

READING

Questioning, Inference, and Interpretation

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as inferences drawn from the text (RL.7.1; RI.7.1) 		<p>Sample Activities:</p> <p>In a Dialectical Journal students select and cite a specific quote from The Prince and Pauper by Mark Twain. For each selected quote they explain what it means and then includes an inference they can draw from it.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analysis, cite, explicit, inference, logical, support, text, textual evidence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe what a grade-appropriate text says explicitly and draw logical inferences 		<p>Sample Activities:</p> <p>Students respond to teacher generated questions about excerpts from The Prince and the Pauper, identifying which are literal and which are inferential.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Themes and Central Ideas

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • analyze the development of a theme or central idea over the course of a grade-appropriate text (RL.7.2; RI.7.2) • provide an objective summary of a grade-appropriate text (RL.7.2; RI.7.2) 		<p>Sample Activities: Choose one of the following themes: independence, obedience, curiosity, mischief, and boredom. Write an explanation of how the theme is revealed throughout the novel <i>Catherine, called Birdy</i>. Use five examples from the text to support your answer. Additionally, discuss why the theme is important to the novel.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analyze, central idea, development, objective, summarize, summary, text, theme <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • determine a theme or central idea of a grade-appropriate text (RL.7.2; RI.7.2) • summarize a grade-appropriate text using a teacher-provided graphic organizer 		<p>Sample Activities: After filling out a graphic organizer for the novel <i>Catherine, Called Birdy</i>, write a summary of the book. In the introduction and again in the conclusion students must state the theme or central idea of the text.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Story Elements

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> analyze how particular elements of a grade-appropriate story or drama interact (e.g., how setting shapes the characters or plot) (RL.7.3) 		<p>Sample Activities:</p> <p>After completing a character chart students write a constructed response comparing the type of person Jonas was at the beginning of <i>The Giver</i> to how he is at the end. They must explain what caused those changes to occur</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> analyze, character, drama, element, interact, plot, sequence of events, setting, story <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> identify the basic elements of a grade-appropriate story or drama (e.g., main characters, setting, sequence of events) 		<p>Sample Activities:</p> <p>After reading <i>The Giver</i> by Lois Lowery, students create a nine grid "Book RePOSTER" in each grid students analyze elements of the text such as main character, setting, plot.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Connections

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> 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) (RI.7.3) 		<p>Sample Activities:</p> <p>Students will write a diary entry for Emma Edmond from <i>Behind Rebel Lines</i> where they explain from her point of view why she took the risks and made the sacrifices she did for the United States of America.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> analyze, event, idea, individual, influence, interaction, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> describe the interactions between the individuals, events, and ideas in a grade-appropriate text 		<p>Sample Activities:</p> <p>Students will discuss in a Literature circle how the ideas of freedom, liberty and patriotism and selected events caused Emma Edmonds from <i>Behind Rebel Lines</i> to make the choices she did.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING		
Use of Language		
Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> 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 (RL.7.4) analyze the impact of a specific word choice on meaning and tone in a grade-appropriate text (RI.7.4) interpret figures of speech (e.g., literary, biblical, and mythological allusions) in a grade-appropriate text (L.7.5a) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>) in a grade-appropriate text (L.7.5c) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> alliteration, allusion, analyze, association, biblical, connotation, connotative, definition, denotation, distinguish, drama, figurative, figure of speech, impact, interpret, literary, meaning, mythological, poem, repetition, rhyme, similar, sound, stanza, story, text, tone, verse <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> identify examples of rhymes and other repetitions of sound in a grade-appropriate poem, story, or drama identify specific words that impact the meaning and tone of a grade-appropriate text determine the meaning of words and phrases as they are used in a grade-appropriate text, including figurative and connotative meanings (RL.7.4; RI.7.4) identify figures of speech in a grade-appropriate text describe the background of teacher-provided figures of speech (e.g., literary, biblical, and mythological allusions) 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

While reading **The Slave Dancer by Paula Fox**, students prepare a dialectical journal focusing specifically on her use of language. Journal is divided into two columns: right column is a self or group selected quote from the text. Left column is an explanation of how the author's use of language impacts the meaning and effect of the piece.

