

Seventh Grade Benchmarks English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
<i>Reading for Literature:</i>					
Determine a theme or central idea of a text.	Determines a theme or central idea of a text with guidance.	Determines a theme or central idea of a text with scaffolding; produces a summary that includes references to events related to theme or central idea.	Determines a theme or central idea of some texts; analyzes theme development over the course of the text; provides a summary of the text.	Determines a theme or central idea (literal and/or inferred) of a text; analyzes its development over the course of the text; provides an objective summary of the text.	In addition to Level 4, analyzes themes across multiple texts.
Analyze how elements of a story, drama or poem interact.	Analyzes how elements of a story or drama interact with guidance.	Identifies major actions of a plot with scaffolding; determines actions that lead to conflict or resolution.	Identifies some of the major actions that define the plot and how some actions lead to conflict or resolution; analyzes how some plot elements interact over the course of the story; analyzes how specific aspects of a drama's or poem's form or structure contributes to its meaning	Identifies the major actions that define the plot and how actions lead to conflict or resolution; analyzes how plot elements interact over the course of the story; identifies the author's use of time and sequence through the use of literacy devices; analyzes how a drama's or poem's form or structure contributes to its meaning.	In addition to Level 4, compares use of literacy devices and plot elements by various authors and/or across multiple texts; considers how changes to story or drama elements would impact changes in theme or plot.
Analyze how an author develops and contrasts points of view.	Analyzes how an author develops and contrasts points of view with guidance.	Analyzes points of view of characters or narrators in a text with scaffolding; compares and contrasts specific perspectives within a	Analyzes how an author develops and contrasts points of view of some characters or narrators in a text;	Analyzes how an author develops and contrasts points of view of different characters or narrators in a text;	In addition to Level 4, considers how changes in perspective would impact changes in theme or plot.

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		text.	compares and contrasts some perspectives expressed in multiple texts.	compares and contrasts authors' and/or characters' perspectives expressed in multiple texts.	
Read and comprehend literature at the mid-level of the 6-8 grade level band.	Reads and comprehends texts below the 6 – 8 grade level text complexity band.	Reads and comprehends literature including stories, dramas and poems proficiently below the 6-8 grade level text complexity band.	Reads and comprehends literature including stories, dramas and poems proficiently at the lower level of the 6-8 grade level text complexity band (Lexile Level 1000-1100).	Reads and comprehends literature including stories, dramas and poems proficiently at the mid-level of the 6-8 grade level text complexity band (Lexile Level 1000-1100).	Consistently reads and comprehends literature including stories, dramas and poems proficiently at the upper level of the 6-8 grade level text complexity band or above.

<i>Reading for Information:</i>					
Determine two or more central ideas in a text and analyze their development.	Determines central ideas of a text with guidance.	Determines one central idea of a text; provides general details from text.	Determines one or more central ideas in a text; analyzes the development of one idea over the course of the text; provides a summary of the text.	Determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of the text.	In addition to Level 4, compares and contrasts texts with similar central ideas; analyzes how different authors extend or elaborate on similar ideas.
Determine an author's point of view or purpose.	Determines an author's point of view or purpose with guidance.	Determines author's point of view or purpose with scaffolding; may be unsure of reasoning or lack evidence.	Determines an author's point of view or purpose in some texts; identifies how the author distinguishes his or her position within portions of the text.	Determines an author's point of view or purpose in a text; analyzes how the author distinguishes his or her position from that of others.	In addition to Level 4, considers how different authors identify point of view or purpose in various texts; analyzes how author's point of view impacts central ideas of a text.
Trace and evaluate the argument and specific claims in a text.	Traces and evaluates arguments and specific claims with guidance.	Traces and evaluates an argument or specific claim in a text with scaffolding; may be unsure of reasoning or lack evidence.	Traces and evaluates some arguments and specific claims in a text; assesses whether the reasoning is sound and the evidence is relevant	Traces and evaluates the arguments and specific claims in a text; assesses whether the reasoning is sound and the evidence is relevant	In addition to Level 4, compares and evaluates similar arguments to determine which are more credible.

