

Strand: Reading		
Topic: Reading Comprehension		
Level: 7.RL.1/7.RN.1 7 General		
<b>Score 4.0 Mastery</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<p style="text-align: center;"><u>Sample Tasks</u></p> <ul style="list-style-type: none"> <li>•Complete items listed in sample tasks 3.0 with the use of paired and/or above grade-level passages while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words</li> <li>•Analyze above grade-level texts by answering/asking the highest level questions on Bloom's taxonomy</li> <li>•Create a class lesson for a literature circle</li> <li>•Write a literary letter or summary on an above grade-level</li> <li>•Identify the overall text structure employed by an author who uses multiple structures within a passage/text</li> <li>•Answer questions regarding elements of fiction with items from level 3 and additional elements of fiction including, but not limited to: •irony •tone •symbolism •mood •allusion</li> </ul>
	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• comprehend, interpret, and analyze grade level and above texts</li> <li>•explain how the interaction of elements of fiction contribute towards the meaning in a grade level or above text</li> </ul>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and application with partial success.	
<b>Score 3.0 Proficient</b>	<b>The student will:</b>	<p style="text-align: center;"><u>Sample Tasks</u></p> <ul style="list-style-type: none"> <li>•Answer/ask higher-level questions on Bloom's taxonomy for a chosen passage</li> <li>•Participate in comprehension and interpretation roles in a literature circle</li> <li>•Write a literary letter or summary with all required components</li> <li>•Answer questions regarding elements of fiction including: •plot •conflict •setting •theme •characters</li> <li>•Answer questions relating to text structure including: •cause/effect •problem/solution •compare/contrast •sequence/chronology •description</li> </ul>
	<ul style="list-style-type: none"> <li>•comprehend and interpret grade level texts and/or media sources</li> </ul>	
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<b>There are no major errors or omissions regarding the simpler details and process as the student:</b>	<p style="text-align: center;"><u>Sample Tasks</u></p> <ul style="list-style-type: none"> <li>•Annotate a text</li> <li>•Score in the Advanced Range (1121+) on SRI</li> <li>•Answer lower-level questions on Bloom's taxonomy for a chosen passage</li> <li>•Participate in comprehension role in a literature circle</li> <li>•Write a literary letter or summary using a teacher-provided template</li> <li>•Identify text structures and signal words in a short passage/text</li> </ul>
	Performs basic processes, such as:	
	<ul style="list-style-type: none"> <li>•can comprehend grade level texts and/or media sources by using reading strategies, such as: •clarifying text (stopping and rereading for understanding)</li> <li>•asking questions</li> <li>•making predictions</li> <li>•making text connections (text to self/text/world)</li> <li>•evaluating text ((form opinions, make logical guess, conclude)</li> <li>•looking up unfamiliar vocabulary</li> <li>•identifying the author's purpose</li> </ul>	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	•Score in the Proficient Range (970-1120) on SRI
<b>Score 1.0 Beginning</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	•Score in the Basic Range (770-969) on SRI
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	•Score within the Below Basic Range (BR-769) on SRI
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading</b>		
<b>Topic: Identifying and Explaining Characterization</b>		
<b>Level: 7.RL.2.3 7 General</b>		
<b>Score 4.0 Mastery</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b>Sample Tasks</b>  •Complete items listed in sample tasks 3.0 with the use of paired and/or above grade-level passages while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words
	<b>The student will:</b>  <ul style="list-style-type: none"> <li>•explain and analyze how the author uses characterization to reveal the meaning of the text in a grade level or above text</li> </ul>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and application with partial success.	
