



## **Assessment Development Guide**

### **Educator Resource**

#### **English Language Arts: Grade 7**

This document is intended to describe how the Kansas assessments align to the Kansas standards. It illustrates how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment.

The content standards serve as the foundation of the assessment. These standards are grouped into clusters, and the assessment mirrors these same groupings. By assessing at the cluster level, it is possible to highlight student mastery of the connected material contained in the standards. Emphasis on particular clusters captures the focus, coherence, and rigor of the standards. These content emphases guide the development of each assessment.

### **Suggested Uses**

Educators can use this document to

- better understand the standards and the assessment.
- understand what is expected of students in order to achieve performance level 3.
- check the alignment of curriculum and learning activities.
- ensure that long-range instructional plans match the major emphases of the standards.
- apply standards at the level of rigor necessary to allow students to demonstrate success or mastery within a balanced assessment system.
- develop learning goals.
- build a greater understanding of student, grade-level, school, and district results and plan for future learning activities accordingly.
- provide professional development opportunities within a school or district, and for vertical team planning, grade-level planning, and professional learning communities.

### **Evidence Statements**

Evidence statements are derived from the content standards and describe the knowledge and skills that an assessment item or task elicits from students.

Evidence statements are also designed to provide guidance for teachers in creating classroom learning opportunities that align with the expectations of the standards. Evidence statements

should not be used as a checklist of student understanding, nor should they be used to limit instructional practices.

### **Performance Level Descriptors**

To help educators and parents understand students' performance at each level, PLDs are available for each test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). PLDs are not inclusive: they do not describe all possible skills students could demonstrate at each of the levels. PLDs should not be viewed as checklists of what students should know or be able to do.

These PLDs appear on Individual Student Reports and describe student performance on the assessment.

**Level 1:** A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for post-secondary readiness.

**Level 2:** A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for post-secondary readiness.

**Level 3:** A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for post-secondary readiness.

**Level 4:** A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Detailed descriptions of performance levels for grade 7 ELA are contained within this document.

### **Depth of Knowledge**

The Kansas Assessment Program (KAP) uses Webb's depth of knowledge (DOK) framework to classify each assessment item based on the level of cognitive demand required by students. The four DOK levels **do not** directly correspond to the four performance levels of the KAP summative assessments.

DOK is a measure of cognitive complexity, not a measure of difficulty. Item difficulty is determined by the percentage of students who correctly respond to an item. It is possible for a DOK 2 item to be very difficult and for a DOK 3 item to be relatively easy.

Items within an assessment include a range of DOK levels and correspond to the levels of cognitive complexity required by the content standards. There are four DOK levels, as outlined below.

**Level 1** Recall and Reproduction: Recall a fact, term, definition, principle, or concept; perform a simple procedure.

**Level 2** Basic Application of Skills and Concepts: Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.

**Level 3** Strategic Thinking: Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.

**Level 4** Extended Thinking: Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

### **Test Content Summary**

The test summary provides general information related to the emphasis placed on certain domains and clusters within the assessment.

KAP ELA assessments focus on two overarching domains: Writing and Reading. The latter is further divided into the reading of literary and informational texts.

**Writing:** Students can produce effective writing for a range of purposes and audiences.

Items assessing Writing may be drawn from both clusters below.

*Text Types & Purposes*

*Language in Writing*

**Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Items assessing Reading may be drawn from any of the clusters below.

*Key Ideas & Definitions*

*Craft & Structure*

*Language in Reading*

*Integration of Knowledge & Ideas*

Table 1 summarizes the content of the KAP ELA assessments (effective with spring 2020 administration).

**TABLE 1. Grade 7 ELA Test Summary**

<b>Writing</b>	<b>Percentage of Assessment</b>	<b>Depth of Knowledge</b>
Text Types & Purpose	35%–40%	2
Language in Writing		
<b>Reading: Literary</b>	<b>Percentage of Assessment</b>	<b>Depth of Knowledge</b>
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		
<b>Reading: Informational</b>	<b>Percentage of Assessment</b>	<b>Depth of Knowledge</b>
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		

The remaining pages of this document are organized by cluster. Evidence statements and PLDs are shown below each cluster.

