plot, character, and setting.	minimal responses to literary selections that show understanding of plot, character, and/or setting. minimal supporting evidence. minimal use of detail. inaccurate or inappropriate use of quotes. misunderstanding of text. inability to produce personal or background knowledge.	responses to literary selections based on incomplete understanding of plot, character, and setting. minimal supporting evidence. undeveloped detail. minimal use of quotes from text. minimal understanding of text. reliance upon personal experience or background knowledge that may or may not support text.	responses to literary selections that show understanding of plot, character, and setting. use of supporting evidence. use of quotes from text to support ideas and details. general, adequate understanding of text. personal experience or background knowledge.	responses to literary selections that show insight and understanding of plot, character, and setting. major supporting evidence and details. a position supported by specific evidence. accurate and effective quotations. thorough, insightful understanding of the text. personal experience or background knowledge.
Summarize information.	minimal summarization information.	incomplete, general summaries that usually restate or just retell.	adequate summarization with minimal retelling.	effective and accurate summarization.
With assistance , write responses that make connections with other texts, experiences, or ideas.	inability to make connections with other texts, experiences, or ideas.	minimal connections to other texts, experiences, or ideas.	adequate connections to other texts, experiences, or ideas.	connections to other texts, experiences, or ideas.

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.7.5 Write responses that demonstrate an understanding of expository text supported by evidence.	<p>inability to write a response to expository text.</p> <p>inability to produce a topic sentence.</p> <p>use of random or inaccurate facts that do not support topic.</p> <p>inability to write responses that use general or specific details from expository text.</p> <p>inability to use paragraph format.</p> <p>inability to analyze the elements of exposition and their effects on text.</p> <p>misunderstanding of what should be contained in responses to expository text.</p>	<p>minimal responses to expository text.</p> <p>minimal development of a topic.</p> <p>minimal support for topic.</p> <p>minimal use of accurate facts and details from text but use of some sketchy ideas.</p> <p>minimal paragraph format.</p> <p>minimal responses that analyze the elements of exposition.</p>	<p>adequate responses to expository text.</p> <p>development of a clear topic.</p> <p>use of accurate facts and general details to support text.</p> <p>use of relevant details from expository text.</p> <p>use of paragraph format.</p> <p>simple analyses of the elements of exposition and their effects on text.</p>	<p>detailed, accurate responses using specific details from expository text.</p> <p>well-developed topic.</p> <p>use of facts and details that are relevant to and support the topic.</p> <p>independent understanding of expository text providing facts from the text to support opinions.</p> <p>cohesive responses to expository text.</p> <p>analyses of the elements of exposition and their effects on text.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , write responses that make connections with other texts, experiences, or ideas	inability to write responses that make connections to other texts, experiences, or ideas.	responses that may include surface or general connections to other texts, experiences, or ideas.	responses that include specific, more in-depth connections to other texts, experiences, or ideas.	independent responses that expand on connections to other texts, experiences, or ideas.
6.7.6 Write persuasive essays and compositions that include <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence • cause/effect structure 	<p>minimal ability to write persuasive essays.</p> <p>inability to write a clear thesis statement.</p> <p>position based on emotional response to the topic.</p> <p>inability to include supporting details.</p> <p>inability to show understanding of cause/effect structure.</p>	<p>limited ability to write persuasive essays.</p> <p>ineffective thesis statements.</p> <p>position based on emotional response to the topic.</p> <p>inadequate supporting details.</p> <p>minimal cause/effect arguments related to thesis.</p>	<p>adequate persuasive essays.</p> <p>adequate a thesis statement.</p> <p>minimal rational response to topic rather than emotional.</p> <p>organized supporting details.</p> <p>presentation of adequate arguments related to the thesis using cause/effect structure.</p>	<p>complete persuasive essays.</p> <p>comprehensive thesis statement.</p> <p>rational response to topic rather than emotional.</p> <p>organized, relevant supporting details.</p> <p>thesis that uses cause/effect structure.</p>
Write persuasive essays appropriate to audience and purpose.	inability to write persuasive essays that address audience and purpose.	persuasive essays that minimally address audience and purpose.	persuasive essays that adequately address audience and purpose.	persuasive essays that adequately address audience and purpose.
With assistance , write persuasive essays and compositions that include <ul style="list-style-type: none"> • problem/solution structure • rhetorical strategies 	minimal understanding of problem/solution structures or rhetorical strategies.	<p>simple persuasive essays that use problem/solution structures.</p> <p>persuasive essays that show an understanding of even simple rhetorical strategies.</p>	<p>persuasive essays that use simple problem/solution structures and rhetorical strategies.</p>	<p>persuasive essays and compositions that use problem/solution organizational structure and rhetorical strategies.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.7.7 Write a variety of communications in appropriate formats.	<p>minimal construction of friendly letters.</p> <p>inability to include information necessary for clear communication.</p> <p>use of inappropriate format.</p> <p>inability to organize and sequence.</p> <p>inability to address language for audience and purpose.</p> <p>inability to write business and professional letters using an established format.</p> <p>inability to write a variety of communications in various formats.</p> <p>inability to include graphs and/or charts when necessary.</p>	<p>adequate friendly letters.</p> <p>missing or extraneous information creating confusion in communication.</p> <p>minimal use of appropriate format.</p> <p>minimal organization and sequence.</p> <p>language not specific or inappropriate for format, audience, and/or purpose.</p> <p>minimal ability to construct business letters using an appropriate format.</p> <p>inaccurate or misleading construction of graphs and/or charts.</p>	<p>adequate friendly letters.</p> <p>use of information necessary for clear communication.</p> <p>use of an appropriate format.</p> <p>logical organization and sequence.</p> <p>adequate use of language specific for format, audience, and/or purpose.</p> <p>construction of other kinds of communication, including business letters as directed by teacher.</p> <p>use of graphs and charts, when appropriate.</p>	<p>complete friendly letters.</p> <p>use of information necessary for clear communication.</p> <p>use of an appropriate format.</p> <p>controlled, effective organization and sequence.</p> <p>language that is insightful, clear, and expressive that addresses format, audience, and purpose.</p> <p>independent, correct construction of variety of business communications.</p> <p>accurate, relevant graphs and charts of important information that visually enhance the content of the text.</p>