<b>Score 3.0 Proficient</b>	<b>The student will:</b>	<b>Sample Tasks</b>  •Identify and explain an appropriate character trait on a grade-level "cold" read •Complete a written character analysis •Use a LAST chart to make inferences with text support •Create a comic strip that illustrates a character's changes over the course of a text
	<ul style="list-style-type: none"> <li>•identify and explain the correct character traits (vs character emotions)</li> <li>•make inferences and predictions about a character (or the character's actions in the plot)</li> <li>•trace the changes that a character undergoes over the course of a text</li> </ul>	
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<b>There are no major errors or omissions regarding the simpler details and process as the student:</b>	<b>Sample Tasks</b>  •Identify an appropriate character trait on a grade-level "cold" read •Complete a guided character analysis •Complete a LAST chart •Create a bio cube or character man identifying traits •Watch a short video clip and identify a character trait for a given character
	Recognizes or recalls specific vocabulary, such as: <ul style="list-style-type: none"> <li>•direct and indirect characterization</li> <li>• LAST (looks, actions, speech, thoughts)</li> </ul> Perform basic processes, such as: <ul style="list-style-type: none"> <li>•identify character traits</li> <li>•make basic inferences</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading</b>		
<b>Topic: Identifying and Explaining Point of View and Perspective</b>		
<b>Level: 7.RL.3.2</b>		
<b>7 General</b>		
<b>Score 4.0 Mastery</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b> <b>The student will:</b>	<b><u>Sample Tasks</u></b>
	<ul style="list-style-type: none"> <li>•write from different characters' perspectives while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>•Complete items listed in sample tasks 3.0 with the use of paired and/or above grade-level passages while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words</li> <li>•Write a six word memoir from the POV/perspective of a character</li> <li>•Write a scene from the POV/perspective of various characters in a text</li> <li>•Retell a fairy tale from a different POV/perspective</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<b>The student will:</b>	<b><u>Sample Tasks</u></b>
	<ul style="list-style-type: none"> <li>•explain how the POV/perspective of a character may influence the interpretation of events in a text (for example, how a character interprets an event based on their unique experiences or background knowledge</li> <li>•explain how the POV/perspective of a character changes</li> <li>•explain why the author may chose a specific POV/perspective for a text</li> </ul>	<ul style="list-style-type: none"> <li>•Compare and contrast the POV/perspectives of characters from a novel or passage</li> <li>•Write a paragraph explaining why the author chose a specific POV/perspective for a text</li> </ul>
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>	<b><u>Sample Tasks</u></b>
	<p>Recognizes or recalls specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>•POV and perspective</li> </ul> <p>Performs basic processes, such as</p> <ul style="list-style-type: none"> <li>•can identify the POV of a text (first person, third person limited, third person omniscient).</li> <li>•can identify the changes in a character's POV/perspective.</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>•Identify the POV of a text in a cold-read</li> <li>•Identify the perspective from which a text is written</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading</b>		
<b>Topic: Identifying and Explaining Theme</b>		
<b>Level: 7.RL.2.2 7 General</b>		
<b>Score 4.0 Mastery</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b><u>Sample Tasks</u></b>  •Complete items listed in sample tasks 3.0 with the use of paired and/or above grade-level passages while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words •Write a paragraph explaining theme by how characters change in a story, through plot, and/or through conflict (for example, "How does Lev's changing perspective on unwinding reveal a theme in <i>Unwind</i> "?)
	<b>The student will:</b>  •explain theme through analysis of how plot, characters, and conflict develop theme	
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<b>The student will:</b>	<b><u>Sample Tasks</u></b>  •Write an explanation identifying and explaining the theme of a text with text support (for example, "how do events from a text support theme?") •Write a paragraph explaining text-to-self/text and/or world connections with the theme •When given a multiple choice question, identify a one sentence theme and associated supporting details •Use a graphic organizer to identify major and minor themes
	•identify a text's theme (implicit/implied) and provide text support •explain text-to-self/text and/or world connections with theme	
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>	<b><u>Sample Tasks</u></b>  •Explain the difference between theme, topic, and moral •Identify the theme in one word and/or short sentence •Identify the theme of a text in a multiple choice question •Complete the 3.0 processes using a below grade level text
	Recognizes or recalls specific vocabulary, such as:  •theme vs. topic vs. moral	
	Perform basic processes, such as:  •understand the difference between theme, topic, and moral •identify the topic related to the theme of a work of literature in a grade level text •complete the 3.0 processes using a below grade level text	
	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading</b>		
<b>Topic: Identifying and Explaining Main Idea</b>		
<b>Level: 7.RN.2.2 7 General</b>		
