Proficiency Scales

Language Arts Grade 7
2020

SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

> **Score 3.0**—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.
>
> **Score 2.0**—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.
>
> **Score 4.0**—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.
>
> **Scores 1.0 and 0.0**—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.
>
> **Half-point Scores**—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.
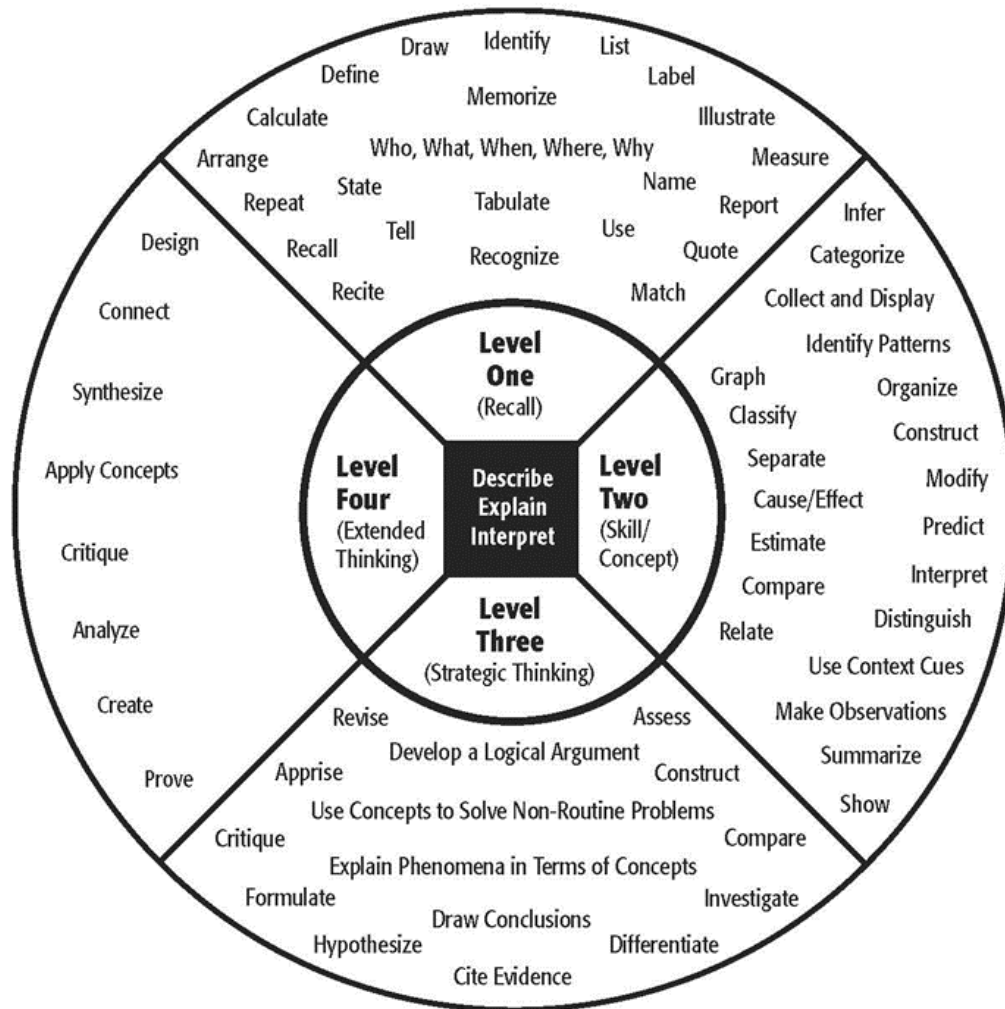
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels

Wheel diagram of DOK Levels:

Level One (Recall): Draw, Identify, List, Define, Label, Memorize, Calculate, Illustrate, Arrange, Who, What, When, Where, Why, Measure, Repeat, State, Tabulate, Name, Report, Tell, Use, Infer, Recall, Recognize, Quote, Recite, Match

Level Two (Skill/Concept): Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking): Revise, Assess, Develop a Logical Argument, Construct, Apprise, Use Concepts to Solve Non-Routine Problems, Critique, Explain Phenomena in Terms of Concepts, Formulate, Draw Conclusions, Hypothesize, Cite Evidence

Level Four (Extended Thinking): Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Center: Describe, Explain, Interpret

| Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ESSENTIAL QUESTIONS AND BIG IDEAS
for READING DOMAINS