Sample Activities:

Students review several different poems and discuss all of their components. The poems begin in brackets similar to basketball's "March Madness." After the class discusses the components of the poems students judge which poems will move further on until they have chosen the best poem. This activity is easy to scaffold based on how complex the written analysis and independence of selection are.

READING

Academic Vocabulary

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • determine the meaning of words and phrases as they are used in grade-appropriate text, including technical meanings (RI.7.4) • gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.7.6) 		<p>Sample Activities:</p> <p>Students will self-select five to ten challenging vocabulary words during each unit of study. Using context clues and knowledge of roots and affixes they will determine and illustrate on highlighted note cards these terms.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • academic, comprehension, domain-specific, expression, meaning, technical meaning, text, vocabulary <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (L.7.6) 		<p>Sample Activities:</p> <p>During each unit of study students will create note cards of teacher-selected vocabulary. They will practice using them correctly as exit slips, and in their daily writing.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Text Structures and Features

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • analyze how a grade-appropriate drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning (RL.7.5) • analyze the structure an author uses to organize a grade-appropriate text, including how the major sections contribute to the whole and to the development of the ideas (RI.7.5) 		<p>Sample Activities:</p> <p>Students will read and reflect on Jacques “All the worlds a stage,” soliloquy from As You Like It and determine its structure, then they will write a short constructed response explaining how the structure mimics or enhances its meaning.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analyze, author, development, drama, form, idea, meaning, organize, poem, soliloquy, sonnet, structure, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the form or structure of a grade-appropriate drama or poem • describe the structure of a given grade-appropriate text • recognize signal words or phrases associated with text structure (e.g., <i>following, compared with, therefore, as a result of</i>) in a grade-appropriate text 		<p>Sample Activities:</p> <p>Students complete a series of worksheets where they read four or six short passages and identify which structure: chronological, compare/contrast, sequence, cause and effect, and problem solution the author uses. Students then write in a quote which highlights signal words associated with that structure.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Point of View

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • analyze how an author develops and contrasts the points of view of different characters or narrators in a grade-appropriate text (RL.7.6) • analyze how an author distinguishes his or her point of view or purpose in a grade-appropriate text from that of others (RI.7.6) 		<p>Sample Activities:</p> <p>Students will examine different literary techniques employed by Irene Hunt in Across Five Aprils in developing and showing the different points of view of her main characters. Students will then play four corners to determine first which points of view they agree with and then in a second round to determine which literary devices they thought were most effective.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analyze, author, character, contrast, develop, distinguish, narrator, point of view, purpose <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe the point of view of characters or narrators in a given grade-appropriate text • determine an author's point of view or purpose in a grade-appropriate text (RI.7.6) 		<p>Sample Activities:</p> <p>Students will create a character chart of the main characters in Across Five Aprils. Under each character they will describe their point of view about the Civil War.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Visual/Auditory Media and Information Sources

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • 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) (RL.7.7) • analyze the audio, video, or multimedia version’s portrayal of the subject of a grade-appropriate text (e.g., how the delivery of a speech affects the impact of the words) (RI.7.7) 		<p>Sample Activities:</p> <p>Students write an explanatory essay on how film and audio techniques helped to create and enhance specific elements of the book <i>Holes</i>.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analyze, audio, camera angle, camera focus, color, compare, contrast, delivery, drama, film, impact, lighting, multimedia, poem, portrayal, sound, staged, story, subject, technique, text, version, video <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • compare and contrast a written grade-appropriate story, drama, or poem to its audio, filmed, staged, or multimedia version (RL.7.7) • compare and contrast a grade-appropriate text to an audio, video, or multimedia version of the text (RI.7.7) 		<p>Sample Activities:</p> <p>Students create a Venn Diagram of <i>Holes</i> the book and film version.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Argument and Reasoning

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • evaluate the argument and specific claims in a grade-appropriate text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims (RI.7.8) 		<p>Sample Activities:</p> <p>Students debate whether the arguments are valid in “Silencing the Sound of Music” by Dan Rather and/or “America the Not So Beautiful” by Andrew a Rooney.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • argument, claim, evaluate, evidence, reasoning, relevant, sound, sufficient, support, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • trace the arguments and reasoning in a grade-appropriate text (RI.7.8) • identify the presence of opinion in a grade-appropriate text and the words that signal an opinion 		<p>Sample Activities:</p> <p>Students will highlight and annotate the arguments in “America the Not So Beautiful” from Not That You Asked by Andrew A. Rooney, and “Silencing the Sound of Music” by Dan Rather.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Literary Comparisons and Source Material

