| Level | Basic | Proficient | Advanced |
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| **Policy PLD** | Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards. | Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards. | Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards. |
| **Text Complexity Statements** | The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking. | The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking. | The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking. |
| | | **Reading Literature (PAWS)** | |
| | | **Key Ideas and Details** | |
| **Key Details** | The **basic** student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. RL 7.1 | The **proficient** student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences from text. RL 7.1 | The **advanced** student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences based on multiple paragraphs or the full text. RL 7.1 |
| **Central Ideas** | The **basic** student determines how a simple theme or central idea develops over the course of the text and how literary elements interact; attempts to summarize text. RL 7.2 and RL 7.3 | The **proficient** student determines how a theme or central idea develops over the course of a text and how literary elements interact; objectively summarizes text. RL 7.2 and RL 7.3 | The **advanced** student analyzes how a complex theme or central idea develops over the course of a text and how literary elements interact; objectively summarizes text. RL 7.2 and RL 7.3 |
| | | **Craft and Structure** | |
| **Word Meanings and Language Use** | The **basic** student determines the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and identifies the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4 | The **proficient** student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4 | The **advanced** student determines the meaning of complex words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4 |
| **Text Structures and Features** | The **basic** student analyzes how the simple form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). RL 7.5 | The **proficient** student analyzes how the form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). RL 7.5 | The **advanced** student analyzes how the complex form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). RL 7.5 |
| **Reasoning and Evidence** | The **basic** student uses limited evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of simple text. RL 7.6 | The **proficient** student uses evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of the text. RL 7.6 | The **advanced** student uses multiple pieces of evidence to analyze how the author develops and contrasts the points of view of characters and/or the narrator of complex text. RL 7.6 |

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| | | **Reading Informational Text (PAWS)** | |
| | | **Key Ideas and Details** | |
| **Key Details** | The **basic** student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. RI 7.1 | The **proficient** student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences from text. RI 7.1 | The **advanced** student cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text. RI 7.1 |
| **Central Ideas** | The **basic** student determines two or more stated and simple central ideas of a text and analyzes their development over the course of the text; summarizes the text. RI 7.2 | The **proficient** student determines two or more central ideas of a text and analyzes their development over the course of the text; objectively summarizes the text. RI 7.2 | The **advanced** student determines two or more central ideas (stated and implied) of a text and analyzes their development over the course of the text; objectively summarizes the text. RI 7.2 |
| **Analysis Within or Across Texts** | The **basic** student analyzes simple interactions between individuals, events, and ideas in a text. RI 7.3 | The **proficient** student analyzes the interractions between individuals, events, and ideas in a text. RI 7.3 | The **advanced** student analyzes complex interactions between individuals, events, and ideas in a text. RI 7.3 |
| | | **Craft and Structure** | |
| **Language Use** | The **basic** student determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. RI 7.4 | The **proficient** student determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. RI 7.4 | The **advanced** student determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. RI 7.4 |
| **Text Structures and Features** | The **basic** student analyzes the structure of a simple text to explain how major sections contribute to the whole and to the development of directly stated ideas. RI 7.5 | The **proficient** student analyzes the structure of a text to explain how major sections contribute to the whole and to the development of ideas. RI 7.5 | The **advanced** student analyzes the structure of a complex text to explain how major sections contribute to the whole and to the development of directly stated and implied ideas. RI 7.5 |
| **Reasoning and Evidence** | The **basic** student uses textual evidence to identify the author's point of view or purpose and analyzes how the author distinguishes one position from other positions. RI 7.6 | The **proficient** student uses textual evidence to determine the author's point of view or purpose and analyzes how the author distinguishes one position from other positions. RI 7.6 | The **advanced** student uses textual evidence to analyze the author's point of view or purpose, as well as how the author distinguishes one position from other positions. RI 7.6 |
| | | **Integration of Knowledge and Ideas (PAWS)** | |
| **Reasoning and Evidence** | The **basic** student traces and evaluates simple arguments and claims in a text, assessing whether the reasoning is sound and the supporting evidence is relevant and sufficient. RI 7.8 | The **proficient** student traces and evaluates arguments and claims in a text, assessing whether the reasoning is sound and the supporting evidence is relevant and sufficient. RI 7.8 | The **advanced** student traces and evaluates complex arguments and claims in a text, assessing whether the reasoning is sound and the supporting evidence is relevant and sufficient. RI 7.8 |
| **Analysis Within or Across Texts** | The **basic** student analyzes how authors of fiction use or alter history by comparing and contrasting literary elements in simple narratives of the same historical period; analyzes or compares how authors of text on the same simple topic shape their presentations of key information. RL 7.9 and RI 7.9 | The **proficient** student analyzes how authors of fiction use or alter history by comparing and contrasting literary elements in narratives of the same historical period; analyzes or compares how authors of text on the same topic shape their presentations of key information. RL 7.9 and RI 7.9 | The **advanced** student analyzes how authors of fiction use or alter history by comparing and contrasting literary elements in complex narratives of the same historical period; analyzes or compares how authors of text on the same complex topic shape their presentations of key information. RL 7.9 and RI 7.9 |