Achievement Indicators for Writing
Grade 7

Content Standard 6.0 (continued)				
Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.7.9 Write research papers by</p> <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating and collecting information from primary and secondary resources • recording information • paraphrasing and summarizing information • organizing collected information • documenting source using <p>Show an understanding of the difference between original and plagiarized works.</p> <p>Evaluate credibility of resources.</p>	<p>inability to complete research papers.</p> <p>inability to narrow research topic.</p> <p>inability to use facts, opinions, or quotes that support topic, topic sentences, or thesis.</p> <p>inability to paraphrase or summarize details.</p> <p>inability to use primary and secondary sources.</p> <p>inability to organize information.</p> <p>inability to correctly use and document sources.</p> <p>lacks understanding of the difference between original and plagiarized works.</p> <p>use of sources that are not credible.</p>	<p>minimal incomplete research papers.</p> <p>narrowed topic but inclusion of some extraneous information.</p> <p>minimal use of facts, opinions, or quotes that support topic, topic sentences, or thesis.</p> <p>minimal paraphrasing or summarizing details.</p> <p>possible use of primary and secondary sources.</p> <p>minimal or confusing organization.</p> <p>incorrect use of and documentation of sources.</p> <p>some understanding of plagiarism.</p> <p>use of one or more sources that may not be credible.</p>	<p>ability to write research papers.</p> <p>focused and narrowed topic.</p> <p>use of facts, opinions, or quotes that support topic, topic sentences, or thesis.</p> <p>use of paraphrased and summarized general details.</p> <p>use of some primary and secondary sources.</p> <p>adequate organization.</p> <p>accurate use, integration, and documentation of sources.</p> <p>understanding of plagiarism.</p> <p>use of credible sources.</p>	<p>well-developed research papers.</p> <p>focused and narrowed topic.</p> <p>use of facts, opinions, quotes, and details that enhance topic, topic sentences, or thesis.</p> <p>use of paraphrased and summarized details that enhance the topic.</p> <p>variety of primary and secondary sources.</p> <p>organization that enhances the thesis.</p> <p>accurately documented sources of information.</p> <p>evaluation of the validity and quality of sources.</p> <p>understanding of plagiarism.</p> <p>evaluation of the validity and quality of sources.</p>

