

## **Grade 7 English Language Arts Performance Level Descriptors**

### **Limited**

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for Grade 7 English Language Arts. A student at this level has an **emerging ability** to determine a theme or the central ideas of a text and analyze its development over the course of a text while providing an objective summary of the text that includes the theme/central ideas, 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, and introduce a thesis, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Limited Level** can:

- Identify textual evidence to support a basic analysis of the text;
- Determine explicitly stated themes of a text, providing a basic summary or sequence of events;
- Identify basic elements of a story or drama;
- Determine the meaning of basic words and phrases using explicit context;
- Describe a drama's or poem's form or structure;
- Describe how an author uses the point of view in a text to develop the perspective of different characters or narrators;
- Identify basic similarities between a written story, drama, or poem to its audio, filmed, staged, or multimedia version;
- Identify similarities between a fictional portrayal of a time, place, or character and a historical account of the same period.

When reading informational text, a student at the **Limited Level** can:

- Identify textual evidence to support a basic analysis of the text;
- Identify a central idea explicitly stated in the text and provide a simple summary;
- Identify the interactions between individuals, events, and ideas in a text;
- Determine figurative, connotative, and technical meanings of words;
- Describe in basic form how an author uses structure to organize a text;
- Identify an explicit perspective or purpose in a text;
- Identify explicit similarities between a text and an audio, video, or multimedia version of the text, describing each medium's portrayal of the subject;
- Trace an argument and claim in a text, identifying the reasoning and evidence used to support the claim;
- Identify basic differences between two or more authors writing on the same topic.

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When writing, a student at the **Limited Level** can:

- Attempt to provide a thesis, claim, or controlling idea, lack a counterclaim when appropriate, use an inconsistent or unclear organizational structure, lack evidence, employ the most basic sentence construction and word choice;
- Demonstrate a lack of command of the conventions of standard English grammar, usage, and mechanics.

## **Grade 7 English Language Arts Performance Level Descriptors**

### **Basic**

A student performing at the **Basic Level** demonstrates a partial command of Ohio's Learning Standards for Grade 7 English Language Arts. A student at this level has a **general ability** to determine a theme or the central ideas of a text and analyze its development over the course of a text while providing an objective summary of the text that includes the theme/central ideas, 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, and introduce a thesis, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Basic Level** can:

- Identify textual evidence to support an analysis of what the text says explicitly;
- Identify a theme; provide a simple summary of a text that includes the theme and story details;
- Identify particular elements of a story or drama and how they interact;
- Determine the meaning of unknown and multiple-meaning words and phrases, using explicit context clues;
- Describe and identify how a drama's or poem's form or structure contributes to its meaning;
- Identify how an author uses point of view to develop the perspective of different characters or narrators in a text;
- Identify similarities between a written story, drama, or poem to its audio, filmed, staged, or multimedia version, identifying techniques unique to each medium;
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses history to tell a story.

When reading informational text, a student at the **Basic Level** can:

- Identify textual evidence to support an analysis of what the text says explicitly;
- Identify two or more central ideas in the text and provide a summary that includes the central ideas;
- Describe particular elements of a text and how they interact;
- Determine figurative, connotative, and technical meanings of words and the impact of specific word choice on meaning and tone;
- Describe the structure an author uses to organize a text, and how sections contribute to the development of the ideas in a text;
- Identify an author's perspective or purpose in a text and describe how the author's position is distinguished from others;
- Identify similarities between a text and an audio, video, or multimedia version of the text, describing each medium's portrayal of the subject;

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- Trace and evaluate the argument and claims in a text, describing the reasoning and evidence used to support the claims;
- Compare and contrast how two or more authors writing about the same topic use different evidence.

When writing, a student at the **Basic Level** can:

- Provide a thesis, claim, or controlling idea, attempt to include a counterclaim when appropriate, use an inconsistent or unclear organizational structure, include loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employ simple sentence construction and word choice;
- Demonstrate basic command of the conventions of standard English grammar, usage, and mechanics.

## **Grade 7 English Language Arts Performance Level Descriptors**

### **Proficient**

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for Grade 7 English Language Arts. A student at this level has a **consistent ability** to determine a theme or the central ideas of a text and analyze its development over the course of a text while providing an objective summary of the text that includes the theme/central ideas, 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, and introduce a thesis, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Proficient Level** can:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
- Determine a theme of a text and analyze its development over the course of a text, providing an objective summary of the text that includes the theme and story details;
- Analyze how particular elements of a story or drama interact;
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context and common Greek and Latin affixes and roots;
- Analyze how a drama's or poem's form or structure contributes meaning;
- Analyze how an author uses point of view to develop and contrast the perspective of different characters or narrators in a text;
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium;
- 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.

When reading informational text, a student at the **Proficient Level** can:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
- 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 that includes the central ideas and their development;
- Analyze the interactions between individuals, events, and ideas in a text;
- Determine figurative, connotative, and technical meaning of words and phrases and analyze the impact of specific word choice on meaning and tone;
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech in context;

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- Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others;
- Compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing explicit differences in each medium's portrayal of the subject;
- 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;
- 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.

