

# Grade 7 ELA Proficiency Scale: Quarter 1

	1 – Novice	2 = Approaching	3 = Proficient	4 = Advanced
<b>Communication</b>	Practices participating in collaborative discussions and following agreed-upon norms.	Engages in collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks questions, or explains ideas.	Prepares and engages in collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks questions, explains ideas; <u>and</u> engages in reflection. (SL.7.1)	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks higher-level questions, clearly explains ideas, engages in reflection and shares connections, interprets information presented in diverse media and formats.
<b>Presentation (Communicator, Creative)</b>	Practices the use of appropriate verbal and non-verbal communication.	Practices the components of oral presentations: speaks clearly, conducts self professionally, answers questions.	Utilizes an appropriate format to deliver oral presentations in small groups with key components: provides facts and details to support a claim or finding, uses logical sequence, speaks clearly, conducts self professionally, answers questions. (SL.7.4, SL.7.6)	Determines an appropriate format and delivers engaging oral presentations with key components: provides facts and details to support a claim or finding, uses logical sequence, speaks clearly, conducts self professionally, answers questions, and includes multimedia components that clarify the information <u>and</u> adds unique features and creativity that further demonstrates an in-depth understanding of a topic or issue.
<b>Comprehension</b>	Practices the correction of decoding errors with support <u>and/or</u> scores at the 25% or below on the STAR reading assessment <u>and/or</u> works toward progress on reading strategies.	Demonstrates self-monitoring reading <u>and/or</u> scores at the 26% or above on the STAR reading assessment <u>and/or</u> shows progress on comprehension assessments in the classroom <u>and</u> shows progress with reading strategies.	Demonstrates self-monitoring reading <u>and/or</u> score at the 40% or above on the STAR reading assessment <u>and/or</u> shows adequate progress on comprehension assessments in the classroom <u>and</u> shows the appropriate use of reading strategies. (RL/1.7.10)	Demonstrates self-monitoring reading <u>and</u> scores at 95% or above on the STAR reading assessment <u>and</u> shows adequate progress on comprehension assessments in the classroom <u>and</u> shows the appropriate use of reading strategies.
<b>Critical Thinking</b>	Uses given text and a graphic organizer to practice determining a central idea of a text and analyzing elements of a text including characters and setting.	Determines a central idea or theme of a text; <u>and/or</u> analyzes elements of a text including characters and setting; <u>and/or</u> identifies point of view.	Determines a central idea or theme by using relevant textual evidence, <u>and</u> analyzes elements of a text including characters, setting, and plot, <u>and</u> contrasts the points of view of different characters, narrators, or authors. (RL.7.3, RL/1.7.2, RL/1.7.1, RL/1.7.6)	Determines a theme or central idea of a text, <u>and</u> analyzes elements of a text including characters, setting, and plot, with why and how it develops <u>and</u> analyzes how and why the author develops the points of view, providing an in-depth comparison and analysis of the author’s choices.

Vocabulary (Communicator)	Practices using word-attack skills to decode and practices applying strategies to determine the meaning of unknown words.	Demonstrates the use of word-attack skills and the application of strategies to determine the meaning of unknown words.	Demonstrates a broad range of word-attack skills to decode; as well as acquires and expands academic vocabulary - applies strategies to determine meaning including consulting reference materials. (RL/1.7.4, L.7.4, L.7.6)	Demonstrates automaticity of decoding and word analysis strategies; as well as acquisition and expansion of academic vocabulary, applies strategies to determine meaning including consulting reference materials.
Writing – Content (Communicator)	Practices writing informative texts and selecting information from text to answer a question or write a summary.	Demonstrates some development, organization, and style for a given task and/or writes a summary; and/or identifies a claim and some evidence.	Selects the appropriate development, organization, and style for a given task, purpose, and audience in order to write clearly and avoid plagiarism; <b>and</b> uses key words and ideas to write an objective summary; <b>and</b> develops a claim and incorporates relevant textual evidence to support analysis, explanation, or reflection. (RL/1.7.1, W.7.1, W.7.4, W.7.9, W.7.10)	Writes informative texts using the appropriate development, organization, and style for a given task, purpose and audience in order to write clearly with strong word choice; and selects relevant information from multiple sources to answer a question, compare and contrast multiple texts, write a summary, or support a topic; and incorporates relevant and sufficient evidence while following a standard citation format.
Writing - Conventions	Practices using appropriate conventions including spelling, punctuation, and grammar.	Demonstrates appropriate conventions (grammar, spelling, and punctuation) in writing by showing an attempt to plan and edit work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <b>and</b> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <b>and</b> produces work using technology. (L.7.1, L.7.2, L.7.3, W.7.4, W.7.5, W.7.6)	NA