6 - 8
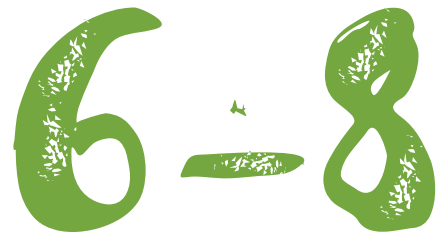
Reading Foundations, Literature and Informational Text

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Writing

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Speaking and Listening

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Fluency**	Grade: **7**

Standards: LA.7.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience

LA.7.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Adapt pace and reading techniques for different purposes in oral and silent reading **DOK 2** **I can adapt my oral and silent reading for different purposes.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Adapt, audience, pace, purpose, technique* The student will perform basic processes, such as: • Read orally, demonstrating understanding of the material and awareness of the audience
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**   Domain: **Reading/Literature, Informational Text**   Grade: **7**
Strand: **Key Ideas and Details**

Standards: LA.7.RL.1 Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RL.7.1) LA.7.RI.1 Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RI.7.1)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: Cite several pieces of textual evidence to support analysis of what a grade-appropriate story or informational text says explicitly, as well as to support inferences drawn from the text **DOK 3** **I can refer to the text to find several examples to support my thoughts and inferences about a story or informational text.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: *Analysis, cite, explicit, inference, logical, support, text, textual evidence* The student will perform basic processes, such as: - Describe what a grade-appropriate story or informational text says explicitly and draw logical inferences	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **7**		
	Strand: **Key Ideas and Details**	
Standards: LA.7.RL.2 Determine the theme and analyze its development throughout the text; provide an objective summary of the text (RL.7.2) LA.7.RI.2 Determine two or more main ideas in a text and analyze their development throughout the text; provide an objective summary of the text (RI.7.2)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Analyze the development of a theme or main idea over the course of a grade-appropriate piece of literature **DOK 3** **I can use details from the text to determine the theme or message of a piece of literature.** • Analyze the development of two or more main ideas over the course of a grade-appropriate informational text **DOK 3** **I can find more than one main idea in an informational text and explain how the ideas develop throughout the text.** • Provide an objective summary of a grade-appropriate piece of literature or informational text **DOK 3** **I can give an unbiased summary of a piece of literature or informational text.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Analyze, main idea, development, objective, summarize, summary, text, theme* The student will perform basic processes, such as: • Determine a theme or main idea of a grade-appropriate piece of literature or informational text • Summarize a grade-appropriate piece of literature or informational text using a teacher-provided graphic organizer *(e.g., The theme or main idea of the text is _____. Details that support the theme or main idea include: _____.)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **7** Strand: **Key Ideas and Details**		
Standards: LA.7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) (RL.7.3) LA.7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) (RI.7.3)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Analyze how particular elements of a grade-appropriate story or drama interact *(e.g., how setting shapes the characters or plot)* **DOK 2** **I can explain how elements of a story work together.** • Analyze the interactions between individuals, events, and ideas in a grade-appropriate text *(e.g., how ideas influence individuals or events, or how individuals influence ideas or events)* **DOK 3** **I can explain and discuss how individuals, events, and ideas interact with each other in an informational text.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Analyze, character, drama, element, event, idea, individual, influence, interact, interaction, plot, sequence of events, setting, shape, story, text* The student will perform basic processes, such as: • Identify the basic elements of a grade-appropriate story or drama *(e.g., main characters, setting, sequence of events)* • Describe the interactions between the individuals, events, and ideas in a grade-appropriate informational text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **7** Strand: **Craft and Structure**

Standards: LA.7.RL.4 Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) (RL.7.4)
        LA.7.RI.4   Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (RI.7.4)
        LA.7.L.6   Acquire and use content-specific words and phrases (L.7.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Analyze the impact of rhymes and other repetitions of sounds *(e.g., alliteration)* on a specific verse or stanza of a grade-appropriate poem or section of a grade-appropriate story or drama **DOK 3** **I can determine how rhymes and sound repetitions influence a piece of literature.** • Analyze the impact of a specific word choice on meaning and tone in a grade-appropriate informational text **DOK 3** **I can analyze the author's word choice and tone in a piece of informational text.** • Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression **DOK 3** **I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Academic, alliteration, analyze, comprehension, connotative, domain-specific, drama, expression, impact, literature, meaning, phrase, poem, repetition, rhyme, sound, stanza, story, technical meaning, text, tone, verse, word* The student will perform basic processes, such as: • Identify examples of rhymes and other repetitions of sound *(e.g., alliteration)* in a grade-appropriate poem, story, or drama • Identify specific words that impact the meaning and tone of a grade-appropriate informational text	