**Text Types & Purposes****Cluster**

Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

**Standard****W.7.1**

Write arguments to support claims with clear reasons and relevant evidence.

**Evidence Statements**

1. The student will use provided information to organize and support an opinion or argument by
  - a. clearly stating an opinion on a given topic;
  - b. organizing supporting evidence/reasons to build a logical argument;
  - c. acknowledging alternate or opposing viewpoints;
  - d. using transition words and phrases for coherence, clarifying relationships between claim and reasons;
  - e. establishing and maintaining a formal style; and
  - f. developing an appropriate conclusion related to the opinion presented.
2. The student will revise an opinion or argument by
  - a. identifying a missing or weak introduction and conclusion,
  - b. identifying an improved organization or supporting evidence/reasons,
  - c. acknowledging alternate or opposing viewpoints,
  - d. deleting irrelevant evidence/reasons,
  - e. using a style and tone appropriate to the purpose/audience, and
  - f. identifying missing or weak transition words and phrases.

<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements, such as stating an opinion about a given topic;</li> <li>• organizing supporting evidence or reasons into logical groups;</li> <li>• acknowledging alternate or opposing viewpoints;</li> <li>• using transition words and phrases to connect opinions to evidence or reasons;</li> <li>• establishing an appropriate tone; or</li> <li>• providing an appropriate conclusion that supports the stated opinion.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements, such as stating an opinion about a given topic;</li> <li>• organizing supporting evidence or reasons into logical groups;</li> <li>• acknowledging alternate or opposing viewpoints;</li> <li>• using transition words and phrases to connect opinions to evidence or reasons;</li> <li>• establishing and maintaining a formal tone;</li> <li>• providing an appropriate conclusion that supports the stated opinion; and/or</li> <li>• deleting irrelevant reasons and evidence that do not support the stated opinion, when revising.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, or revise opinion text by identifying and applying improved organizational elements, such as stating an opinion about a given topic;</li> <li>• organizing supporting evidence or reasons into logical groups;</li> <li>• acknowledging alternate or opposing viewpoints;</li> <li>• using transition words and phrases to connect opinions to evidence and reasons;</li> <li>• establishing and maintaining a formal tone appropriate for the audience or task;</li> <li>• providing an appropriate conclusion that supports the explicit or implicit opinion presented; and/or</li> <li>• deleting irrelevant reasons and evidence that do not support the stated opinion, when revising.</li> </ul>



**Text Types & Purposes****Cluster**

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

**W.7.2****Standard**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Evidence Statements**

1. The student will use provided information to organize and support an informational or explanatory texts by
  - a. clearly stating a main idea;
  - b. previewing what is to follow,
  - c. strategically organizing ideas/concepts;
  - d. using supporting, concrete details to develop the main idea;
  - e. using appropriate transitions for coherence, clarifying relationships between claim and reasons;
  - f. establishing and maintaining a formal style; and
  - g. developing an appropriate conclusion related to the information or explanation presented.
2. The student will revise an informational or explanatory texts by
  - a. identifying a missing or weak introduction and conclusion,
  - b. identifying an improved organization or supporting details,
  - c. deleting details that do not support the text's main idea,
  - d. using precise language,
  - e. using a style and tone appropriate to the purpose/audience, and
  - f. identifying a missing or weak transition words and phrases.

<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea;</li> <li>• previewing what is to follow;</li> <li>• strategically organizing ideas and/or concepts;</li> <li>• using supporting details to develop main idea;</li> <li>• using appropriate transition words and phrases to connect ideas;</li> <li>• establishing a formal tone; or</li> <li>• including an appropriate conclusion related to the information or explanation presented.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea;</li> <li>• previewing what is to follow;</li> <li>• strategically organizing ideas and concepts;</li> <li>• using supporting or concrete details to develop main idea;</li> <li>• using appropriate transition words and phrases to connect ideas;</li> <li>• establishing and maintaining a formal tone;</li> <li>• including an appropriate conclusion related to the information or explanation presented; and/or</li> <li>• using precise language and/or deleting details that do not support the stated main idea, when editing.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea;</li> <li>• previewing what is to follow;</li> <li>• strategically organizing ideas and concepts;</li> <li>• using supporting, concrete details to develop main idea;</li> <li>• using appropriate transition words and phrases to connect ideas;</li> <li>• establishing and maintaining a formal tone;</li> <li>• including an appropriate conclusion related to the information or explanation presented; and/or</li> <li>• using precise language and/or deleting details that do not support the stated main idea, when editing.</li> </ul>





**Text Types and Purposes****Cluster**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).  
Revise one or more paragraphs demonstrating these abilities.