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • 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 (RL.7.9) 		<p>Sample Activities:</p> <p>Compare and contrast excerpts of Amos Fortune, Free Man and American Slavery As It Is: Testimony of a Thousand Witnesses and discuss why Elizabeth Yates uses and changes certain parts of America's history of slavery.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • account, alter, author, character, compare, contrast, fiction, fictional, historical, period, place, portrayal, time <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe how a fictional and historical account portray a time, place, or character 		<p>Sample Activities:</p> <p>After reading sections of Amos Fortune, Free Man by Elizabeth Yates and American Slavery As It Is: Testimony of a Thousand Witnesses a non-fiction book written by the American abolitionist Theodore Dwight Weld, students write a description of slaves and America during its times of slavery.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Rhetorical Criticism

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> 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) 		<p>Sample Activities:</p> <p>After reading either full texts or excerpts from <i>Across Five Aprils</i> by Irene Hunt and <i>Behind Rebel Lines</i> by Seymour Reit write a compare/contrast of Bill who left his northern family to fight for the Confederacy and Emma Edmonds who left her home in Canada to fight for the Union Army.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> analyze, author, evidence, fact, information, interpretation, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> describe the way two different authors present the same information in a grade-appropriate text identify key information presented by each source for the same topic in a grade-appropriate text 		<p>Sample Activities:</p> <p>Using excerpts from <i>Across Five Aprils</i> and <i>Behind Rebel Lines</i>, and a teacher provided graphic organizer show how Irene Hunt and Seymour Reit present the details of the civil war by identifying key reasons why Bill and Emma make the choices they do.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Fluency

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • read and comprehend grade-appropriate literature and informational text (RL.7.10; RI.7.10) 		Sample Activities: Students read and perform sections of <i>Missing May</i> by Cynthia Rylant.
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • comprehend, informational, literature, text The student will perform basic processes, such as: <ul style="list-style-type: none"> • read grade-appropriate literature and informational text using a teacher-directed comprehension strategy (e.g. modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading) 		Sample Activities: Students complete teacher created guided text responses in literature circles.
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING		
Argumentative		
Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.7.1):</p> <ul style="list-style-type: none"> introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically (W.7.1a) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W.7.1b) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence (W.7.1c) establish and maintain a formal style (W.7.1d) provide a concluding statement or section that follows from and supports the argument presented (W.7.1e) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> accurate, alternate, argument, claim, clarify, clause, cohesion, concluding statement, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> identify the characteristics of a model argument composition write arguments using a teacher-provided template (which includes all of the 3.0 elements) 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

Students respond independently to the prompt, using a rubric outlining expectations.

Budget cuts are forcing your school to drop either the advanced band classes or strength and conditioning classes. You have close friends in both programs. Write an argument supporting a decision on which class to stop offering.

Sample Activities:

After the class reads and discusses medical evidence that deals with factors of student success including number of hours of sleep. Using a template for an argumentative paper, students respond to the prompt: Write a letter to your parents arguing either for or against their decision to enforce a 9 o'clock bedtime during the school year.

WRITING		
Informative/Explanatory		
Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.7.2):</p> <ul style="list-style-type: none"> • 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 (W.7.2a) • develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.7.2b) • use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts (W.7.2c) • use precise language and domain-specific vocabulary to inform about or explain the topic (W.7.2d) • establish and maintain a formal style (W.7.2e) • provide a concluding statement or section that follows from and supports the information or explanation presented (W.7.2f) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • cause/effect, chart, clarify, classification, cohesion, comparison/contrast, comprehension, concept, concluding statement, concrete, definition, detail, domain-specific vocabulary, example, fact, formal style, formatting, graphic, heading, idea, information, multimedia, organize, precise, preview, quotation, relationship, relevant, strategy, support, table, topic, transition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the characteristics of a model informational composition • generate a list of details from relevant information related to the topic • write informative/explanatory pieces using a teacher-provided template or graphic organizer 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:
Using a rubric, students will independently compose an Explanatory Essay showing the self-chosen cause and effect relationship effect of either an addictive behavior, or positive life style choice on one or more of the systems within the human body.