<b>Score 4.0 Mastery</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•explain the similarities and differences of the main idea of two passages/texts with the same topic</li> </ul>	<b>Sample Tasks</b>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0 Proficient</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•read a grade-level multi-paragraph text/passage and explain the main/central idea by providing supporting details</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<b>Sample Tasks</b>
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p>Recognizes or recalls specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>•retell</li> <li>•summary</li> <li>•main/central idea</li> <li>•topic</li> </ul> <p>Performs basic processes, such as:</p> <ul style="list-style-type: none"> <li>•given a grade-level text and choices, a student can identify the main/central idea of a paragraph; i.e., "the main/central idea of the passage is dogs are excellent pets"</li> <li>•given a below grade-level text, a student can write the main idea in one sentence</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<b>Sample Tasks</b>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	

<b>Strand: Language</b>		
<b>Topic: Figurative Language</b>		
<b>Level: 7.RV.3.1-3 7 General</b>		
<b>Score 4.0 Mastery</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•apply figurative language in writing while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words</li> </ul>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>•Write an essay using a variety of types of figurative language (at least 3 different types)</li> <li>•Write a poem using several examples of figurative language (at least 3 different types)</li> <li>•Write a story using several examples of figurative language (at least 3 different types)</li> <li>•Create the "medicine cabinet" poem about family using multiple types of figurative language</li> <li>•Create a "menu" that applies the use of figurative language</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0 Proficient</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•identify and explain figurative language in a passage, text, and/or media source</li> <li>•create examples of figurative language</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>•Identify figurative language in a scavenger hunt, in isolation, a passage, text, and/or media source</li> <li>•Explain the author's meaning of figurative language</li> <li>•Create a graphic showing understanding of figurative language</li> <li>•Create a cartoon contrasting literal and figurative meanings</li> <li>•Rewrite/edit sentences by adding figurative language</li> <li>•Create examples of figurative language</li> </ul>
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p>Recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>•literal</li> <li>•figurative</li> <li>•simile</li> <li>•metaphor</li> <li>•personification</li> <li>•alliteration</li> <li>•idiom</li> <li>•hyperbole</li> <li>•onomatopoeia</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>•identifies figurative language in a passage, text, and/or media source</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>•Define types of figurative language</li> <li>•Using multiple choice options, identify type of figurative language used</li> </ul>
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	

<b>Strand: Writing</b>		
<b>Topic: Text Evidence in Writing</b>		
<b>Level: 7.RL.2.1/7.RN.2.1 7 General</b>		
<b>Score 4.0 Mastery</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b> <b>The student will:</b>	<b><u>Sample Tasks</u></b>
	<ul style="list-style-type: none"> <li>•write responses to text that use the best evidence and thorough explanations while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words</li> <li>•use parenthetical citations when appropriate</li> <li>•have superior command of language skills - errors are infrequent, but no errors impair the flow of communication</li> </ul>	<ul style="list-style-type: none"> <li>•In addition to selecting the best evidence to support a given claim, provide an explanation that thoroughly relates the evidence to the answer</li> <li>•Develop in-depth commentary (explanation) and higher level inferences in answer while applying a variety of stylistic ELA writing skills and SAT vocabulary words</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<b>The student will:</b>	<b><u>Sample Tasks</u></b>
	<ul style="list-style-type: none"> <li>•cite the text using quotes, details, examples, and paraphrasing accurately</li> <li>•cite the best pieces of textual evidence to support analysis</li> <li>•provide a basic explanation of how the evidence supports an answer</li> <li>•have adequate command of language skills - errors are occasional, but do not impede the flow of communication; the writer’s meaning is not seriously obscured by language errors</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>•Cite several pieces of relevant evidence and explain how the evidence supports the answer in a grade level passage</li> <li>•Utilize a variety of types of evidence in a written response (details, examples, statistics, quotations, etc.)</li> <li>•Write a complete RACE response</li> </ul>
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<b>The student will:</b>	<b><u>Sample Tasks</u></b>
	<p>Recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>•RACE (restate, answer, cite, explain)</li> </ul> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>•generally cites related text evidence to support answer</li> <li>•attempts to explain answer</li> <li>•has minimal command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>•Identify parts of RACE (restate/answer/cite/explain) in a teacher provided example</li> <li>•When appropriate, use key phrases, such as “according to the text,” “the author states,” etc. in RACE responses</li> <li>•Put RACE responses in correct order</li> <li>•Read a passage and select the correct evidence from a list that supports a given answer</li> <li>•Highlight supporting evidence in the text</li> </ul>