| | Language (PAWS) | | |
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| **Language Use** | The **basic** student demonstrates limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of simple words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 7.4 a, b, and c | The **proficient** student demonstrates use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots,  to help determine the meanings of words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 7.4 a, b, and c | The **advanced** student demonstrates thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine and understand the meanings of complex words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 7.4 a, b, and c |
| **Language Use and Language/Vocabulary Use** | The **basic** student determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 7.5, L 7.5 a, b, and c, and L 7.6 | The **proficient** student determines the meaning of general academic and domain-specific words, interprets figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 7.5, L 7.5 a, b, and c, and L 7.6 | The **advanced** student determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context,uses relationships between words as a basis for understanding, and distinguishes among the subtle/implied  connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 7.5, L 7.5 a, b, and c, and L 7.6 |

| Level | Basic | Proficient | Advanced |
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| | | **Writing (SAWS)** | |
| **Write/Revise Brief Texts (Argumentative, Informative, Narrative), Edit/Clarify** | The **basic** student:<br>• Responds to the prompt by attempting to present a position, problem/solution, or main idea.<br>• Attempts to present a position in response to the prompt by using partially relevant and/or irrelevant details, reasons, and evidence.<br>• Organizes with limited structure. Uses little reasoning or coherence and may omit the introduction or conclusion or may omit the beginning or ending. Seldom uses topic sentences or transitions within and/or between paragraphs.<br>• Uses limited or basic word choice. Uses vague or basic word choice to reveal limited voice, style, or tone to the intended purpose or audience.<br>• Uses limited grade-appropriate writing mechanics. Spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Seldom uses varied and correct sentences. W 7.1, 7.2, and 7.3 | The **proficient** student:<br>• Adequately responds to the topic raised in the prompt by presenting a position, problem/solution, or main idea.<br>• Demonstrates ability to present a position using relevant details, examples, reasons, and evidence in response to the prompt.<br>• Demonstrates a general progression of ideas with ordered paragraphs that include an introduction, body, and conclusion, or beginning, middle, and end. Uses topic sentences and transitions within and/or between paragraphs.<br>• Uses precise and descriptive word choice to reveal voice, style, or tone to the intended purpose or audience.<br>• Uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences.<br>W 7.1, W 7.2, and W 7.3 | The **advanced** student:<br>• Effectively responds to the topic raised in the prompt by presenting a clear and focused position, problem/solution, or main idea.<br>• Effectively presents a clear and focused position using distinct details with precise reasons and relevant evidence in response to the prompt.<br>• Presents a logical and coherent progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion and/or beginning, middle, and end. Skillfully uses topic sentences and transitions within or between paragraphs.<br>• Uses varied, precise, and descriptive word choice to reveal voice, style, or tone to the intended purpose or audience.<br>• Uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences.<br>W 7.1, W 7.2, and W 7.3 |

| Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LI/IN Reading) | The **basic** student:<br>• Responds to the issue or topic raised/presented in the text or to the author's presentation of the theme, plot, or story elements.<br>• Uses little accurate and relevant evidence to support the response.<br>• Attempts to group similar ideas together; presents an introduction or a conclusion. Lacks consistent use of topic sentences and transitions within and/or between paragraphs.<br>• Uses limited voice and basic/predictable language.<br>• Uses limited grade-appropriate writing mechanics, including standard English grammar. Spells common words correctly. Seldom uses varied and correct sentences. W 7.9 | The **proficient** students:<br>• Responds to the issue or topic raised/presented in the text or to the author's presentation of the theme, plot, or story elements.<br>• Uses some accurate and relevant evidence to support the response.<br>• Presents an organization of ideas, including an introduction, body, and conclusion. Uses topic sentences and varied transitions within and/or between paragraphs.<br>• Uses some precise and descriptive language to reveal an identifiable voice.<br>• Uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences. W 7.9 | The **advanced** student:<br>• Responds to the issue or topic raised/presented in the text or to the author's presentation of the theme, plot, or story elements.<br>• Uses accurate and relevant evidence to support the response.<br>• Presents an effective organization of ideas including an effective introduction, body, and conclusion. Skillfully uses topic sentences and varied transitions within and/or between paragraphs.<br>• Uses precise and descriptive language to reveal an engaging and identifiable voice.<br>• Uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences. W 7.9 |
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