Sample Activities:
Using a template for an Informative Essay, students will describe one of the systems in the human body and explain how it works.

WRITING		
Narrative		
Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W.7.3):</p> <ul style="list-style-type: none"> 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 (W.7.3a) use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (W.7.3b) use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.7.3c) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W.7.3d) provide a conclusion that follows from and reflects on the narrated experiences or events (W.7.3e) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> action, character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, point of view, precise, relevant, sensory, sequence, setting, technique, time frame, transition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> identify the characteristics of a model narrative write narrative pieces using a teacher-provided template or graphic organizer 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

Using a rubric, students will write a historical fiction after having studied the American Revolution.

Sample Activities:

Using a teacher provided template, students will write a personal narrative about a day in the life of a seventh grader's backpack.

WRITING

Task, Purpose, and Audience

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • 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) (W.7.4) 		<p>Sample Activities:</p> <p>Students will compose class editorial pages. The teacher will assign the topics and the desired audience, or students can draw randomly. Once individual writing is complete, students format the page after discussion of audience and purpose.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • 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 		<p>Sample Activities:</p> <p>Students will read short editorials and identify the audience, author’s purpose and task. They will choose one and describe how they would have to change it for an older or younger audience.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Revise and Edit

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will develop and strengthen grade-appropriate writing for a specific audience and purpose by (W.7.5):</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 		<p>Sample Activities:</p> <p>Students will create their own prewriting web or timeline for a historical fiction about a Revolutionary War figure. They will determine character for an audience of their peers and younger grades. They will determine their purpose for writing the narrative. They will self and direct peer editing. Use feedback to revise. Select the section of writing they most wish to enhance and try adding dialogue, description, historical evidence, subtext etc.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • audience, edit, plan, purpose, revise, rewrite <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • plan writing using a teacher-provided planning template or graphic organizer • revise and edit writing based on teacher and peer feedback 		<p>Sample Activities:</p> <p>Students will follow a specific checklist to walk them through the use of a writing rubric and peer and teacher feedback to revise and edit their historical fiction about a Revolutionary War character.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	

Score 0.0

Even with help, no success



WRITING

Technology

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will use technology, including the Internet, to:</p> <ul style="list-style-type: none"> • produce and publish grade-appropriate writing (W.7.6) • link to and cite sources (W.7.6) • interact and collaborate with others (W.7.6) 		<p>Sample Activities:</p> <p>Students will research “Human impact on ecosystems” online making sure to use viable sources. Research will include but not be limited to professional blogs. Power point will include active links to source cites. Written verbal presentation will accompany the power point.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • cite, collaborate, interact, Internet, link, publish, source, technology <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the features of various grade-appropriate technologies (e.g., word processor, presentation software, search engine) 		<p>Sample Activities:</p> <p>Students complete a worksheet guiding them through a specific search using Google to find information on “human impact on ecosystems.” They create a five-slide power point from a teacher-generated template. They then use a word processing program to compose the verbal presentation that accompanies the power point.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING**Research****Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • 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 (W.7.7) 		<p>Sample Activities:</p> <p>Students will use multiple sources to research the American Revolution. They will create a scrapbook of six different but related events, characters, and documents. They will include a works cited page, as well as an organic KWL page on the back, illustrating the course of their research.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • focused, investigation, question, related, research, research project, source <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate steps 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) 		<p>Sample Activities:</p> <p>Students will create a list of appropriate sources to research the causes to the American Revolution. As a class they will determine which would be most useful. They will record and cite specific details in a teacher provided graphic organizer.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Access and Organize Information