**W.7.3****Standard**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Evidence Statements**

1. The student will use provided information to organize a narrative that engages and orients the reader by
  - a. clearly establishing a situation,
  - b. introducing a narrator or character(s),
  - c. logically organizing the narrative's sequence of events,
  - d. using dialogue and descriptions to develop the story,
  - e. using transitional words to manage the sequence of events,
  - f. using precise concrete words and sensory details, and
  - g. developing an appropriate closure that follows from the narrative.
2. The student will revise a narrative by
  - a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s);
  - b. identifying an improved organization, dialogue, and/or description;
  - c. deleting details that are inconsistent with the rest of the narrative;
  - d. using precise concrete words and sensory details; and
  - e. identifying a missing or weak conclusion.

<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation;</li> <li>• introducing a narrator or character(s);</li> <li>• organizing the narrative with a sequence of events that unfolds naturally;</li> <li>• using transitional words or phrases to manage the sequence of events;</li> <li>• using precise language; or</li> <li>• providing an appropriate resolution.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation;</li> <li>• introducing a narrator and/or character(s);</li> <li>• organizing a narrative with a sequence of events that unfolds naturally;</li> <li>• using details or dialogue to develop the story;</li> <li>• using transitional words and phrases to manage the sequence of events;</li> <li>• using precise, concrete language and sensory details;</li> <li>• providing an appropriate resolution that follows logically from the narrative; and/or</li> <li>• removing details that are inconsistent with the narrative, when revising.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation;</li> <li>• introducing a narrator and character(s);</li> <li>• organizing a narrative with a sequence of events that unfolds naturally;</li> <li>• using details and dialogue to develop the story;</li> <li>• using transitional words or phrases to manage the sequence of events;</li> <li>• using concrete language and sensory details;</li> <li>• providing an appropriate resolution that follows logically from the narrative; and/or</li> <li>• removing details that are inconsistent with the narrative, when revising.</li> </ul>

**Language in Writing**

**Cluster** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

**W.7.10.a**

**Standard** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<b>Evidence Statement</b>		
1. The student will identify and use precise and concise language.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying and using the best grade-appropriate academic/tier 2 words or phrases to convey the precise meaning of a identifying or</li> <li>identifying and revise wordy or repetitive language.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying and/or using the best academic/tier 2 or grade-level or below domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text and/or</li> <li>revising wordy or repetitive language.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying and using the best academic/tier 2 or grade-level or above domain-specific/tier 3 words or phrases to convey the precise or intended meaning of a text and/or</li> <li>revising wordy and repetitive language.</li> </ul>

**Language in Writing**

**Cluster** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

**W.7.10**

Demonstrate command or and use knowledge of the conventions of standard English grammar and usage when writing.

**Standards**

**W.7.11**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Evidence Statements		
New-to-grade conventions	Conventions assessed across relevant grades	Carry-over skills from previous two grades
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>phrases and clauses,</li> <li>sentence type to signal relationships between ideas,</li> <li>misplaced modifiers, and</li> <li>dangling modifiers.</li> </ol>	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>subject-verb agreement,</li> <li>pronoun-antecedent agreement,</li> <li>complete sentences and recognizing inappropriate sentence fragments, and run-on sentences,</li> <li>frequently confused words (<i>to/too/two, there/their</i>),</li> <li>punctuation for effect,</li> <li>inappropriate shifts in verb tense,</li> <li>varying sentence patterns,</li> <li>inappropriate shifts in pronoun number and person, and</li> <li>vague, ambiguous, or unclear pronoun references.</li> </ol>	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 6</u></p> <ol style="list-style-type: none"> <li>subjective pronouns,</li> <li>objective pronouns,</li> <li>possessive pronouns, and</li> <li>intensive pronouns.</li> </ol> <p style="text-align: center;"><u>Grade 5</u></p> <ol style="list-style-type: none"> <li>expanded, combined, and reduced sentences,</li> <li>perfect verb tense,</li> <li>verb tense to convey various times, sequences, states, and conditions, and</li> <li>correlative conjunctions.</li> </ol>