		• Determine the meaning of words and phrases as they are used in grade-appropriate literature and informational text, including figurative, connotative, and technical meanings • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and scorl ce 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **7** Strand: **Craft and Structure**

Standards: LA.7.RL.5 Analyze how a text's structure (e.g., soliloquy, sonnet) contributes to its meaning (RL.7.5) LA.7.RI.5 Analyze the structure of a text, including how the major sections contribute to the whole and to the development of ideas (RI.7.5)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Analyze how a grade-appropriate drama's or poem's form or structure *(e.g., soliloquy, sonnet)* contributes to its meaning **DOK 3** **I can explain how the structure of a drama or poem helps me understand its meaning.** • Analyze the structure an author uses to organize a grade-appropriate informational text, including how the major sections contribute to the whole and to the development of the ideas **DOK 3** **I can analyze major sections of a piece of informational text and explain how they contribute to the entire text.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Analyze, author, development, drama, form, idea, information, meaning, organize, poem, soliloquy, sonnet, structure, text* The student will perform basic processes, such as: • Describe the form or structure of a grade-appropriate drama or poem • Describe the structure of a given grade-appropriate informational text • Recognize signal words or phrases associated with text structure *(e.g., following, compared with, therefore, as a result of)* in a grade-appropriate text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Craft and Structure**	Grade: **7**

Standards: LA.7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text (RL.7.6)		
LA.7.RI.6   Determine an author's point of view or purpose and analyze how the author distinguishes his or her position from that of others (RI.7.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Analyze how an author develops and contrasts the points of view of different characters or narrators in a grade-appropriate piece of literature **DOK 3** **I can think and talk about how an author develops and contrasts the points of view of the different characters or narrators in a piece of literature.** • Analyze how an author distinguishes his or her point of view or purpose in a grade-appropriate informational text from that of others **DOK 3** **I can figure out an author's point of view in a piece of informational text and examine how the author's position is different from others.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Analyze, author, character, contrast, develop, distinguish, information, literature, narrator, point of view, purpose* The student will perform basic processes, such as: • Describe the point of view of characters or narrators in a given grade-appropriate piece of literature • Determine an author's point of view or purpose in a grade-appropriate informational text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Integration of Knowledge and Ideas**	Grade: **7**

Standards: LA.7.RL.7 Compare and contrast a written text to a media version (e.g., audio, film, stage, multimedia), analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus, and angles in a film) (RL.7.7)

　　　LA.7.RI.7 Compare and contrast print and multimedia versions of the text, analyzing each medium's portrayal of the subject (RI.7.7)

　　　LA.7.RL.9 Make connections between a text and personal life experiences, other texts, and the world

　　　LA.7.RI.12 Use a variety of reference and research materials, both print and digital

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Analyze the effects of techniques unique to audio, filmed, staged, or multimedia versions of a grade-appropriate story, drama, or poem *(e.g., lighting, sound, color, or camera focus and angles in a film)* **DOK 3** **I can analyze how the effects of production techniques influence the meaning of a story, drama, or poem.** • Analyze the audio, video, or multimedia version's portrayal of the subject of a grade-appropriate informational text *(e.g., how the delivery of a speech affects the impact of the words)* **DOK 3** **I can identify and explain how the use of written text and other audio, video, or multimedia versions of an informational text impact the presentation of the subject.** • Make connections between texts, other texts, and the world **DOK 3** **I can tell how texts I read are similar to other texts I have read and to things I know about the world.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Analyze, audio, camera angle, camera focus, color, compare, connection, contrast, delivery, drama, film, impact, lighting, multimedia, poem, portrayal, sound, staged, story, subject, technique, text, version, video* The student will perform basic processes, such as: • Compare and contrast a written grade-appropriate story, drama, or poem to its audio, filmed, staged, or multimedia version

		• Compare and contrast a grade-appropriate informational text to an audio, video, or multimedia version of the text • Make connections between a text and personal life experiences
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **7**
	Strand: **Integration of Knowledge and Ideas**