Achievement Indicators for Listening and Speaking
Grade 7

Listening and Speaking Achievement Indicators Grade 7				
Content Standard 7.0				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>7.7.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information. • being entertained • understanding directions <p>Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone • persuasive techniques <p>Listen for and distinguish fact from opinion.</p>	<p>inability to listen to gain information.</p> <p>limited ability to comprehend the intent of the entertainment.</p> <p>ability to complete a task given one step at a time.</p> <p>limited ability to identify topic.</p> <p>inability to identify main idea, purpose, message, persuasive techniques.</p> <p>inability to identify mood and tone.</p> <p>limited ability to consistently distinguish fact from opinion when given signal words e.g., "I think..", "I believe...", "Research shows...").</p>	<p>limited ability to gain information when given a format.</p> <p>limited ability to comprehend the intent of the entertainment.</p> <p>limited ability to complete a task according to directions.</p> <p>ability to identify topic.</p> <p>limited ability to identify main idea, purpose, message, and persuasive techniques, but may confuse mood with tone.</p> <p>limited ability to distinguish fact from opinion.</p> <p>limited ability to identify signal words.</p>	<p>ability to listen to gain information, be entertained, and understand directions.</p> <p>ability to listen for and identify main idea, mood, purpose, messages, tone and persuasive techniques.</p> <p>ability to listen for and distinguish fact from opinion.</p> <p>ability to identify signal words.</p>	<p>ability to summarize key information listened to.</p> <p>limited ability to analyze the intent of the entertainment.</p> <p>ability to recall directions and apply them in a new context.</p> <p>ability to identify main idea and supporting details.</p> <p>ability to distinguish between mood and tone.</p> <p>limited ability to evaluate the effectiveness of persuasive techniques.</p> <p>ability to identify signal words.</p> <p>ability to listen for and distinguish fact from opinion.</p>

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Listen for and summarize ideas and supporting details.	limited ability to listen for ideas.	ability to listen for ideas. limited ability to identify supporting details.	ability to listen for and summarize ideas and supporting details.	ability to determine whether facts are sufficient to support the speaker's viewpoint.
Listen for and evaluate the effect of the speaker's attitude on audience	inability to summarize those ideas and supporting details. limited ability to identify the speaker's attitude. inability to evaluate the effect on audience.	ability to summarize ideas when given a format. ability to identify the speaker's attitude. limited ability to evaluate the effect of the speaker's attitude on audience.	ability to listen for and evaluate the effect of the speaker's attitude on audience.	ability to listen for and summarize ideas and supporting details. ability to listen for and evaluate the effect of the speaker's attitude on audience.
7.7.2 Listen to and evaluate oral communications for <ul style="list-style-type: none"> • content • delivery • point of view • ideas • purpose • value 	ability to listen for content, delivery, point of view, ideas, purpose and value. inability to evaluate these elements of oral communication.	ability to identify ideas and content. limited ability to evaluate the content, delivery, point of view, ideas, purpose and value.	listen to and evaluate oral communications for content, delivery, point of view, ideas, purpose, and value.	listen to and evaluate oral communications for content, delivery, point of view, ideas, purpose, and value.
Listen for and evaluate public speaking techniques.	limited ability to identify given public speaking techniques (e.g., eye contact, volume, expression, gestures). inability to evaluate public speaking techniques.	limited ability to listen for, identify and describe public speaking techniques.	ability to listen for and evaluate public speaking techniques.	ability to compare public speaking techniques among speakers.