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	

<b>Strand: Writing</b>		
<b>Topic: Writing Essays for Multiple Genres</b>		
<b>Level: 7.W.3.1-3.3 7 General</b>		
<b>Score 4.0 Mastery</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•write an organized, structured genre appropriate essay while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words</li> <li>•include RACE (restate/answer/cite/explain) in a body paragraph, but utilize a unique order to create a more complex structure</li> <li>•have superior command of language skills - errors are infrequent, but no errors impair the flow of communication</li> </ul>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>•Write a well-developed essay that includes stylistic ELA writing skills, appropriate use of SAT/interesting vocabulary words, and correct parenthetical citations (as needed)</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•write an organized, structured genre appropriate essay that includes: <ul style="list-style-type: none"> <li>•introduction paragraph (hook, information/issue, thesis)</li> <li>•body paragraphs aligned with EL 7; RACE format</li> <li>•conclusion paragraph that effectively supports the argument or information presented</li> </ul> </li> <li>•transitions that are effective and clarify the relationships among ideas and concepts focused topic</li> <li>•have adequate command of language skills - errors are occasional, but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>•Write to a timed essay prompt</li> <li>•Write a developed essay (introduction, body, conclusion, transitions) in the correct essay genre</li> <li>•Edit and revise an essay to improve the clarity, order, and fluency (teacher provided and/or student generated)</li> <li>•Complete a graphic organizer to plan essay</li> </ul>
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<p><b>The student will:</b></p> <p>Recognize or recall specific vocabulary, such as:</p>	<b>Sample Tasks</b>
	<p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>•write an essay that includes: <ul style="list-style-type: none"> <li>•an introduction paragraph, body paragraphs, and a concluding paragraph in the appropriate writing genre (expository/informative focus)</li> <li>•some components of the essay, but may be occasionally off topic</li> <li>•has minimal command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>•Write a basic essay (introduction, body, and conclusion) in the correct essay genre</li> <li>•Identify and label the paragraphs of an essay</li> <li>•Put the paragraphs of an essay in correct sequential order</li> <li>•Complete a teacher-provided graphic organizer to plan essay</li> </ul>
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	

<b>Strand: Writing</b>		
<b>Topic: Writing for Multiple Purposes</b>		
<b>Level: 7.W.3.1-3.3; 7.RL/7.RN.2.1-2.3</b>		
<b>7 General</b>		
<b>Score 4.0 Mastery</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•write for multiple purposes while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words</li> <li>•have superior command of language skills - errors are infrequent, but no errors impair the flow of communication</li> </ul>	<b><u>Sample Tasks</u></b>
		<ul style="list-style-type: none"> <li>•Complete items in 3.0 while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting words</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•write for multiple purposes (summarize, describe, inform, persuade, narrate, entertain, or express) using appropriate structure and style</li> <li>•have adequate command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<b><u>Sample Tasks</u></b>
		<ul style="list-style-type: none"> <li>•Write a detailed summary (focus on main idea, chronological order)</li> <li>•Write a descriptive paragraph (focus on 5 senses)</li> <li>•Create a multimedia project (PowerPoint/infographic)</li> <li>•Write a persuasive letter</li> <li>•Write an alternative ending or sequel to a story</li> </ul>
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<p><b>The student will:</b></p> <p>Recognize or recall specific vocabulary, such as:</p> <hr/> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>•write for multiple purposes (summarize, describe, inform, persuade, narrate, entertain, or express) including basics of appropriate structure and style -writing may be off-topic, missing significant details or information, improper format, etc.</li> <li>•has minimal command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication</li> </ul>	<b><u>Sample Tasks</u></b>
		<p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	

<b>Strand: Vocabulary</b>		
<b>Topic: Vocabulary Building</b>		
<b>Level: 7.RV.1 7 General</b>		
<b>Score 4.0 Mastery</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b><u>Sample Tasks</u></b>
	<b>The student will:</b> <ul style="list-style-type: none"> <li>•identify common alternative forms (other parts of speech) of SAT words</li> <li>•uses context to determine which alternative form of an SAT vocabulary word best fit in a sentence</li> <li>•use context clues to clarify and infer the meaning of unknown words, detect nuances, infer connotations, and differentiate among multiple possible meanings of words and phrases</li> </ul>	
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<b>The student will:</b>	<b><u>Sample Tasks</u></b>
	<ul style="list-style-type: none"> <li>•apply vocabulary word to the appropriate situation or example</li> <li>•use context to determine appropriate vocabulary words to use in sentences</li> <li>•change word forms appropriately (i.e. change a verb to past tense or make a word plural to appropriately fit in a sentence)</li> <li>•determine or clarify the meaning of words and phrases using context clues</li> </ul> <p>The student exhibits no major errors or omissions.</p>	
<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<b>The student will:</b>	<b><u>Sample Tasks</u></b>