Standard: LA.7.RI.8 Analyze the argument in a text to validate the reasoning and evidence that support the claims (RI.7.8)	

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Evaluate the argument and specific claims in a grade-appropriate informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims **DOK 3** **I can locate and judge arguments or claims in an informational text and determine whether or not there is enough relevant evidence to support the argument.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Argument, assess, claim, evaluate, evidence, opinion, reasoning, relevant, sound, sufficient, support, text* The student will perform basic processes, such as: • Trace the arguments and reasoning in a grade-appropriate informational text • Identify examples of opinion in a grade-appropriate informational text and the words that signal an opinion	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Integration of Knowledge and Ideas**	Grade: **7**

Standards: LA.7.RL.8 Compare and contrast fictional and historical accounts of the same period to understand how and why authors of fiction use or alter history (RL.7.9)		
LA.7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts (RI.7.9)		

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history **DOK 3** **I can explain how historical events, settings, or characters are represented in fictional texts.** • Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts **DOK 3** **I can analyze how two or more authors write about the same topic in different ways by comparing how they present or interpret facts and evidence.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Account, alter, analyze, author, character, compare, contrast, evidence, fact, fiction, fictional, historical, information, interpretation, period, place, portrayal, source, time, topic* The student will perform basic processes, such as: • Describe how fictional and historical accounts portray a time, place, or character • Describe the way two different authors present the same information in a grade-appropriate informational text • Identify key information presented by each source for the same topic in a grade-appropriate informational text	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **7**
	Strand: **Range of Reading and Level of Text Complexity**	

Standards: LA.7.RL.10 Select literature that reflects the principles of God's Word
LA.7.RI.10 Select informational text that affirms the principles in God's Word
LA.7.RL.13 Read literature for pleasure, personal growth, and spiritual development
LA.7.RI.13 Read literary nonfiction for pleasure, personal growth, and spiritual development

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Read literature for pleasure, personal growth, and spiritual development **DOK 3** **I can read literature for pleasure, personal growth, and spiritual development.** • Read informational texts for pleasure, personal growth, and spiritual development **DOK 3** **I can read informational texts for pleasure, personal growth, and spiritual development.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affirm, development, God's Word, growth, information, literature, personal, pleasure, principle, select, spiritual, text* The student will perform basic processes, such as: • Select literature and informational texts that affirm the principles in God's Word
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**   Domain: **Reading/Literature, Informational Text**   Grade: **7**   Strand: **Range of Reading and Level of Text Complexity**

Standards: LA.7.RL.11 Read and comprehend literature of appropriate complexity, independently and proficiently (RL.7.10)
       LA.7.RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.7.10)
       LA.7.RL.12 Self-monitor reading strategies and make modifications as needed

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Read and comprehend grade-appropriate literature *(e.g., stories, dramas, poems)* and informational text, self-monitoring reading strategies and making modifications as necessary **DOK 3** **I can read and understand seventh grade literature and informational texts independently.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Comprehend, informational, literature, text* The student will perform basic processes, such as: • Read grade-appropriate literature and informational text using a teacher-directed comprehension strategy *(e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **7**

| **Standards:** LA.7.W.1 Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; acknowledgement of alternate claims; transitional words, phrases, and clauses; style appropriate for the audience; and a supported conclusion (W.7.1)
LA.7.W.4 Write for meaning from a biblical worldview |||

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Write arguments that: introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among claims(s), reasons, and evidence; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the argument presented **DOK 3** **I can write arguments and use clear reasons and relevant evidence to support my claims.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Accurate, alternate, argument, biblical worldview, claim, clarify, clause, cohesion, concluding statement, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic* The student will perform basic processes, such as: • Identify the characteristics of a model argument composition • Write arguments using a teacher-provided template *(e.g., include all of the 3.0 elements)* • Write for meaning from a biblical worldview	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **7**

Standards: LA.7.W.2 Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts and tables) when useful; style appropriate for the audience; and a supported conclusion (W.7.2)
<div align="center">LA.7.W.4 Write for meaning from a biblical worldview</div>