<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p>1. commas separating coordinate adjectives.</p>	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>1. word(s) or phrase(s) to precisely convey ideas,</li> <li>2. punctuation to separate items in a series,</li> <li>3. commas to set off nonrestrictive or parenthetical elements,</li> <li>4. parentheses to set off nonrestrictive or parenthetical elements, and</li> <li>5. dashes to set off nonrestrictive or parenthetical elements.</li> </ol>	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 5</u></p> <ol style="list-style-type: none"> <li>1. commas to separate an introductory element from the rest of a sentence,</li> <li>2. commas to set off the words <i>yes</i> and <i>no</i>, to set off a tag question, and to indicate direct address, and</li> <li>3. underlining, quotation marks, or italics to indicate titles of works.</li> </ol>
<p><b>Performance Level Descriptors (PLDs)</b></p>		
<p style="text-align: center;"><b>All Levels</b></p> <p>Students can apply and edit some grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.</p> <p>Conventions at this grade and level of proficiency include use and/or correction of</p> <ul style="list-style-type: none"> <li>• phrases and clauses,</li> <li>• sentence types to signal relationships between ideas,</li> <li>• identification of misplaced modifiers and dangling modifiers,</li> <li>• commas to separate coordinate adjectives,</li> <li>• spelling of grade-appropriate words, and</li> <li>• may also include conventions from the previous two grades.</li> </ul>		

**Key Ideas & Details**

**Cluster** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

**RL.7.1**

**Standard** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Evidence Statement</b>		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying explicit textual evidence to support a given inference or conclusion based on the text.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>citing explicit textual evidence to support a given inference or conclusion based on the text.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>citing explicit and implicit evidence to support a given inference or conclusion based on the text.</li> </ul>

<b>Cluster</b>	<b>Key Ideas &amp; Details</b> Identify or summarize central ideas, key events, or the sequence of events presented in a text.
	<b>RL.7.2</b>
<b>Standard</b>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

<b>Evidence Statements</b>		
1. The student will determine or summarize a theme or central idea and its development throughout the text.		
2. The student will objectively summarize the text.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>• identifying a theme or central idea presented in a text,</li> <li>• identifying how the stated theme or central idea develops over the course of the text, or</li> <li>• recounting the text without adding personal opinions or judgments.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>• summarizing a theme or central idea presented in a text,</li> <li>• summarizing how the stated theme or central idea develops over the course of the text, and/or</li> <li>• summarizing the text without adding personal opinions or judgments.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>• analyzing a theme or central idea presented in a text,</li> <li>• analyzing how the stated theme or central idea develops over the course of the text, and/or</li> <li>• summarizing the text without adding personal opinions or judgments.</li> </ul>

**Key Ideas & Details**

**Cluster** Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

**RL.7.3**

**Standard** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Evidence Statement		
1. The student will analyze the interactions between literary elements (e.g., character, setting, plot points, dialogue).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying the use of literary elements (e.g., dialogue, setting, conflict, and character actions or interactions) within a text or</li> <li>identifying if particular elements interact.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>describing the use of literary elements (e.g., dialogue, setting, conflict, and character actions or interactions) within a text and</li> <li>describing how particular elements interact.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>analyzing how particular literary elements (e.g., dialogue, setting, conflict, and character actions or interactions) interact.</li> </ul>



