

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
English Language Arts GRADE 7

Student Name: _____ Student Grade: _____
 Teacher: _____ Date: _____

Common Core State Standard: RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.1. Cite text to draw inferences from stories and poems.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Cite textual evidence to determine what is inferred versus what is explicit. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Cite text to draw inferences from stories and poems. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Cite text to support what the text says explicitly. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify details in the text or pictures that provide the answer to an explicit question about a familiar text. 	___Y ___N

Common Core State Standard: RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.2. Determine the theme or central idea of a text and identify the details that relate to it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Determine the relationships of the central idea to the details of a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the theme or central idea of a text and identify the details that relate to it. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the central idea of a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify details from a text. 	___Y ___N

Common Core State Standard: RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.3. Recognize the relationship of two story elements.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recognize how events, settings, or other story elements influence the outcome of a story or drama. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Recognize the relationship of two story elements. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize two elements of a story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify one element of a story. 	___Y ___N

Common Core State Standard: RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.4. Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	of a story or drama.	
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify a pattern of repeated words or phrases. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify a repeated word or phrase. 	___Y ___N

Common Core State Standard: RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.5. Determine how poetry form and structure contributes to its meaning.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare and contrast different structures used in poetry. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine how poetry form and structure contributes to its meaning. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify common structures used in a poem. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recite a poem using a communication device or preferred mode of communication. 	___Y ___N

Common Core State Standard: RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.6. Identify how a character's point of view is the same or different from another character.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare points of view of the characters in literary text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify how a character's point of view is the same or different from another character. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify personal point of view about a story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify a character 	___Y ___N

Common Core State Standard: RL.7.7. 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 (e.g., lighting, sound, color, or camera focus and angles in a film).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.7. Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare and contrast a video version of a story, poem, or drama. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Express a preference for a story and video. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. 	___Y ___N

Common Core State Standard: RL.7.8. (Not applicable to literature)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.8. N/A		Indicate Yes or No

RL.7.9. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.9. Recognize the difference between fictional characters and nonfictional characters.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare and contrast a fictional character with a historical character. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Recognize the difference between fictional characters and nonfictional characters. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify a character as nonfictional. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify a fictional character. 	___Y ___N

Common Core State Standard: RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.7.10. **This Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.1. Cite text to draw inferences from informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Cite textual evidence to determine what is inferred versus what is explicit. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Cite text to draw inferences from informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Cite text to find one detail to support an inference. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify a detail from a sentence or phrase in the text. 	___Y ___N

Common Core State Standard: RI.7.2. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.2. Determine two central ideas that progress throughout the text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Determine at least two ideas that contribute to the central ideas of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine two central ideas that progress throughout the text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given sentences from an informational text, identify an important idea. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify details from a text. 	___Y ___N

Common Core State Standard: RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.3. Identify interactions between individuals, events, or ideas in text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain interactions between individuals, events, or ideas in text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify interactions between individuals, events, or ideas in text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify one interaction between events from the passage. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify a detail about an individual or event. 	___Y ___N

Common Core State Standard: RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.4. Determine the meaning of words and phrases as they are used in an informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Determine phrases that impact meaning of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in an informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Match or pair word to meaning. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate words in a text. 	___Y ___N

Common Core State Standard: RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.5. Determine how headings, key words, and key phrases relate to the topic of a text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Determine how key components of the organization of text relate to the topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine how headings, key words, and key phrases relate to the topic of a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Determine how headings are related to the topic of a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the title of a passage. 	___Y ___N

Common Core State Standard: RI.7.6. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.6. Determine author's point of view and compare to own point of view.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Respond to the author's purpose or point of view with own point of view. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine author's point of view and compare to own point of view. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify an author's thoughts and feelings. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify a thought of the author. 	___Y ___N

Common Core State Standard: RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.7. Compare the experience of reading a text to listening or watching a video of the same text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare and contrast the experience of reading a text to listening or watching a video of the same text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Compare the experience of reading a text to listening or watching a video of the same text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify an idea from a text or video. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize the text version of an event that matches the audio, video, or live version. 	___Y ___N

Common Core State Standard: RI.7.8. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.8. Delineate the specific claims for text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Analyze text to support claims and judge the conclusions. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Delineate the specific claims for text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Identify a claim from text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Respond to an advertisement. 	___Y ___N

Common Core State Standard: RI.7.9. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.9. Compare information provided by authors of two different texts on the same topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Compare and contrast key information provided by authors of two different texts on the same topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Compare information provided by authors of two different texts on the same topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Identify a key piece of information provided by authors of two different texts on same subject. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Identify a detail provided by the authors. 	___Y ___N

Common Core State Standard: RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.7.10. **This Essential Element references all elements		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
above.		