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Listen to and evaluate the logic of a speaker's argument(s). With assistance , provide constructive feedback on oral communications.	inability to evaluate the logic of a speaker's argument(s). inability to provide constructive feedback on oral communication delivery.	limited ability to appropriately evaluate the logic of a speaker's argument. e.g., while listening, students are unable to release their own biases. limited ability to provide constructive feedback on oral communication content and delivery when given a format.	ability to listen to and evaluate the logic of a speaker's argument(s). limited ability to provide constructive feedback on oral communications.	ability to listen to and evaluate the logic of a speaker's argument(s), while disengaging their own biases. ability to provide constructive feedback on oral communications.
7.7.3 Expand vocabulary through listening.	inability to expand vocabulary through listening.	limited ability to expand vocabulary through listening.	ability to expand vocabulary through listening.	ability to expand vocabulary through listening.
7.7.4 Listen for and identify dialect and slang.	inability to identify the purpose of slang. inability to identify the purpose of dialect.	limited ability to identify the purpose of slang. limited ability to identify the purpose of dialect.	ability to identify the purpose of slang. ability to identify the purpose of dialect.	ability to explain the purpose of slang. ability to explain the purpose of dialect.
Listen for and identify the use of formal and informal language.	inability to listen for and identify the use of formal language. limited ability to listen for and identify the use of informal language.	limited ability to listen for and identify the use of formal language. limited ability to listen for and identify the use of informal language.	ability to listen for and identify the use of formal language. ability to listen for and identify the use of informal language.	ability to listen for and explain the use of formal language. ability to listen for and explain the use of informal language.
Listen for and distinguish between social and academic language.	limited ability to identify social language. limited ability to identify academic language.	limited ability to listen for and distinguish between social and academic language.	ability to listen for and distinguish between social and academic language.	ability to listen for and explain the difference between the social and academic language.

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
7.7.5 Actively listen to oral communications.	ability to listen to oral communications. inability to apply appropriate active listening techniques (e.g. sit up straight, open posture, eyes on speaker, respond appropriately).	limited ability to apply appropriate active listening techniques.	ability to actively listen to oral communications.	ability to actively engage with the speaker, when appropriate.
Listen to and participate in conversations.	limited ability to consistently listen to and participate in conversations.	limited ability to listen to and participate in conversations.	ability to listen to and participate in conversations.	ability to listen to and participate in conversations.
Listen to and evaluate constructive feedback.	limited ability to listen to constructive feedback. inability to evaluate constructive feedback.	limited ability to listen to and evaluate constructive feedback.	ability to listen to and evaluate constructive feedback.	ability to listen to and evaluate constructive feedback. limited ability to apply constructive feedback.
Provide constructive feedback.	limited ability to provide constructive feedback for delivery. inability to provide constructive feedback for content, ideas, and purpose.	limited ability to provide constructive feedback.	ability to provide constructive feedback.	ability to provide constructive feedback.

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Focus attention to solve problems by identifying, synthesizing, and evaluating data.	<p>limited ability to focus attention to solve problems by identifying data.</p> <p>inability to focus attention to solve problems by synthesizing data.</p> <p>inability to focus attention to solve problems by evaluating data.</p>	<p>ability to focus attention to solve problems by identifying data when given a format.</p> <p>limited ability to focus attention to solve problems by synthesizing data when given a format.</p> <p>limited ability to focus attention to solve problems by evaluating data when given a format.</p>	<p>ability to focus attention to solve problems by identifying data.</p> <p>ability to focus attention to solve problems by synthesizing data.</p> <p>ability to focus attention to solve problems by evaluating data.</p>	<p>ability to focus attention to solve problems by identifying data.</p> <p>ability to focus attention to solve problems by synthesizing data.</p> <p>ability to focus attention to solve problems by evaluating data.</p>