**Craft & Structure****Cluster**

Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

**RL.7.4****Standard**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Evidence Statements**

1. The student will determine the meaning of a word or phrase based on its context in a literary text.
2. The student will determine the meaning of figurative language.
3. The student will analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>determining the intended meaning of a word based on explicit context in a text,</li> <li>determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, or</li> <li>identifying the impact rhyme and repetition of sounds (e.g., alliteration) have on a specific verse, stanza, or section of a text.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>determining the intended meaning of a word based on explicit context in a text,</li> <li>determining the intended meaning of academic/tier 2 words and domain-specific words in a text,</li> <li>determining the intended meaning of figurative language, and/or</li> <li>interpreting the impact rhyme and repetition of sounds (e.g., alliteration) have on a specific verse, stanza, or section of a text.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>determining the intended meaning of a word based on explicit context in a text,</li> <li>determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text,</li> <li>interpreting the intended meaning of figurative language, and/or</li> <li>analyzing the impact rhyme and repetition of sounds (e.g., alliteration) on a specific verse, stanza, or section of a text.</li> </ul>

**Craft & Structure**

**Cluster** Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

**RL.7.5**

**Standard** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

<b>Evidence Statement</b>		
1. The student will accurately refer to parts of stories, dramas, or poems when writing or speaking about a text. 2. The student will analyze how each part of a text builds on previous parts.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>• identifying the parts of stories, dramas, or poems when writing or speaking about a text or</li> <li>• identifying how a specific part (e.g., sentence, chapter, scene, stanza) builds on earlier parts of the text.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>• explaining the parts of stories, dramas, or poems when writing or speaking about a text and/or</li> <li>• summarizing how a specific part (e.g., sentence, chapter, scene, stanza) builds on earlier parts of the text.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>• analyzing the parts of stories, dramas, or poems when writing or speaking about a text and/or</li> <li>• analyzing how a specific part (e.g., sentence, chapter, scene, stanza) builds on earlier parts of the text.</li> </ul>



**Craft & Structure**

**Cluster** Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

**RL.7.6**

**Standard** Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

<b>Evidence Statements</b>		
<ol style="list-style-type: none"> <li>1. The student will explain the development of a point of view.</li> <li>2. The student will analyze different points of view within the same text.</li> </ol>		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>• identifying the point(s) of view present in a text or</li> <li>• identifying how the point(s) of view changes over the course of the text.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>• summarizing the point(s) of view present in a text,</li> <li>• explaining how the author develops the point(s) if view, and/or</li> <li>• comparing multiple points of view from within a single text.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>• analyzing the point(s) of view present in a text,</li> <li>• analyzing how the author develops the point(s) of view, and/or</li> <li>• analyzing multiple points of view from within a single text.</li> </ul>

**Cluster**      **Integration of Knowledge & Ideas**

Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

**RL.7.9**

**Standard**      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.

<b>Evidence Statements</b>		
1. The student will analyze fictional and historical accounts of the same period or person. 2. The student will explain how authors use or alter history in fiction writing.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying similarities or differences between a fictional and a historical text about the same period or person.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>comparing and/or contrasting between a fictional and a historical text about the same period or person and/or</li> <li>identifying how the author of a fictional text uses history.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>analyzing and interpreting the similarities and differences between a fictional and a historical text about the same period or person and/or</li> <li>explaining how the author of a fictional text uses and/or alters history.</li> </ul>

**Language in Reading****Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

**RL.7.11**

Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 7 reading and content*, choosing flexibly from a range of strategies.

**Standards****RL.7.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Evidence Statements**

1. The student will determine the meaning of an unknown word or phrase by
  - a. using context clues,
  - b. using common Greek and Latin affixes and/or roots, and
  - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
  - a. interpreting figurative language in context,
  - b. using word relationships to better understand each word, and
  - c. identifying the connotative meaning of words with similar denotations.