Common Core State Standard: W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.1.a-b. Write a claim and support it with reasons or other relevant evidence.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Write a claim and support it with multiple reasons or other relevant evidence. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Write a claim and support it with one reason or other relevant evidence. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, write a claim and support it with one reason. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Select a claim. 	___Y ___N

Common Core State Standard: W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.1.c. N/A		Indicate Yes or No

Common Core State Standard: W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

d. Establish and maintain a formal style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.1.d. N/A		Indicate Yes or No

Common Core State Standard: W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
e. Provide a concluding statement or section that follows from and supports the argument presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.1.e. N/A		Indicate Yes or No

Common Core State Standard: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.2.a-b. Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Write to convey ideas and information. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Communicate ideas and information contributing to a text. 	___Y ___N

Common Core State Standard: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.2.c. N/A		Indicate Yes or No

Common Core State Standard: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.2.d. Use domain-specific vocabulary when writing about a topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use wide range of domain-specific vocabulary when writing about a topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use domain-specific vocabulary when writing about a topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use domain-specific vocabulary when writing about a topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, use domain-specific vocabulary when communicating about a text. 	___Y ___N

Common Core State Standard: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

e. Establish and maintain a formal style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.2.e. N/A		Indicate Yes or No

Common Core State Standard: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.2.f. N/A		Indicate Yes or No

Common Core State Standard: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<p>EEW.7.3. Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>		Indicate Yes or No
Level IV	<p>Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3:</p> <ul style="list-style-type: none"> Introduce the experience or situation, multiple characters, and multiple events in sequence. 	___Y ___N
Level III	<p>Student demonstrates the content knowledge and skills:</p> <ul style="list-style-type: none"> Introduce the experience or situation, at least one character, and two or more events in sequence. 	___Y ___N
Level II	<p>Student demonstrates some of the content knowledge and skills:</p> <ul style="list-style-type: none"> With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. 	___Y ___N
Level I	<p>Student attempts to perform the task <u>with support</u>:</p> <ul style="list-style-type: none"> With guidance and support, communicate about a personal experience. 	___Y ___N

Common Core State Standard: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.3.c. N/A		Indicate Yes or No

Common Core State Standard: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.3.d. N/A		Indicate Yes or No

Common Core State Standard: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.3.e. N/A		Indicate Yes or No

Common Core State Standard: W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.4. Produce writing that is appropriate for the task, purpose, or audience.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce writing that is appropriate to the task, purpose, and audience. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Produce writing that is appropriate to the task, purpose, or audience. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, produce writing that is appropriate to the task, purpose, or audience. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, produce writing for a variety of purposes. 	___Y ___N

Common Core State Standard: W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> With guidance and support from adults and peers, plan writing and use the editing process to revise own writing. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from peers and adults, write. 	___Y ___N

Common Core State Standard: W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.6. Use technology, including the Internet, to produce writing to interact and collaborate with others.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use technology, including the Internet, to produce writing while interacting and collaborating with others. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use technology, including the Internet, to produce writing to interact and collaborate with others. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, use technology to participate in group writing projects. 	___Y ___N

Common Core State Standard: W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.7. Conduct research to answer a question based on multiple sources of information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Conduct research to answer a question based on many sources of information. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Conduct research to answer a question based on multiple sources of information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Conduct research to answer a question based on one source of information. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in group research and writing activities. 	___Y ___N

Common Core State Standard: W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.8. Select quotes from multiple print or digital sources that provides important information about a topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select quotes from multiple print or digital sources that state conclusions about a topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select quotes from multiple print or digital sources that provide important information about a topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select quotes from print or digital sources that provide information about a topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading, identify when information about a topic is read. 	___Y ___N

Common Core State Standard: W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “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”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.9. Use information from literary and informational text to support writing. <ul style="list-style-type: none"> a. Apply <i>Essential Elements</i> 		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<i>of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</i>		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Apply <i>Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</i> 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, apply <i>Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</i> 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text. 	___Y ___N

Common Core State Standard: W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 7 Reading standards to literary nonfiction (e.g., “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”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.9.b. Apply <i>Essential Elements of Grade 7 Reading Standards to informational text (e.g., “Delineate the specific claims in a text.”).</i>		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text.”). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational text (e.g., “Delineate the specific claims in a text.”). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate in shared writing activities that build on shared reading activities. 	___Y ___N

Common Core State Standard: W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.7.10. Write routinely for a variety of tasks, purposes, and audiences.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Write routinely for a variety of tasks, purposes, and audiences. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, write routinely for a variety of tasks, purposes, and audiences. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences. 	___Y ___N