			and sufficient to support some claims.	and sufficient to support the claims; judges the validity of the evidence the author uses to support his/her position.	
Read and comprehend literary non-fiction at the mid-level of the 6-8 grade level band.	Reads and comprehends texts below the 6 – 8 grade level text complexity band.	Reads and comprehends literary non-fiction proficiently below the 6-8 grade level text complexity band.	Reads and comprehends literary non-fiction proficiently at the lower level of the 6-8 grade level text complexity band.	Reads and comprehends literary non-fiction proficiently at the mid-level of the 6-8 grade level text complexity band (Lexile Level 1000-1100).	Consistently reads and comprehends literary non-fiction proficiently at the upper level of the 6-8 grade level text complexity band or above.

<i>Writing:</i>					
Write arguments to support claims.	Writes arguments to support claims with guidance.	Writes arguments that include introduction of a claim; claim is supported with limited reasoning or evidence; conclusion is related to argument.	Writes arguments that include some of the following: introduction of claims; acknowledgement of alternate or opposing claims; claims are supported with reasoning and evidence; conclusion statement or section follows from and supports argument presented.	Writes arguments that include the following: introduction of claims; acknowledgement of alternate or opposing claims; claims are supported with logical reasoning and relevant evidence; words, phrases and clauses create cohesion and clarify relationships among claims, reasons and evidence; conclusion statement or section follows from and supports argument presented.	In addition to Level 4, arguments are eloquently written and persuade the reader through construction of argument, use of convincing and apt supporting claims, use of emotional appeals to the reader.
Write informative and explanatory texts.	Writes informative and explanatory texts with guidance.	Writes informative and explanatory texts that introduce a topic, use an organization strategy, and include some evidence	Writes informative and explanatory texts that include some of the following: topic introduction; use of an organization strategy	Writes informative and explanatory texts that include the following: topic introduction; use of organization	In addition to Level 4, writes informative and explanatory texts that are eloquently written, provide extensive information on the

		related to topic; evidence may be minimal or unrelated; conclusion is related to topic.	(i.e., definition, classification, comparison/contrast, cause/effect); use of relevant facts, definition, concrete details, quotations or other information and examples to develop topic; conclusion statement or section follows from the information and explanation presented.	strategies (i.e., definition, classification, comparison/contrast, cause/effect); use of formatting, graphics and multimedia to aid comprehension; use of relevant facts, definition, concrete details, quotations or other information and examples to develop topic; use of precise language and domain-specific vocabulary; conclusion statement or section follows from the information and explanation presented.	topic, and refer readers to additional sources of information.
Write narratives.	Writes narratives with guidance.	Writes narratives that introduce a narrator and characters, establish a setting, and present a series of events; structure and language may be minimal.	Writes narratives that include some of the following: introduction of narrator and characters; establishment of context and point of view; organized sequence of events; use of a narrative technique (i.e., dialogue, pacing, description); use of transition words, phrases, clauses to convey sequence and signal shifts in time or setting; conclusion that follows from narrated experiences and events.	Writes narratives that include the following: introduction of narrator and characters; establishment of context and point of view; event sequence organized to unfold naturally and logically; use of narrative techniques (i.e., dialogue, pacing, description); use of transition words, phrases, clauses to convey sequence and signal shifts in time or setting; use of precise words and phrases, relevant descriptive	In addition to Level 4, writes narratives that are eloquently written, richly detailed, and attempt to engage the reader in an emotional reaction to an issue or theme.