<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using context clues to determine the meaning of unknown words or phrases,</li> <li>• identifying figurative language used in context,</li> <li>• identifying affixes used in a text,</li> <li>• distinguishing between meanings of a multi-meaning word, or</li> <li>• using resources to determine the correct meaning of an unknown word in a text.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using context clues to determine the meaning of unknown words or phrases,</li> <li>• determining the meaning of figurative language used in context,</li> <li>• interpreting the meaning of affixes or root words used in a text,</li> <li>• identifying relationship(s) between words</li> <li>• distinguishing between meanings of a multi-meaning word, and/or</li> <li>• using resources to determine the correct meaning of an unknown word in a text.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using context clues to determine the meaning of unknown words or phrases,</li> <li>• analyzing context to determine the meaning of figurative language used in a text,</li> <li>• interpreting the meaning of affixes and root words used in a text,</li> <li>• interpreting relationship(s) between words</li> <li>• distinguishing between meanings of a multi-meaning word, and/or</li> <li>• using resources to determine the correct meaning of an unknown word in a text.</li> </ul>

**Key Ideas & Details**

**Cluster** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

**RI.7.1**

**Standard** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Evidence Statement</b>		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying explicit textual evidence to support a given inference or conclusion based on the text.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>citing explicit textual evidence to support a given inference or conclusion based on the text.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>citing explicit and implicit evidence to support a given inference or conclusion based on the text.</li> </ul>



**Cluster**            **Key Ideas & Details**  
 Identify or summarize central ideas, key events, or procedures and details that support them.

**RI.7.2**

**Standard**        Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

<b>Evidence Statement</b>		
1. The student will determine or summarize a central idea, key event, or supporting details. 2. The student will objectively summarize the text.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying a theme or central idea presented in a text, or</li> <li>identifying how the stated theme or central idea develops over the course of the text, or</li> <li>recounting the text without adding personal opinions or judgments.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>summarizing a theme or central idea presented in a text, or</li> <li>summarizing how the stated theme or central idea develops over the course of the text, and/or</li> <li>summarizing the text without adding personal opinions or judgments.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>analyzing a theme or central idea presented in a text, or</li> <li>analyzing how the stated theme or central idea develops over the course of the text, and/or</li> <li>summarizing the text without adding personal opinions or judgments.</li> </ul>

<b>Cluster</b>	<p><b>Key Ideas &amp; Details</b></p> <p>Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.</p> <p><b>RI.7.3</b></p>
<b>Standard</b>	<p>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).</p>

<b>Evidence Statement</b>		
<p>1. The student will analyze the interactions between different elements of a text (e.g., people, events, ideas, topics).</p>		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>identifying how particular elements (e.g., individuals, events, ideas) in a text interact.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>summarizing how particular elements (e.g., individuals, events, ideas) in a text interact.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>analyzing how particular elements (e.g., individuals, events, ideas) in a text interact.</li> </ul>

**Craft & Structure**

**Cluster**

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

**RI.7.4**

**Standard**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the impact of a specific word choice on meaning and tones.

Evidence Statements		
<ol style="list-style-type: none"> <li>1. The student will determine the meaning of words and phrases as they are used in an informational text.</li> <li>2. The student will determine the figurative, connotative, and technical meanings of words or phrases.</li> <li>3. The student will analyze the impact of word choice on a text.</li> </ol>		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• determining the intended meaning of a word based on context in a text,</li> <li>• determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text,</li> <li>• identifying figurative language used in a text, or</li> <li>• identifying the impact of word choice on the text.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• determining the intended meaning of a word based on explicit context in a text,</li> <li>• determining the intended meaning of academic/tier 2 words and domain-specific words in a text,</li> <li>• determining the intended meaning of figurative language,</li> <li>• determining the connotative and/or technical meanings of words or phrases, and/or</li> <li>• summarizing the impact of word choice on the meaning and/or tone of a text.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• determining the intended meaning of a word based on explicit context in a text,</li> <li>• determining the intended meaning of academic/tier 2 words and domain-specific words in a text,</li> <li>• interpreting the intended meaning of figurative language,</li> <li>• interpreting the connotative and/or technical meanings of words or phrases, and/or</li> <li>• analyzing the impact of word choice on the meaning and/or tone of a text.</li> </ul>



<b>Cluster</b>	<p><b>Craft &amp; Structure</b></p> <p>Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.</p> <p><b>RI.7.5</b></p>
<b>Standard</b>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>