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • gather relevant information from multiple grade-appropriate print and digital sources, using search terms effectively (W.7.8) • assess the credibility and accuracy of each source (W.7.8) • quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (W.7.8) 		<p>Sample Activities:</p> <p>Research and compile original note cards on Mark Twain's writing career, use MLA citations on each card. On rough draft of the works cited page include criteria met for credibility after each source.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • accuracy, citation format, conclusion, credibility, data, digital, information, paraphrase, plagiarism, print, quote, relevant, search, source, term <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use a teacher-provided template or process to compile and cite grade-appropriate information • describe the criteria for credible and accurate sources 		<p>Sample Activities:</p> <p>Complete a graphic organizer of biographical information about Mark Twain using specific searches outlined on the organizer. Use the criteria for credibility of sources outlined on the top of the organizer to code each source as highly or moderately credible or suspicious.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Collaborative Discussions

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>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 (SL.7.1):</p> <ul style="list-style-type: none"> • 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 (SL.7.1a) • 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 (SL.7.1c) • acknowledge new information expressed by others and, when warranted, modify their own views (SL.7.1d) 		<p>Sample Activities:</p> <p>Students participate in a Socratic seminar after having read and watched the book and film version of Tuck Everlasting.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • discussion, elaboration, evidence, explicit, idea, information, issue, modify, observation, pose, probe, question, refer, reflect, relevant, research, respond, text, topic, view, warranted <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed (SL.7.1b) • participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • prepare for participation in a discussion 		<p>Sample Activities:</p> <p>Small groups discuss key elements of Tuck Everlasting the book and film through teacher provided prompts, critiques and research. Small group members practice specific roles within the group. The group creates a poster and then shares out their information to the whole class.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Evaluate Presented Information

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • 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 (SL.7.2) • evaluate a speaker’s argument and specific claims, the soundness of the reasoning, and the relevance and sufficiency of the evidence (SL.7.3) 		<p>Sample Activities:</p> <p>Write a constructed response about the interactions of the human body systems as a whole function after synthesizing personal research and that of their peers.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • argument, claim, clarify, diverse, evidence, format, issue, main idea, media, oral, quantitative, reasoning, relevance, soundness, sufficiency, supporting detail, text, topic, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the main ideas and supporting details presented in diverse grade-appropriate media and formats (e.g., visually, quantitatively, orally) (SL.7.2) • describe a speaker’s argument and specific claims (SL.7.3) 		<p>Sample Activities:</p> <p>Students take notes of important details from peer presentations of human body systems and teacher provided research.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Speech Writing

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • present grade-appropriate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples (SL.7.4) 		<p>Sample Activities:</p> <p>Independently write a speech about bullying and its effects on our society. Use specific, cited facts and statistics as well as descriptions and details that will educate and call your audience to action.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • claim, coherent, description, detail, emphasize, example, fact, finding, focus, pertinent, point, salient <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write a grade-appropriate speech using a teacher-provided graphic organizer or template 		<p>Sample Activities:</p> <p>Write a speech for student government elections using the teacher provided template.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Presentation and Delivery

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate proper grade-appropriate oral presentation techniques:</p> <ul style="list-style-type: none"> • use appropriate eye contact, adequate volume, and clear pronunciation (SL.7.4) • include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points (SL.7.5) • adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.7.6) 		<p>Sample Activities:</p> <p>Students deliver a formal presentation using audio/visual components to analyze one of the themes from Catherine, called Birdy. They should cite the text at least four times, pay attention to use appropriate, content specific vocabulary within their presentation. They should be able to adapt the presentation to present for their peers, a book selection committee, and a court looking to ban books.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • claim, clarify, context, emphasize, eye contact, finding, formal English, multimedia, point, pronunciation, salient, task, visual, volume <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate speech to only one context • use visual aids for presentation (e.g., white board, pictures) • identify the elements of effective presentations 		<p>Sample Activities:</p> <p>Students deliver a formal classroom presentation using visual aids to explain one of the themes from Catherine, Called Birdy.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	

Score 0.0

Even with help, no success



LANGUAGE

Grammar

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.7.1):</p> <ul style="list-style-type: none"> • explain the function of phrases and clauses in general and their function in specific sentences (L.7.1a) • choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (L.7.1b) • place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers (L.7.1c) 		<p>Sample Activities:</p> <p>Students analyze excerpts from The Adventures of Huckleberry Finn and discuss in literature circles the effect and function of the phrases and clauses as designed by a master, and then write reflections of how to employ those techniques in their own writing.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clause, complex sentence, compound sentence, compound-complex sentence, dangling modifier, idea, misplaced modifier, phrase, relationship, sentence, simple sentence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use grade-appropriate grammar in isolation 		<p>Sample Activities:</p> <p>Students complete worksheets or exercises that focus on specific grammar conventions.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Capitalization and Punctuation