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>8.7.1 Give directions to complete tasks or procedures with a focus on</p> <ul style="list-style-type: none"> • clarity • technical vocabulary <p>Ask questions to clarify directions.</p>	<p>limited ability to give directions.</p> <p>inability to focus on clarity and technical vocabulary.</p> <p>inability to ask questions to clarify directions.</p>	<p>ability to give directions, but may leave out relevant information.</p> <p>limited ability to focus on clarity and technical vocabulary.</p> <p>limited ability to ask questions to clarify directions.</p>	<p>ability to give directions to complete tasks or procedures with a focus on clarity and technical vocabulary.</p> <p>ability to ask questions to clarify directions.</p>	<p>ability to give directions to complete tasks or procedures with a focus on clarity and technical vocabulary.</p> <p>ability to ask questions to clarify directions.</p>
<p>8.7.2 Use precise language to describe and elicit</p> <ul style="list-style-type: none"> • feelings • experiences • observations • ideas <p>Apply Standard English to communicate ideas.</p>	<p>limited ability to describe feelings, experiences, observations, and ideas.</p> <p>inability to use precise language to elicit feelings, experiences, observations, and ideas.</p> <p>inability to consistently apply Standard English to communicate ideas.</p>	<p>ability to describe feelings, experiences, observations, and ideas.</p> <p>limited ability to use precise language to elicit feelings, experiences, observations, and ideas.</p> <p>limited ability to consistently apply Standard English to communicate ideas.</p>	<p>ability to use precise language to describe and elicit feelings, experiences, observations and ideas.</p> <p>ability to consistently apply Standard English to communicate ideas.</p>	<p>ability to use precise language to describe and elicit feelings, experiences, observations and ideas.</p> <p>ability to consistently apply Standard English to communicate ideas.</p>

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>8.7.3 Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose <p>Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids <p>Communicate statements that express an opinion.</p>	<p>inability to consistently use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>limited ability to consistently communicate information by maintaining a clear focus and following a logical sequence. limited ability to illustrate information with media aids.</p> <p>limited ability to communicate statements that clearly express an opinion.</p>	<p>limited ability to consistently use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>limited ability to communicate information by maintaining a clear focus and following a logical sequence. limited ability to illustrate information with media aids.</p> <p>limited ability to use precise language to communicate statements that clearly express an opinion.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>ability to communicate information by maintaining a clear focus, following a logical sequence and illustrating information with media aids.</p> <p>ability to use precise language to communicate statements that express an opinion.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>ability to communicate information by maintaining a clear focus, following a logical sequence and illustrating information with media aids.</p> <p>ability to use precise language to communicate statements that express an opinion.</p> <p>ability to use specific details to support that opinion.</p>

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Defend a position using evidence.	inability to logically and effectively defend a position using evidence.	limited ability to logically and effectively defend a position using evidence.	ability to logically and effectively defend a position using evidence.	ability to logically and effectively defend a position using evidence.
8.7.4 Provide constructive feedback when participating in conversations and discussions.	limited ability to participate in conversations and discussions.	ability to participate in conversations and discussions.	ability to provide constructive feedback when participating in conversations and discussions.	ability to provide constructive feedback when participating in conversations and discussions.
Respond to questions to generate possible solutions to a problem.	inability to respond to questions to generate possible solutions to a problem, when given a format.	limited ability to respond to questions to generate possible solutions to a problem, when given a format.	ability to respond to questions to generate possible solutions to a problem.	ability to respond to questions to generate possible solutions to a problem.
Ask relevant questions to clarify information and extend ideas.	limited ability to ask questions, which may not be relevant.	ability to ask relevant questions to clarify information.	ability to ask relevant questions to clarify information and extend ideas.	ability to ask relevant questions to clarify information and extend ideas.
Take a leadership role in conversations and discussions.	inability to ask relevant questions to extend ideas.	limited ability to ask relevant questions to extend ideas.	ability to take a leadership role in conversations and discussions.	ability to seek a leadership role in conversations and discussions.

Achievement Indicators for Listening and Speaking
Grade 7

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Distinguish between relevant and irrelevant information.	inability to distinguish between relevant and irrelevant information.	limited ability to distinguish between relevant and irrelevant information when given a format.	ability to distinguish between relevant and irrelevant information.	ability to distinguish between and evaluate relevant and irrelevant information.
With assistance , negotiate to arrive at consensus by proposing and examining possible options.	limited ability to arrive at consensus. inability to propose and examine possible options.	limited ability to negotiate to arrive at consensus by proposing and examining options when given a format.	limited ability to negotiate to arrive at consensus by proposing and examining possible options.	ability to negotiate to arrive at consensus by proposing and examining possible options.