

English Language Arts Grade 7 Final

(Student name) scored at the *Advanced* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of words using a variety of strategies, including knowledge of base words and roots;
- demonstrate understanding of what they read using a variety of complex strategies, including using inductive reasoning, identifying implied main ideas and supporting details, and comparing and contrasting literary elements;
- analyze and interpret complex story elements, literary devices, elements of various genres, and author's purpose;
- research a topic by selecting and integrating information from multiple print and electronic sources;
- identify all parts of a bibliographic entry following a model;
- develop a creative, effective, and insightful response to a writing task;
- construct a response with a clearly stated central idea, logical organization, effective and thorough elaboration, and a variety of transitional words and phrases;
- show audience awareness by selecting vocabulary, language, and sentence structures to engage the audience, enhance meaning, and reflect individual voice or personality; and
- maintain consistent command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Mastery* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify word meanings using a variety of strategies;
- analyze what they read using a variety of reasoning skills, including deductive reasoning;
- identify story elements, literary devices, and effect of an author's bias or perspective;
- use knowledge of the distinctive characteristics of various genres to identify elements;
- research a topic by locating and selecting information from multiple print and electronic sources;
- identify all parts of a bibliographic entry following a model;
- use analytical, critical, and/or creative thinking in response to a writing task;
- construct a response with a focused central idea, logical organization, sufficient elaboration, and effective transitions;
- show audience awareness by using language and sentences selected to engage the audience and reflect individual personality; and
- demonstrate reasonable command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of grade-level words using a variety of strategies;
- demonstrate understanding of what they read by using basic strategies, including identifying stated main idea and supporting details; identifying cause-effect relationships; sequencing events; and predicting the outcome of a story or situation;
- identify story elements, including character motivation or plot sequence, some literary devices, and an author's purpose;
- classify and interpret elements of various genres, including fiction, nonfiction, and poetry;
- research a topic by locating information in commonly used reference sources;
- identify parts of a bibliographic entry for commonly used sources following a model;
- demonstrate an appropriate response to a writing task;
- construct a response with a central idea, an appropriate organizational pattern, necessary details, and simple transitions;
- demonstrate limited audience awareness by using simple sentences and vocabulary; and
- demonstrate partial command of sentence formation, usage, mechanics, and spelling.

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(Student name) scored at the *Approaching Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of commonly used words using a variety of strategies, including context clues;
- demonstrate some understanding of what they read in grade-appropriate texts using simple strategies such as making predictions;
- identify basic story elements and some literary devices;
- identify some elements of various genres, including fiction, nonfiction, or poetry;
- research a topic by locating information in commonly used resources;
- identify some parts of a bibliographic entry following a model;
- demonstrate a limited response to a writing task;
- construct a response with an unclear central idea, a weak organizational pattern, minimal supporting details, and simple or no transitions;
- show limited audience awareness through the use of simple or inappropriate vocabulary and sentences; and
- demonstrate inconsistent or little command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Unsatisfactory* level in English Language Arts. Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students scoring at this level need to develop the ability to

- demonstrate an understanding of what they read;
- make interpretations and extensions of ideas in texts;
- make connections between information in texts and their own experiences;
- locate information in commonly used sources;
- develop an appropriate response to a writing task;
- construct a response with a focused central idea, observable organization, and sufficient supporting details;
- show audience awareness through use of appropriate vocabulary, varied sentence structure, and personal style; and
- demonstrate acceptable command of sentence formation, usage, mechanics, and spelling.