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.7.2):</p> <ul style="list-style-type: none"> • use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)(L.7.2a) 		<p>Sample Activities:</p> <p>Through editing and revision of self and peer work students demonstrate a command of grade level capitalization and punctuation.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • colon, conjunctive adverb, independent clause, link, quotation, semicolon <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of grade-appropriate conventions in isolation 		<p>Sample Activities:</p> <p>Students complete daily oral language activities focusing on capitalization and punctuation.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Spelling

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • spell grade-appropriate words correctly when writing (L.7.2b) 		Sample Activities: In their short or long constructed responses students demonstrate a mastery of spelling.
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will perform basic processes, such as: <ul style="list-style-type: none"> • spell grade-appropriate words correctly in isolation 		Sample Activities: Students complete spelling tests or specific units or texts.
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Language Conventions

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will use grade-appropriate knowledge of language and its conventions when writing, speaking, reading, or listening (L.7.3): <ul style="list-style-type: none"> • choose language that expresses ideas precisely and concisely (L.7.3a) 		Sample Activities: Students practice using active voice and thesaurus to be precise and concise in their summaries of texts, poems and films.
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • concise, eliminate, idea, precise, redundancy, wordiness The student will perform basic processes, such as: <ul style="list-style-type: none"> • identify and eliminate wordiness and redundancy (L.7.3a) 		Sample Activities: Play the \$1 game. Students try to accurately summarize chapters using the least amount of money. Each word costs the summarizer a dollar.
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Context Clues

Grade 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.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • 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 (L.7.4a) 		Sample Activities:
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • clue, context, function, meaning, meaning, paragraph, phrase, position, sentence, word The student will perform basic processes, such as: <ul style="list-style-type: none"> • demonstrate the use of context clues using structured sentences in isolation 		Sample Activities:
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Origins and Roots

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>) (L.7.4b) 		<p>Sample Activities:</p> <p>Students create empty root and affix charts in language arts. They look for words that complete the chart in other classes and create a shared word wall in language arts.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • affix, clue, meaning, root, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall the meanings of grade-appropriate Greek or Latin affixes and roots 		<p>Sample Activities:</p> <p>Using the printout, “Common Content Area Roots and Affixes” Ellery, V., & Rosenboom, J.L. (2011) have students cover the meaning columns and predict meaning using the other columns.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Reference Materials

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • 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 (L.7.4c) • verify the preliminary determination of the meaning of a grade-appropriate word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) (L.7.4d) 		<p>Sample Activities:</p> <p>During presentation rehearsal period, students utilize reference materials to check pronunciation and meaning in order to ensure accuracy in professional use of English Language.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clarify, context, determination, dictionary, digital, general, glossary, inferred meaning, meaning, part of speech, phrase, precise, preliminary, print, pronunciation, reference, specialized, thesaurus, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of general and specialized grade-appropriate reference materials in isolation 		<p>Sample Activities:</p> <p>Students either in small group or whole class setting complete “Word Squares” for vocabulary in reading material. Students are guided to find appropriate information in each resource. Square consists of 1.word 2. Definition in own words 3. Synonym/antonym 4. Word used in a sentence 5. Illustration</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Relationships

Grade 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	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use the relationship between particular grade-appropriate words (e.g., synonym/antonym, analogy) to better understand each of the words (L.7.5b) 		<p>Sample Activities:</p> <p>Students generate their own analogy pair worksheets for new units of study using share : pair : trade. Students may also generate simile poems.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analogy, antonym, relationship, synonym, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the relationship between particular grade-appropriate words (e.g., synonym/antonym, analogy) 		<p>Sample Activities:</p> <p>Students complete teacher generated analogy pair worksheets throughout the course using new vocabulary. (Hot : Cold as Steam : __) Students may also complete “word squares” where one of the sides is synonym/antonym.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		