Common Core State Standard: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.1. Engage in a range of collaborative discussions. a. Come to discussions prepared to share information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Come to discussions with self-created materials or supports to use in sharing information. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Come to discussions prepared to share information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Prepare for discussions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in discussions. 	___Y ___N

Common Core State Standard: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in discussions with adults and peers. 	___Y ___N

Common Core State Standard: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.1.c. Remain on the topic of the discussion when asking or answering questions or making other contributions.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Remain on the topic of the discussion when asking or answering questions or making other contributions. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Ask and answer questions specific to the topic, text, or issue under discussion. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in discussions. 	___Y ___N

Common Core State Standard: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.1.d. Accept when others involved in the discussion agree or disagree with own perspective.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Accept when others involved in the discussion agree or disagree with own perspective. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Indicate agreement with others during group discussions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in discussions. 	___Y ___N

Common Core State Standard: SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With support, identify graphic, visual, tactual, or other information that represents a particular topic. 	___Y ___N

Common Core State Standard: SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.3. Determine whether the claims made by a speaker are fact or opinion.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> After listening to a speaker, recall the speaker’s claims and determine whether they are fact or opinion. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine whether the claims made by a speaker are fact or opinion. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Determine whether one specific claim made by a speaker is fact or opinion. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Communicate own opinion about a claim made by a speaker. 	___Y ___N

Common Core State Standard: SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.4. Present findings including descriptions, facts, or details related to a main idea or theme.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Present own findings including descriptions, facts, or details related to a main idea or theme. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Present findings including descriptions, facts, or details related to a main idea or theme. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Present findings including details related to a main idea or theme. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate a detail related to a selected topic. 	___Y ___N

Common Core State Standard: SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.5. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select items, images, or photographs to create a visual or tactual display. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Select items for a visual or tactual display for the group to use in a presentation. 	___Y ___N

Common Core State Standard: SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.7.6. Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Participate in communication activities with a partner. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Communicate with multiple communication partners. 	___Y ___N

Common Core State Standard: L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.1. Demonstrate standard English grammar and usage when		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
writing or communicating. a. Produce simple complete sentences when writing or communicating.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce a combination of simple and complex complete sentences when writing and communicating. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Produce simple complete sentences when writing or communicating. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use multiple word utterances when writing or communicating. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond to standard English grammar and usage when communicating. 	___Y ___N

Common Core State Standard: L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.1.b. N/A		Indicate Yes or No

Common Core State Standard: L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.1.c. N/A		Indicate Yes or No

Common Core State Standard: L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie; but not, He wore an old[,] green shirt.*)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.2. Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation when writing a sentence or question.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use end punctuation when writing text with multiple sentences. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use end punctuation when writing a sentence or question. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use a period to end a sentence. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in shared writing of sentences. 	___Y ___N

Common Core State Standard: L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Spell correctly.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.2.b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Spell common sight words correctly. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Demonstrate awareness of letters and words. 	___Y ___N

Common Core State Standard: L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.3. Use language to achieve desired meaning when writing or communicating. <ul style="list-style-type: none"> a. Use precise language as required to achieve desired meaning. 		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use precise language as required to achieve desired meaning. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use language to communicate. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Acknowledge and respond to communication. 	___Y ___N

Common Core State Standard: L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content related words is missing from a sentence.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: • Use context to determine the meaning of a new word.	___Y ___N
Level III	Student demonstrates the content knowledge and skills: • Use context to identify which word in an array of content-related words is missing from a sentence.	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: • Match vocabulary to meaning.	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : • Demonstrate an understanding of the meaning of common words.	___Y ___N

Common Core State Standard: L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.4.b. N/A		Indicate Yes or No

Common Core State Standard: L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.4.c. Seek clarification and meaning support when		

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
unfamiliar words are encountered while reading or communicating.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize a new word when encountered while reading or communicating. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Asks for help when needed. 	___Y ___N

Common Core State Standard: L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.4.d. N/A		Indicate Yes or No

Common Core State Standard: L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.5. Demonstrate an understanding of word relationships. <ul style="list-style-type: none"> Demonstrate understanding of synonyms and 		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
antonyms.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce synonyms and antonyms. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate understanding of synonyms and antonyms. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify common words that are opposites. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Sort words into categories. 	___Y ___N

Common Core State Standard: L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.5.b. N/A		Indicate Yes or No

Common Core State Standard: L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.5.c. N/A		Indicate Yes or No

Common Core State Standard: L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.7.6. Use general academic and domain-specific words and		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
phrases.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Acquire and use general academic and domain-specific words and phrases. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Use general academic and domain-specific words and phrases. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Identify general academic and domain-specific words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Identify pictures and other symbols that represent general academic and domain-specific words. 	___Y ___N