When writing, a student at the **Proficient Level** can:

- Adequately sustain a thesis, claim, or controlling idea, acknowledge a counterclaim when appropriate, include a clear organizational structure, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure, and include adequate word choice;
- Demonstrate command of the conventions of standard English grammar, usage, and mechanics.

## **Grade 7 English Language Arts Performance Level Descriptors**

### **Accelerated**

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for Grade 7 English Language Arts. A student at this level has a **superior ability** to determine a theme or the central ideas of a text and analyze its development over the course of a text while providing an objective summary of the text that includes the theme/central ideas, 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, and introduce a thesis, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Accelerated Level** can:

- Cite multiple examples of textual evidence to support a complex inference as well as analysis of a text;
- Evaluate themes of a text and analyze their interaction with other text elements over the course of a text, providing an objective summary that incorporates the theme and story details;
- Analyze the interactions between multiple elements of a story or drama and provide textual support for the analysis;
- Use context from multiple areas of a text and Greek and Latin affixes and roots to determine or clarify unknown and multiple-meaning words and phrases;
- Analyze how structural elements, including shifts within a drama or poem contribute to its meaning; provide textual support for the analysis;
- Analyze how the author uses point of view to develop and contrast the perspectives of different characters or narrators in a text, providing textual support for the analysis;
- Compare and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing and critiquing the effects of techniques unique to each medium;
- Analyze a fictional portrayal of a time, place, or complex character and a historical account of the same period to determine why authors of fiction use or alter history, providing textual support for the analysis.

When reading informational text, a student at the **Accelerated Level** can:

- Cite multiple examples of textual evidence to support a complex inference as well as analysis of a text;
- Analyze two or more central ideas and their development throughout the text using textual evidence as support; provide an objective summary of the text that includes the central ideas and their development;
- Analyze the interactions between individuals, events, and ideas in a text to determine their influence on one another citing text evidence as support;

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- Analyze figurative, connotative, and technical meaning of words and phrases and the impact of specific word choice on meaning and tone;
- Analyze how structural elements contribute to the meaning and the development of ideas and support analysis with evidence;
- Determine an author's perspective and purpose, and analyze how the author distinguishes his or her position and cite evidence to support the analysis;
- Compares and contrast a text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject;
- Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient, the sources are credible to support the claims;
- 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; provide evidence to support the analysis.

When writing, a student at the **Accelerated Level** can:

- Sustain a focused thesis, claim, or controlling idea, addresses a counterclaim when appropriate, include an effective organizational structure, provide relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, vary sentence structure with purposeful word choice to enhance meaning;
- Demonstrate strong command of the conventions of standard English grammar, usage, and mechanics.



## **Grade 7 English Language Arts Performance Level Descriptors**

### **Advanced**

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for Grade 7 English Language Arts. A student at this level has a **sophisticated ability** to determine a theme or the central ideas of a text and analyze its development over the course of a text while providing an objective summary of the text that includes the theme/central ideas, 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, and introduce a thesis, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Advanced Level** can:

- Cite multiple examples of strong textual evidence to support a complex inference as well as analysis of a text;
- Analyze the development of implicit themes and their interaction with other elements over the course of a text; provides a succinct and objective summary of the text that incorporates the theme and story details;
- Evaluate interactions between multiple elements of a story or drama and provide support for the analysis;
- Use implicit context clues from multiple areas of a text and Greek and Latin affixes and roots to determine or clarify unknown and multiple-meaning words and phrases;
- Evaluate how structural elements, including shifts within a drama or poem contribute to its meaning; provides textual support for the analysis;
- Analyze how the author uses point of view to develop and contrast the perspectives of different characters or narrators throughout a text, providing textual support for the analysis;
- Compare and contrasts subtle differences between a written story, drama, or poem and its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium and critiquing its use;
- Evaluate a fictional portrayal of a time, place, or complex character and a historical account of the same period to explain why authors of fiction use or alter history, providing textual support for the analysis.

When reading informational text, a student at the **Advanced Level** can:

- Cite multiple examples of strong textual evidence to support a complex inference as well as analysis of a text;
- Evaluate two or more central ideas and their development providing text evidence as support; provide a succinct, objective summary of the text that includes the central ideas and their development;

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- Analyze interactions between individuals, events, and ideas in a text to determine their influence on the central meaning citing textual evidence as support;
- Analyze the implied figurative, connotative, and technical meaning of words and phrases and the impact of specific word choice on meaning and tone;
- Evaluate how structural elements contribute meaning and develop ideas within and across texts and use evidence to support the evaluation;
- Analyze an author's perspective and purpose and how the author develops and distinguishes his or her position, citing textual evidence as support;
- Compare and contrast a text to an audio, video, or multimedia version, analyzing subtle differences between each medium's portrayal;
- Evaluate the argument and claims in a complex text and cite specific language while examining textual reasoning and the relevancy, credibility sufficiency of evidence;
- 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; provide strong evidence to support the analysis.

When writing, a student at the **Advanced Level** can:

- Thoroughly sustain a focused thesis, claim, or controlling idea, fully address a counterclaim when appropriate, utilize a purposeful organizational structure, provide specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, purposefully employ sentence structure and word choice to enhance meaning;
- Demonstrate mastery of the conventions of standard English grammar and usage.