	<p>Recognize or recall specific vocabulary, such as:</p>  <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>•define grade-level vocabulary, including SAT and academic</li> <li>•use appropriate resources to determine or clarify the meaning of words and phrases</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	

<b>Strand: Language</b>		
<b>Topic: Stylistic Writing</b>		
<b>Level: 7.W.6.1e 7 General</b>		
<b>Score 4.0 Mastery</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b>Sample Tasks</b>  •Write a story, paragraph, and/or essay and apply appropriate •Smiley Face Tricks and/or sentence variety strategies •Build a mentor sentence web with multiple sentence types and Smiley Face Tricks
	<b>The student will:</b>  • write a paragraph/essay incorporating a variety of appropriate Smiley Face Tricks and/or sentence variety strategies while using appropriate SAT/interesting vocabulary words	
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<b>The student will:</b>  •use Smiley Face Tricks in writing •write sentences correctly using sentence variety strategies including: •sentence length •sentence openings •transitions •compound sentences (FANBOYS and semi-colon) •complex sentences •appositives  <b>The student exhibits no major errors or omissions.</b>	<b>Sample Tasks</b>  •Write using Smiley Face Tricks •Write using sentence variety strategies •Edit/revise paragraphs in order to add Smiley Face Tricks and sentence variety strategies •Complete a common assessment over Smiley Face Tricks and/or sentence variety strategies •Complete a quick write utilizing three different Smiley Face Tricks and/or sentence variety strategies •Improve/create mentor sentences for a specific grammatical effect/skill
	<b>2.75</b>	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
<b>2.25</b>	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<b>The student will:</b> Recognize or recall specific vocabulary, such as:	<b>Sample Tasks</b>  •Make a PowerPoint defining Smiley Face Tricks and sentence variety strategies •Complete a worksheet and/or assessment identifying Smiley Face Tricks and sentence variety strategies •Complete a multiple choice assessment over Smiley Face Tricks and sentence variety strategies •Replicate a teacher-provided mentor sentence
	Perform basic processes, such as: •define and identify "Smiley Face Tricks" including magic 3 (series), figurative language specific details for effect, repetition for effect, expanded moment, humor, hyphehnated modifier, and full circle ending •define and identify sentence variety strategies including sentence length, sentence openings (prepositional phrases, adverb), transitions, simple/compound/complex sentences, appositives  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>1.5</b>	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	

Strand: Language		
Topic: Grammar and Conventions		
Level: 7.W.6.1-2 7 General		
<b>Score 4.0 Mastery</b>	<p><b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>*extends by makes stylistic grammatical choices (ie. uses a semicolon to create less of an interruption to the flow of writing than a comma and period)</li> <li>•write with superior command of language skills</li> <li>•errors are infrequent and no errors impair the flow of communication; specifically:               <ul style="list-style-type: none"> <li>•very few or no capitalization, punctuation, or spelling</li> <li>•very few or no grammar or word usage errors</li> <li>•no paragraphing errors</li> <li>•no run-on sentences or sentence fragments</li> <li>•variety of sentence structure/sentence combining skills</li> <li>•information communicated at a higher level</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Sample Tasks</b></p> <p>•ALL ELA writing tasks - RACE constructed response/paragraphs, essays, in-class written work, homework; online ELA work via Quill, Newsela, CommonLit, Read Works, etc.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
<b>Score 3.0 Proficient</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>•write with adequate command of language skills</li> <li>•errors are occasional, but do not impede the flow of communication; specifically:               <ul style="list-style-type: none"> <li>•occasional capitalization, punctuation, or spelling errors</li> <li>•sentences have occasional grammar or word usage errors</li> <li>•writing may have occasional paragraphing errors</li> <li>•writing may have run-on sentences or sentence fragments</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Sample Tasks</b></p> <p>•ALL ELA writing tasks - RACE constructed response/paragraphs, essays, in-class written work, homework; online ELA work via Quill, Newsela, CommonLit, Read Works, etc.</p>
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
<b>Score 2.0 Progressing</b>	<p><b>The student will:</b></p> <p>Recognize or recall specific vocabulary, such as:</p> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>•write with a minimal command of language skills</li> <li>•errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication; specifically:               <ul style="list-style-type: none"> <li>• frequent capitalization, punctuation, and spelling errors</li> <li>• frequent grammar or word usage errors</li> <li>• errors in paragraphing or paragraphing may be missing</li> <li>• run-on sentences or sentence fragments</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p style="text-align: center;"><b>Sample Tasks</b></p> <p>•ALL ELA writing tasks - RACE constructed response/paragraphs, essays, in-class written work, homework; online ELA work via Quill, Newsela, CommonLit, Read Works, etc.</p>
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
<b>Score 1.0 Beginning</b>	<b>With help, the student has partial success at score 2.0 content and score 3.0 content.</b>	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, the student has no success.</b>	