## Grade 7 ELA Proficiency Scale: Quarter 2

	1 = Novice	2 = Approaching	3 = Proficient	4 = Advanced
<b>Communication</b>	Practices participating in collaborative discussions and following agreed-upon norms.	Engages in collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks questions, or explains ideas.	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks questions, clearly explains ideas; <b>and</b> interprets information presented in diverse media and formats; <b>and</b> engages in reflection. (SL.7.1, SL.7.2)	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks higher-level questions, clearly explains ideas, engages in reflection and share connections, interprets information presented in diverse media and formats.
<b>Presentation (Communicator, Creative)</b>	Practices the use of appropriate verbal and non-verbal communication.	Practices delivering oral presentations with some key components: provides facts and details, speaks clearly, answers questions.	Utilizes an appropriate format to deliver oral presentations with key components: provides facts and details to support a claim or finding, uses logical sequence, speaks clearly, conducts self professionally, answer questions; <b>and</b> clarifies information using technology. (SL.7.4, SL.7.5, SL.7.6)	Determines an appropriate format and delivers engaging oral presentations with key components: provides facts and details to support a claim or finding, uses logical sequence, speak clearly, conducts self professionally, answers questions, and includes multimedia components that clarify the information <b>and</b> adds unique features and creativity that further demonstrates an in-depth understanding of a topic or issue.
<b>Comprehension</b>	Practice the correction of decoding errors with support <b>and/or</b> scores at the 25% or below on the STAR reading assessment <b>and/or</b> works toward progress on reading strategies.	Demonstrates self-monitoring reading <b>and/or</b> scores at the 26% or above on the STAR reading assessment <b>and/or</b> shows progress on comprehension assessments in the classroom <b>and</b> shows progress with reading strategies.	Demonstrates self-monitoring reading <b>and/or</b> score at the 40% or above on the STAR reading assessment <b>and/or</b> shows adequate progress on comprehension assessments in the classroom <b>and</b> shows the appropriate use of reading strategies. (RL.7.10, RI.7.10)	Demonstrates self-monitoring reading <b>and</b> scores at 95% or above on the STAR reading assessment <b>and</b> shows adequate progress on comprehension assessments in the classroom <b>and</b> shows the appropriate use of reading strategies.