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write informative/explanatory texts that: introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting *(e.g., headings)*, graphics *(e.g., charts, tables)*, and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the information or explanation presented **DOK 3** **I can write organized and informative pieces, with relevant content to explore a topic and express ideas, concepts, and information.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Analysis, biblical worldview, cause/effect, chart, clarify, classification, cohesion, comparison/contrast, comprehension, concept, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, fact, formal style, formatting, graphic, heading, idea, inform, information, informative/explanatory, introduce, multimedia, organization, organize, precise, preview, quotation, relationship, relevant, selection, strategy, support, table, topic, transition* The student will perform basic processes, such as:

		• Identify the characteristics of a model informative/explanatory piece • Generate a list of details from relevant information related to the topic • Write informative/explanatory pieces using a teacher-provided template *(e.g., include all of the 3.0 elements)* • Write for meaning from a biblical worldview
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **7**

Standards: LA.7.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing); relevant descriptive details; sensory language; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.7.3)
LA.7.W.4 Write for meaning from a biblical worldview

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write narratives that: engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events **DOK 3** **I can write narrative stories with good technique, appropriate detailed descriptions, and logical sequences.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Action, biblical worldview, character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, plan, point of view, precise, relevant, sensory, sequence, setting, technique, time frame, transition* The student will perform basic processes, such as: • Use a teacher-provided template for planning and organizing a narrative • Describe the use of narrative techniques such as dialogue, pacing, and description, and the use of transition words, phrases, and clauses • Write narratives using a teacher-provided template or graphic organizer *(e.g., My story is about _____. This is the order in which things happened: _____.*

		This is what happened at the end: _____.) • Write for meaning from a biblical worldview
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **7**

Standards: LA.7.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.7.4)

LA.7.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.7.10)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience (e*.g., opinion, informative/explanatory, narrative, and research writing)* **DOK 3** **I can produce clear writing with appropriate development, organization, and style to suit my task, purpose, and audience.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task* The student will perform basic processes, such as: • Describe the task, purpose, and audience for a given writing task • Describe how to modify samples of writing for a specific task, purpose, and audience • Produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer *(e.g., My topic is _____. Details about my topic include:_____.)* • Write routinely over extended time frames *(e.g., time for research, reflection, and revision)* and shorter time frames *(e.g., a single sitting or a day or two)* for a range of discipline-specific tasks, purposes, and audiences
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **7**

Standards: LA.7.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.7.5)
      LA.7.W.7 Use technology, including the Internet, to produce and publish writing (individually and collaboratively), linking to and citing sources (W.7.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Develop and strengthen grade-appropriate writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed **DOK 3** **I can plan, revise, edit, rewrite, or try a new approach in my writing with the help of peers and adults.** • Use technology, including the Internet, to produce and publish grade-appropriate writing and link to and cite sources, as well as to interact and collaborate with others **DOK 2** **I can use different forms of technology to create and publish my writing, link to and cite sources, and interact and collaborate with others.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Audience, cite, collaborate, edit, interact, Internet, link, plan, publish, purpose, revise, rewrite, source, technology* The student will perform basic processes, such as: • Plan writing using a teacher-provided planning template or graphic organizer *(e.g., My topic is _____. Details about my topic include:_____.)* • Revise and edit writing based on teacher and peer feedback • Demonstrate the features of various grade-appropriate technologies *(e.g., word processor, presentation software, search engine)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Research to Build and Present Knowledge**	Grade: **7**

| **Standard:** LA.7.W.8 Conduct short research projects to answer questions, drawing on several sources, and generating additional questions for further research (W.7.7) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Conduct short grade-appropriate research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation **DOK 3** **I can use various sources to complete short research projects in order to answer a question, and develop more related questions about the topic for further exploration.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Focused, investigation, question, related, research, research project, source* The student will perform basic processes, such as: • Develop a grade-appropriate research question • Demonstrate each step of the research process in isolation using a teacher-provided template *(e.g., locate appropriate sources, record information related to topic, and/or form questions not answered in current sources)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

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| Subject: **Language Arts** | Domain: **Writing** Strand: **Research to Build and Present Knowledge** | Grade: **7** |

Standards: LA.7.W.9   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation (W.7.8)

