

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 central idea of a text and analyze its development over the course of a text while providing an objective summary of the text, 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 claim(s), 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 main ideas or 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 an author's or character's point of view or purpose in a text and how that point of view is distinguished from others;
- 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 point of view 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.

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

- Attempt to provide a 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.

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 central idea of a text and analyze its development over the course of a text while providing an objective summary of the text, 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 claim(s), 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 or central idea; provide a simple summary of a text;
- 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 develops the point of view 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;
- 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 point of view or purpose in a text and describe how that point of view 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;
- 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 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.

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 central idea of a text and analyze its development over the course of a text while providing an objective summary of the text, 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 claim(s), 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 main idea or theme of a text and analyze its development over the course of a text, providing an objective summary of the text;
- 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 develops and contrasts the points of view 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;
- 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;
- 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;
- 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 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.

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 central idea of a text and analyze its development over the course of a text while providing an objective summary of the text, 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 claim(s), 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 main ideas or themes of a text and analyze their interaction with other text elements over the course of a text, providing an objective summary;
- 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 develops and contrasts the points of view of different characters or narrators in a text, providing textual support for the analysis;
- Compare and contrast 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;
- Analyze the interactions between individuals, events, and ideas in a text to determine their influence on one another citing text evidence as support;
- 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 point of view 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 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.

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 central idea of a text and analyze its development over the course of a text while providing an objective summary of the text, 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 claim(s), 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 or central ideas and their interaction with other elements over the course of a text; provides a succinct and objective summary of the text;
- 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 develops and contrasts the points of view 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;
- 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 point of view 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 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.