Critical Thinking	Uses given text to practice determining an author’s text structure and point of view.	Practices determining an author’s text structure, point of view, and/or claim; and shares evidence that supports it.	Analyzes an author’s organizational structure in print and digital sources, identifies how structures develop ideas or concepts, <b>and</b> determines an author’s position or claim and how an author’s interpretation connects to chosen facts; <b>and</b> explains how an author develops points of view of characters or narrators, and/or why authors choose different viewpoints. (RI/I.7.1, RI/I.7.5, RI/ I.7.6, RI.7.8, RI.7.9)	Analyzes an author’s organizational structure in print and digital sources, identifies how structures develops ideas or concepts, <b>and</b> an in-depth comparison and analysis of how an author distinguishes a specific position, <b>and</b> analyzes how an author develops the points of view of characters and narrators, <b>and</b> provides an in-depth analysis of why authors choose different points of view; and includes relevant and sufficient evidence from multiple sources to support analysis.
Vocabulary Communicator	Practices using word-attack skills to decode and practices applying strategies to determine the meaning of unknown words.	Demonstrates the use of word-attack skills and the application of strategies to determine the meaning of unknown words.	Demonstrates a broad range of word-attack skills to decode; as well as acquires and expands academic vocabulary - applies strategies to determine meaning including consulting reference materials. (RI/I.7.4, L.7.4, L.7.6)	Demonstrates automaticity of decoding and word analysis strategies; as well as acquisition and expansion of academic vocabulary, applies strategies to determine meaning including consulting reference materials.
Writing – Content (Communicator)	Practices writing the components of narratives, and uses provided graphic organizers for a given task; and/or selects relevant evidence when provided options.	Writes informative texts using some development, organization, or style for a given task, and/or identifies some textual evidence to support analysis, reflection, or research; and/or writes narratives with relevant details and proper sequence.	Writes using the appropriate development, organization, and style for a given task, purpose, and audience in order to write clearly; <b>and</b> cites relevant textual evidence to support analysis, explanation, or reflection; <b>and</b> writes narratives using effective techniques, relevant details, and event sequences; including the use of interesting leads, dialogue, feeling and action; <b>and</b> follows a standard citation format with guidance. (RI/RL.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.9)	Writes informative texts using the appropriate development, organization, and style for a given task, purpose and audience in order to write clearly with strong word choice <b>and</b> selects multiple sources of information and incorporates relevant and sufficient evidence while following a standard citation format to answer a question, compare and contrast multiple texts and formats, <b>and</b> writes narratives using effective technique, relevant details, and event sequences; including the use of creatively developed characters and setting, interesting leads, a balance of dialogue, feeling and action, with strong word choice.
Writing - Conventions	Practices using appropriate conventions including spelling, punctuation, and grammar.	Demonstrates appropriate conventions (grammar, spelling, and punctuation) in writing by showing an attempt to plan and edit work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <b>and</b> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <b>and</b> produces work using technology. (L.7.1, L.7.2, L.7.3, W.7.4, W.7.5, W.7.6)	NA

## Grade 7 ELA Proficiency Scale: Quarter 3

	1 = Novice	2 = Approaching	3 = Proficient	4 = Advanced
Communication	Observes or prepares for collaborative discussions and following agreed-upon norms for respectful discussion and decision making.	Engages in collaborative discussions, follow agreed-upon norms for respectful discussion and decision making, ask questions, or explain ideas.	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks questions, clearly explains ideas; <b>and</b> interprets information presented in diverse media and formats; <b>and</b> analyzes a speaker's argument and relevant evidence; <b>and</b> engages in reflection. (SL.7.1, SL.7.2, SL.7.3)	Prepares and engages in a range of collaborative discussions, follow agreed-upon norms for respectful discussion and decision making, ask higher-level questions, clearly explain ideas, engage in reflection and share connections, interpret information presented in diverse media and formats.
Presentation (Communicator, Creative)	Practices the use of appropriate verbal and non-verbal communication.	Practices delivering oral presentations with some key components: provides facts and details, speaks clearly, answers questions.	Utilizes an appropriate format to deliver oral presentations with key components: provides facts and details to support a claim or finding, uses logical sequence, speaks clearly, conduct self professionally, answers questions; <b>and</b> clarifies information using technology; <b>and</b> emphasizes salient points when presenting. (SL.7.4, SL.7.5, SL.7.6, W.7.6)	Determines an appropriate format and deliver engaging oral presentations with key components: provides facts and details to support a claim or finding, uses logical sequence, speak clearly, conducts self professionally, answers questions, and include multimedia components that clarify the information <b>and</b> add unique features and creativity that further demonstrates an in-depth understanding of a topic or issue.
Comprehension	Practices the correction of decoding errors with support <b>and/or</b> scores at 25% or below on the STAR reading assessment <b>and/or</b> works toward progress on reading strategies.	Self-corrects decoding errors often <b>and/or</b> scores at 26% or above on the STAR reading assessment <b>and/or</b> shows progress on comprehension assessments in the classroom <b>and</b> shows progress with reading strategies.	Self-corrects decoding errors <b>and/or</b> scores at 40% or above on the STAR reading assessment <b>and/or</b> shows adequate progress on comprehension assessments in the classroom <b>and</b> shows the appropriate use of reading strategies: visualize, question, connect, infer, and analyze. (RL.7.10, RI.7.10)	Self-corrects decoding errors using strategies <b>and</b> scores at 95% or above on the STAR reading assessment <b>and</b> shows adequate progress on comprehension assessments in the classroom <b>and</b> shows the appropriate use of reading strategies.