LA.7.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.7.9)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Gather relevant information from multiple grade-appropriate print and digital sources, using search terms effectively and assessing the credibility and accuracy of each source **DOK 3** **I can determine if a source is credible and accurate when I gather new information from books or technology.** • Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation **DOK 3** **I can quote or paraphrase from print and digital sources without plagiarizing and correctly cite sources within or at the end of my writing.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Accuracy, citation format, cite, conclusion, credibility, data, digital, information, paraphrase, plagiarism, print, quote, relevant, search, source, term* The student will perform basic processes, such as: • Use a teacher-provided template or process to compile and cite grade-appropriate information • Describe the criteria for credible and accurate sources
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **7**

| **Standard:** LA.7.SL.1 Engage in collaborative conversations in diverse groups, extending others' ideas and expressing one's own with clarity: prepare by researching material and using evidence from that material to probe and reflect on ideas; follow rules for collegial discussions, track progress toward goals and deadlines, define roles; pose questions that elicit elaboration; acknowledge new information expressed by others (SL.7.1) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly *(e.g., come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; acknowledge new information expressed by others and, when warranted, modify their own views)* **DOK 3** **I can effectively participate in different types of discussions and with different people about seventh grade topics, texts, and issues.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Deadline, discussion, diverse, elaboration, evidence, explicit, goal, idea, information, issue, modify, observation, pose, probe, preparation, question, refer, reflect, relevant, research, respond, role, text, topic, view, warranted* The student will perform basic processes, such as: • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed • Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner • Prepare for participation in a discussion

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **7**

Standards: LA.7.SL.2 Analyze main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas provide clarity (SL.7.2)
      LA.7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (SL.7.3)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Explain how the main ideas and supporting details presented in diverse grade-appropriate media and formats (e.g., visually, quantitatively, orally) clarify a topic, text, or issue under study **DOK 3** **I can explain how the main ideas and supporting details presented in diverse media and different formats (visually, orally, in numbers) clarify a topic, text, or issue.** • Evaluate a speaker's argument and specific claims, the soundness of the reasoning, and the relevance and sufficiency of the evidence **DOK 3** **I can determine whether or not there is enough relevant evidence to support an argument.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Argument, claim, clarify, diverse, evidence, format, issue, main idea, media, orally, quantitative, reasoning, relevance, soundness, sufficiency, supporting detail, text, topic, visual* The student will perform basic processes, such as: • Identify the main ideas and supporting details presented in diverse grade-appropriate media and formats *(e.g., visually, quantitatively, orally)* • Describe a speaker's argument and specific claims
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **7**

Standards: LA.7.SL.4 Present claims and findings on an issue or topic in a focused, coherent manner, emphasizing salient points and using pertinent evidence and examples; use appropriate eye contact, adequate volume, and clear pronunciation (SL.7.4) LA.7.SL.7 Demonstrate reverence to God when speaking and listening

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Present grade-appropriate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples **DOK 2** **I can give a presentation that makes claims using relevant descriptions, facts, details, and examples.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Claim, coherent, description, detail, emphasize, example, eye contact, fact, finding, focus, pertinent, point, pronunciation, reverence, salient, volume* The student will perform basic processes, such as: • Write a grade-appropriate speech using a teacher-provided graphic organizer or template *(e.g., My speech is about: _____. Details about the topic of my speech include: _____.)* • Use appropriate eye contact, adequate volume, and clear pronunciation when giving a presentation • Demonstrate reverence when listening to God's Word and participating in prayer
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **7**

Standards: LA.7.SL.5 Use a variety of media, including digital, for presentations (SL.7.5)

LA.7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.7.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points **DOK 2** **I can give a presentation using multimedia and visual displays to explain my claims and make my point clearly.** • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate **DOK 2** **I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Claim, clarify, context, emphasize, finding, formal English, multimedia, point, presentation, salient, task, visual, visual aid* The student will perform basic processes, such as: • Use visual aids for presentation *(e.g., white board, pictures)* • Demonstrate speech to only one context • Identify the elements of effective presentations
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **7**

Standard: LA.7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns (e.g., childhood); form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk); ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences (L.7.1)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Explain the function of phrases and clauses in general and their function in specific sentences **DOK 2** **I can define phrases and clauses and explain how they work in sentences.** • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas **DOK 2** **I can identify differences between simple, compound, complex, and compound-complex sentences and know when to use the different sentence types to clarify ideas.** • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers **DOK 2** **I can use phrases and clauses correctly in sentences, and identify misplaced and dangling modifiers in sentences and correct them.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Clause, complex sentence, compound sentence, compound-complex sentence, dangling modifier, grammar, idea, misplaced modifier, phrase, relationship, sentence, simple sentence, usage* The student will perform basic processes, such as: • Use grade-appropriate grammar and usage in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **7**