				details and sensory language; conclusion that follows from narrated experiences and events.	
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<i>Speaking & Listening:</i>					
Engage effectively in a range of collaborative discussions.	Engages in collaborative discussions with guidance.	Prepares for discussions; reflects on ideas under discussion; asks questions and responds to others' questions; may miss exchanges or focus on his/her perspective.	Evidences some of the following skills: prepares for discussions; draws on preparation during discussion; probes or reflects on ideas under discussion; follows rules for collegial discussions; poses questions that elicit elaboration; responds to others' questions and comments with observations and ideas; acknowledges new information shared and, when warranted, modifies own views.	Evidences the following skills: prepares for discussions; draws on preparation during discussion; probes and reflects on ideas under discussion; follows rules for collegial discussions; poses questions that elicit elaboration; responds to others' questions and comments with relevant observations and ideas; acknowledges new information shared and, when warranted, modifies own views.	In addition to Level 4 performance, leads classroom discussions by presenting a topic, engaging with other participants, modeling discussion practices, and focusing or redirecting other participants.
Analyze and delineate orally presented information	Analyzes and delineates orally presented information with guidance.	Identifies main idea and some supporting details from presentation; identifies some arguments or claims; evaluation may lack reasoning or evidence.	Analyzes some main ideas or supporting details presented in diverse media and formats (i.e., visually, quantitatively, orally); explains how some ideas clarify a topic or issue under study; delineate some arguments and specific claims; evaluates the soundness of a	Analyzes main ideas and supporting details presented in diverse media and formats (i.e., visually, quantitatively, orally); explains how ideas clarify a topic or issue under study; delineate a speaker's arguments and specific claims; evaluates the soundness of a	In addition to Level 4 performance, compares presentations to identify persuasive techniques, nuances of language, and other factors that influence listeners.

			speaker's reasoning and the relevance and sufficiency of some evidence.	speaker's reasoning and the relevance and sufficiency of the evidence.	
Present claims and findings.	Presents claims and findings with guidance.	Presents claims and findings by emphasizing specific points with some details; eye contact, volume and pronunciation may be inadequate.	Evidences some of the following skills: presents claims and findings by emphasizing salient points; incorporates pertinent descriptions, facts, details and examples; uses appropriate eye contact, adequate volume and clear pronunciation.	Evidences the following skills: presents claims and findings by emphasizing salient points in a focused, coherent manner; incorporates pertinent descriptions, facts, details and examples; uses appropriate eye contact, adequate volume and clear pronunciation.	In addition to Level 4 performance, effectively uses strategies to engage and communicate with audience; presentations include audio/visual supports that elucidate claims.

<i>Language:</i>					
Use conventions of standard English grammar and usage.	Demonstrate command of the conventions of standard English grammar and usage with guidance.	Inconsistently evidences the following skills: explains the function of phrases and clauses in general and their function in specific sentences; places some phrases and clauses within a sentence; recognizes and corrects some misplaced and dangling modifiers.	Frequently evidences some of the following skills: explains the function of phrases and clauses in general and their function in specific sentences; chooses among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas; places some phrases and clauses within a sentence; recognizes and corrects some misplaced and dangling modifiers.	Most of the time evidences most of the following skills: explains the function of phrases and clauses in general and their function in specific sentences; chooses among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas; places phrases and clauses within a sentence; recognizes and corrects misplaced and dangling modifiers.	Consistently evidences the following skills: explains the function of phrases and clauses in general and their function in specific sentences; chooses among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas; places phrases and clauses within a sentence; recognizes and corrects misplaced and dangling modifiers.
Use conventions of	Demonstrate	Inconsistently uses	Frequently evidences	Most of the time	Consistently

standard English capitalization, punctuation and spelling.	command of the conventions of standard English capitalization, punctuation and spelling when writing with guidance.	commas to separate adjectives; inconsistently spells commonly used words correctly.	some of the following skills: uses a comma to separate coordinate adjectives; spells commonly used words correctly.	evidences most of the following skills: uses a comma to separate coordinate adjectives; spells correctly.	evidences the following skills: uses a comma to separate coordinate adjectives; spells correctly.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases with guidance.	Inconsistently uses context as a clue to the meaning of a word or phrase; inconsistently recognizes affixes and roots as clues to the meaning of a word; inconsistently consults reference materials.	Frequently evidences some of the following skills: uses context as a clue to the meaning of a word or phrase; uses some common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults general and specialized reference materials to find the pronunciation of a word or to determine or clarify its meaning or part of speech.	Most of the time evidences most of the following skills: uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults general and specialized reference materials to find the pronunciation of a word or to determine or clarify its meaning or part of speech.	Consistently evidences the following skills: uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults general and specialized reference materials to find the pronunciation of a word or to determine or clarify its meaning or part of speech.