Critical Thinking	Uses given text to practice analyzing point of view, compares and contrasts formats of information, <u>and</u> compares and contrasts a fictional portrayal with a historical account.	Identifies point of view; and/or compares and contrasts formats of information, and/or compares and contrasts a fictional portrayal with a historical account; and/or selects relevant and irrelevant evidence to support a claim when provided options.	Identifies the side of an argument and determines the credibility of claims that are supported by facts, recognizing irrelevant evidence; <u>and</u> compares and contrasts a fictional portrayal with a historical account <u>and</u> analyzes point of view or perspectives of characters, narrators, or authors by examining multiple print and digital sources. (RL/I.7.1, RL/I.7.2, RI.7.3, RL/I.7.5, RL/I.7.6, RL/I.7.9)	Analyzes the side of an argument and determines the credibility of claims that are supported by facts, examines a counterclaim; and provides an in-depth analysis of a fictional portrayal with a historical account and incorporates an in depth analyzes of point of view or perspectives of characters, narrators, or authors; and incorporates relevant and sufficient textual evidence.
Vocabulary (Communicator)	Practices using word-attack skills to decode and practices applying strategies to determine the meaning of unknown words.	Demonstrates the use of word-attack skills and the application of strategies to determine the meaning of unknown words.	Demonstrates a broad range of word-attack skills to decode; as well as acquires and expands academic vocabulary - apply strategies to determine meaning including consulting reference materials. (RL/I.7.4, L.7.4, L.7.6)	Demonstrates automaticity of decoding and word analysis strategies; as well as acquisition and expansion of academic vocabulary, applies strategies to determine meaning including consulting reference materials.
Writing – Content (Communicator)	Practices writing compare and contrast, summaries, and opinion texts with structured graphic organizers.	Gathers some relevant information in order to introduce and support a claim, uses some development, organization, and style for a given task, and/or selects some relevant information to answer a question.	Gathers relevant and credible information from multiple print and digital sources; <u>and</u> introduces and supports a claim with relevant evidence, clarifies the connection between the claim and the evidence, uses a concluding section that supports the argument, <u>and</u> follows a standard format for citation with guidance. (RL/I.7.1, W.7.1, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9)	Gathers relevant information in order to introduce and support a claim with relevant and sufficient evidence, with strong word choice using the appropriate formal style to support the development, organization, and style for a given task, purpose and audience in order to write clearly, and selects multiple sources of information or formats to answer a question, compare and contrast multiple texts, write a summary, or support or analyze a topic or issue.
Writing - Conventions	Practices using appropriate conventions including spelling, punctuation, and grammar.	Demonstrates appropriate conventions (grammar, spelling, and punctuation) in writing by showing an attempt to plan and edit work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <u>and</u> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <u>and</u> produces work using technology. (L.7.1, L.7.2, L.7.3, W.7.4, W.7.5, W.7.6)	NA

## Grade 7 ELA Proficiency Scale: Quarter 4

	1 = Novice	2 = Approaching	3 = Proficient	4 = Advanced
Communication	Observes or prepares for collaborative discussions and following agreed-upon norms for respectful discussion and decision making.	Engages in collaborative discussions, follow agreed-upon norms for respectful discussion and decision making, ask questions, or explain ideas.	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks questions, clearly explains ideas; <b>and</b> interprets information presented in diverse media and formats; <b>and</b> evaluates if a speaker’s argument is reasonable, <b>and</b> engages in reflection. (SL.7.1, SL.7.2, SL.7.3)	Prepares and engages in a range of collaborative discussions, follows agreed-upon norms for respectful discussion and decision making, asks higher-level questions, clearly explain ideas, engages in reflection and share connections, interprets information presented in diverse media and formats.
Presentation (Communicator, Creative)	Practices the use of appropriate verbal and non-verbal communication.	Practices delivering oral presentations with some key components: provides facts and details, speaks clearly, answers questions.	Utilizes an appropriate format to deliver oral presentations with key components: provides facts and details to support a claim or finding, uses logical sequence, speaks clearly, conducts self professionally, answers questions; <b>and</b> clarifies information using technology; <b>and</b> emphasizes salient points when presenting. (SL.7.4, SL.7.5, SL.7.6, W.7.6)	Determines an appropriate format and delivers engaging oral presentations with key components: provides facts and details to support a claim or finding, uses logical sequence, speaks clearly, conducts self professionally, answers questions, and includes multimedia components that clarifies the information <b>and</b> adds unique features and creativity that further demonstrates an in-depth understanding of a topic or issue.
Comprehension	Practices the correction of decoding errors with support <b>and/or</b> scores at 25% or below on the STAR reading assessment <b>and/or</b> works toward progress on reading strategies.	Self-corrects decoding errors often <b>and/or</b> scores at 26% or above on the STAR reading assessment <b>and/or</b> shows progress on comprehension assessments in the classroom <b>and</b> shows progress with reading strategies.	Self-corrects decoding errors <b>and/or</b> scores at 40% or above on the STAR reading assessment <b>and/or</b> shows adequate progress on comprehension assessments in the classroom <b>and</b> shows the appropriate use of reading strategies: visualize, question, connect, infer, and analyze. (RL.7.10, RI.7.10)	Self-corrects decoding errors using strategies <b>and</b> scores at 95% or above on the STAR reading assessment <b>and</b> shows adequate progress on comprehension assessments in the classroom <b>and</b> shows the appropriate use of reading strategies.