<b>Evidence Statement</b>		
1. The student will analyze the author’s chosen structure, how sections fit within the whole, and aid in idea development.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• identifying the text structures and features (e.g., headings, formatting, and indices) in a text,</li> <li>• identifying how specific parts of the text contribute to the whole, or</li> <li>• identifying how specific parts of the text contribute to the development of ideas in the text.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• explaining the text structures and features (e.g., headings, formatting, and indices) in a text and/or</li> <li>• summarizing how specific parts of the text contribute to the whole and to the development of ideas of the text.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• analyzing how the author structures a text and/or</li> <li>• analyzing how specific parts of the text contribute to the whole and to the development of ideas of the text.</li> </ul>

**Craft & Structure**

**Cluster** Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

**RI.7.6**

**Standard** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

<b>Evidence Statements</b>		
1. The student will identify the author’s point of view and purpose in a text. 2. The student will analyze how the author separates their own point of view from others.		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> <li>identifying the author’s point of view and/or purpose in a text or</li> <li>identifying instances where the author distinguishes his or her position from that of others.</li> </ul>	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> <li>summarizing the author’s point of view or purpose in a text and/or</li> <li>summarizing instances where the author distinguishes his or her position from that of others.</li> </ul>	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> <li>analyzing the author’s point of view or purpose and/or</li> <li>analyzing how the author distinguishes his or her position from that of others.</li> </ul>

**Cluster**      **Integration of Knowledge & Ideas**

Determine the structure and logic of the author’s argument using claims supported by evidence.

**RI.7.8**

**Standard**      Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

<b>Evidence Statements</b>		
<ol style="list-style-type: none"> <li>1. The student will analyze a text’s arguments and claims.</li> <li>2. The student will distinguish between supported/unsupported claims and sound/unsound reasoning.</li> <li>3. The student will evaluate if the reasoning and evidence in a text is relevant and sufficient to support the claims.</li> </ol>		
<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• identifying the argument(s) or claim(s) in a text or</li> <li>• identifying evidence used to support the argument(s) or claim(s).</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• summarizing the argument(s) and claim(s) throughout a text,</li> <li>• determining which claims are or are not supported by evidence, and/or</li> <li>• determining if the evidence used in a text is relevant to the claim and/or if it sufficiently supports the claim.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• analyzing the argument(s) and claim(s) throughout a text,</li> <li>• analyzing which claims are or are not supported by evidence, and/or</li> <li>• evaluating and analyzing if the evidence used in a text is relevant to the claim and/or if it sufficiently supports the claim.</li> </ul>

**Language in Reading**

**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

**RI.7.11**

Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 7 reading and content*, choosing flexibly from a range of strategies.

**Standards**

**RI.7.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Evidence Statements**

1. The student will determine the meaning of an unknown word or phrase by
  - a. using context clues,
  - b. using common Greek and Latin affixes and/or roots, and
  - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
  - a. interpreting figurative language in context,
  - b. using word relationships to better understand each word, and
  - c. identifying the connotative meaning of words with similar denotations.

<b>Performance Level Descriptors (PLDs)</b>		
<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using context clues to determine the meaning of unknown words or phrases,</li> <li>• identifying figurative language used in context,</li> <li>• identifying affixes used in a text,</li> <li>• distinguishing between meanings of a multi-meaning word, or</li> <li>• using resources to determine the correct meaning of an unknown word in a text.</li> </ul>	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using context clues to determine the meaning of unknown words or phrases,</li> <li>• determining the meaning of figurative language used in context,</li> <li>• interpreting the meaning of affixes or root words used in a text,</li> <li>• identifying relationship(s) between words</li> <li>• distinguishing between meanings of a multi-meaning word, and/or</li> <li>• using resources to determine the correct meaning of an unknown word in a text.</li> </ul>	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> <li>• using context clues to determine the meaning of unknown words or phrases,</li> <li>• analyzing context to determine the meaning of figurative language used in a text,</li> <li>• interpreting the meaning of affixes and root words used in a text,</li> <li>• interpreting relationship(s) between words</li> <li>• distinguishing between meanings of a multi-meaning word, and/or</li> <li>• using resources to determine the correct meaning of an unknown word in a text.</li> </ul>