Standard: LA.7.L.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling <u>when writing: use commas to separate coordinate adjectives; use punctuation (e.g., commas, semicolons, colons) to separate phrases and/or clauses:</u> spell correctly (L.7.2)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use a comma to separate coordinate adjectives *(e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt)* **DOK 2** **I can use commas to separate adjectives when needed.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Comma, convention, coordinate adjective* The student will perform basic processes, such as: • Demonstrate the use of grade-appropriate conventions in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **7**

| **Standard:** LA.7.L.2 <u>Demonstrate command of the conventions of standard English</u> capitalization, punctuation, and <u>spelling when writing:</u> use commas to separate coordinate adjectives; use punctuation (e.g., commas, semicolons, colons) to separate phrases and/or clauses: <u>spell correctly</u> (L.7.2) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Spell grade-appropriate words correctly when writing **DOK 2** **I can spell correctly.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: The student will perform basic processes, such as: • Spell grade-appropriate words correctly in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Knowledge of Language**	Grade: **7**

| **Standard:** LA.7.L.3 Use knowledge of language and its conventions when writing, reading, or listening: express ideas precisely and concisely (L.7.3) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Choose language that expresses ideas precisely and concisely **DOK 2** **I can choose words that express my ideas clearly.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Concise, eliminate, idea, precise, redundancy, wordiness* The student will perform basic processes, such as: • Identify and eliminate wordiness and redundancy
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **7**

Standard: LA.7.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.7.4)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use context *(e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence)* as a clue to the meaning of a grade-appropriate word or phrase **DOK 3** **I can use context clues to figure out what words or phrases mean.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Clue, context, determination, function, inferred meaning, meaning, paragraph, phrase, position, preliminary, sentence, verify, word* The student will perform basic processes, such as: • Demonstrate the use of context clues using structured sentences in isolation • Verify the preliminary determination of the meaning of a grade-appropriate word or phrase *(e.g., by checking the inferred meaning in context)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **7**

Standard: LA.7.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.7.4)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word *(e.g., belligerent, bellicose, rebel)* **DOK 2** **I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes, and roots.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affix, clue, meaning, root, word* The student will perform basic processes, such as: • Recognize or recall the meanings of grade-appropriate Greek or Latin affixes and roots
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **7**

Standard: LA.7.L.4 <u>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies:</u> use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; <u>consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word</u> (L.7.4)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Consult general and specialized grade-appropriate reference materials *(e.g., dictionaries, glossaries, thesauruses)*, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **DOK 3** **I can use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Clarify, dictionary, digital, general, glossary, meaning, part of speech, phrase, precise, preliminary, print, pronunciation, reference, specialized, thesaurus, verify, word* The student will perform basic processes, such as: • Demonstrate the use of general and specialized grade-appropriate reference materials in isolation *(e.g., dictionaries, glossaries, thesauruses)* • Verify the preliminary determination of the meaning of a grade-appropriate word or phrase *(e.g., by checking the inferred meaning in a dictionary)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
	55

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **7**

| **Standard:** LA.7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., allusions) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (L.7.5) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Interpret figures of speech *(e.g., literary, biblical, and mythological allusions)* in context in a grade-appropriate text **DOK 3** **I can identify and explain the subtle use of literary, biblical, and mythological references.** • Use the relationship between particular grade-appropriate words *(e.g., synonym/antonym, analogy)* to better understand each of the words **DOK 3** **I can use the relationships between words to help me better understand each of the individual words (synonym/antonym, analogy).** • Distinguish among the connotations (associations) of words with similar denotations (definitions) *(e.g., refined, respectful, polite, diplomatic, condescending)* in a grade-appropriate text **DOK 3** **I can understand the slight differences between words with very similar definitions.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Allusion, analogy, antonym, association, biblical, connotation, definition, denotation, distinguish, figure of speech, interpret, literary, mythological, relationship, similar, synonym, text, word* The student will perform basic processes, such as: • Identify figures of speech in a grade-appropriate text *(e.g., literary, biblical, and mythological allusions)* • Describe the background of teacher-provided figures of speech *(e.g., literary, biblical, and mythological allusions)* • Identify the relationship between particular grade-appropriate words *(e.g., synonym/antonym, analogy)*

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	