Critical Thinking	Uses given text and graphic organizers to practice identifying a claim or argument presented and determine whether something is a fact or opinion.	Practices identifying various forms and structures of text; and/or identifies a claim or argument presented and evaluate the evidence as fact or opinion; and/or identifies point of view.	Analyzes form/structure of texts and diverse media formats and how the style or medium impacts the overall meaning of the subject; <b>and</b> evaluates arguments and evidence as relevant and sufficient; <b>and</b> contrasts points of view of different characters, narrators, or two authors when writing about the same topic. (RL/I.7.1, RL/I.7.5, RL/I.7.6, RI.7.7, RI.7.8)	Provides an in-depth analysis of form/structure of texts and diverse media formats and how the style or medium impacts the overall meaning of the subject; <b>and</b> critically evaluates arguments and incorporates relevant and sufficient evidence from multiple sources while following a standard citation formation; <b>and</b> analyzes multiple points of view from credible sources on a single topic (ex. different characters or narrators or two authors when writing about the same topic).
Vocabulary (Communicator)	Participates in identifying figurative language examples including simile, metaphor, hyperbole, personification, alliteration, and onomatopoeia.	Identifies figurative language examples.	Demonstrates a broad range of word-attack skills to decode; as well as acquires and expands academic vocabulary - apply strategies to determine meaning including consulting reference materials. (RL/I.7.4, L.7.4, L.7.6)	Defines and identifies figurative language examples with an exceptional understanding, as demonstrated by implementation to enhance writing assignments.
Writing – Content (Communicator)	Uses provided research materials to practice writing informative or argumentative texts with structured graphic organizers.	Uses some development, organization, and style for a given task, purpose and audience in order to write; and/or conducts research using credible provided; and/or identifies key words, paraphrasing, or evidence that supports a topic.	Selects the appropriate development, organization, and style for a given task, purpose, and audience in order to write clearly and creatively; <b>and</b> conducts research using credible print and digital sources to synthesize new information, clearly articulates the main idea by paraphrasing key words and ideas from texts, incorporates relevant and sufficient quotations and examples to support information presented, <b>and</b> follows a standard format for citation with guidance. (RL/I.7.1, W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9)	Selects the appropriate development, organization, and style for a given task, purpose, and audience in order to write clearly and creatively; and conducts research using higher-level credible print and digital sources; and effectively synthesizes information by providing a clear main idea that is developed throughout by incorporating paraphrasing and relevant and sufficient quotations and examples from the text; and effectively embeds multiple pieces of relevant and sufficient evidence from multiple sources while following a standard citation.
Writing - Conventions	Practices using appropriate conventions including spelling, punctuation, and grammar.	Demonstrates appropriate conventions (grammar, spelling, and punctuation) in writing by showing an attempt to plan and edit work with complete sentences.	Demonstrates clear planning and editing of work with complete and varied sentences; <b>and</b> uses appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing; <b>and</b> produces work using technology. (L.7.1, L.7.2, L.7.3, W.7.4, W.7.5, W.7.6)	NA

