

Performance Level Descriptors

English Language Arts Grade 7

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Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level *as well as all content and skills in any performance levels that precede it, if any*. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Range Performance Level Descriptors

Reading: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Reading Strand – Key Ideas and Details

Developing	Approaching	Meeting	Advanced
<p>A student at this level can minimally cite limited textual evidence to support a basic analysis of what the text says explicitly and attempt to make logical inferences. (RI&RL)</p>	<p>A student at this level can partially cite textual evidence that supports an analysis of what the text says explicitly/implicitly and make partially logical inferences. (RI&RL)</p>	<p>A student at this level can cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>A student at this level can cite ample textual evidence that thoroughly and strongly supports an analysis of what the text says explicitly/implicitly and make well-developed logical inferences. (RI&RL)</p>
<p>can minimally summarize texts, from a variety of genres, to determine one theme or central idea and analyze its development over the course of a text. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to partially determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to thoroughly determine one or more themes or central ideas and thoroughly analyze their development over the course of the text. (RI &RL)</p>
<p>in literary texts, can minimally describe how elements of plot are related, affect one another, and contribute to meaning. (RL)</p>	<p>in literary texts, can partially describe how elements of plot are related, affect one another, and contribute to meaning. (RL)</p>	<p>in literary texts, can analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)</p>	<p>in literary texts, can thoroughly analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)</p>

Reading Strand – Craft and Structure

Developing	Approaching	Meeting	Advanced
A student at this level	A student at this level	A student at this level	A student at this level

can minimally or incompletely determine the meaning of words and phrases, including figurative and connotative meanings; minimally analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a below- or grade-appropriate text. (RI&RL)	can partially or inconsistently determine the meaning of words and phrases, including figurative and connotative meanings; partially analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	can determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	can consistently determine the meaning of words and phrases, including figurative and connotative meanings; thoroughly analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
in literary texts, can attempt to minimally analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)	in literary texts, can partially analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)	in literary texts, can analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)	in literary texts, can thoroughly analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)
in informational texts, can attempt to minimally identify the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)	in informational texts, can partially identify the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)	in informational texts, can analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)	in informational texts, can thoroughly analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
in literary texts, can attempt to minimally identify how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)	in literary texts, can partially identify how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)	in literary texts, can analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)	in literary texts, can thoroughly analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)
in informational texts, can attempt to explain how an author's geographic location, identity, and/or culture affect perspective; attempt to or incompletely analyze how the	in informational texts, can partially explain how an author's geographic location, identity, and/or culture affect perspective; partially analyze how the author	In informational texts, can explain how an author's geographic location, identity, and/or culture affect perspective; can analyze how the author addresses	in informational texts, can thoroughly explain how an author's geographic location, identity, and/or culture affect perspective; can thoroughly analyze how the author addresses

author addresses conflicting evidence or viewpoints. (RI)	addresses conflicting evidence or viewpoints. (RI)	conflicting evidence or viewpoints. (RI)	conflicting evidence or viewpoints. (RI)
Reading Strand - Integration of Knowledge and Ideas			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can attempt to describe a written text with audio, filmed, staged, or digital versions in terms of the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)</p>	<p>A student at this level</p> <p>can partially or inconsistently describe a written text with audio, filmed, staged, or digital versions in terms of the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)</p>	<p>A student at this level</p> <p>can compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)</p>	<p>A student at this level</p> <p>can thoroughly compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media's and each format's portrayal of a subject. (RI&RL)</p>
<p>can attempt to trace and evaluate an argument and specific claims in text; minimally or incompletely assess whether the reasoning is valid, and the evidence is relevant and sufficient; minimally or incompletely recognize when irrelevant evidence is introduced. (RI)</p>	<p>can partially or inconsistently trace and evaluate an argument and specific claims in texts, partially assessing whether the reasoning is valid, and the evidence is relevant and sufficient; partially recognize when irrelevant evidence is introduced. (RI)</p>	<p>can trace and evaluate an argument and specific claims in texts; assess whether the reasoning is valid, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI)</p>	<p>can thoroughly trace and evaluate an argument and specific claims in texts, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; consistently recognize when irrelevant evidence is introduced. (RI)</p>
<p>can attempt to identify criteria to evaluate the quality of texts; attempt to make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<p>can partially or inconsistently choose and develop criteria to evaluate the quality of texts; partially or inconsistently make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<p>can choose and develop criteria to evaluate the quality of texts; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<p>can skillfully and consistently choose and develop criteria to evaluate the quality of texts; make deep connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>
<p>Writing: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</p>			

Writing Strand – Text Types and Purposes			
Developing	Approaching	Meeting	Advanced
<p>A student at this level can minimally compose basic reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can partially or inconsistently compose basic reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can consistently and effectively compose well-developed reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<p>can write simple text in a variety of modes: write simple arguments to minimally or incompletely introduce and support claim(s), using little logical reasoning, relevant evidence, and literary theory; attempt to introduce claim(s), acknowledge alternate or opposing claims, and minimally or incompletely organize the reasons and evidence logically; attempt to use few accurate and credible sources.</p>	<p>can write text in a variety of modes: write basic arguments to partially introduce and support claim(s), using some logical reasoning, relevant evidence, and literary theory; can partially introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence somewhat logically; can use some accurate and credible sources.</p>	<p>can write text in a variety of modes: write arguments to introduce and support claim(s), using logical reasoning, relevant evidence, and literary theory; introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically; use accurate and credible sources.</p>	<p>can skillfully write text in a variety of modes: write well-developed arguments to introduce and support claim(s), consistently using logical reasoning, relevant evidence, and literary theory; skillfully introduce claim(s), consistently acknowledge alternate or opposing claims, and organize the reasons and evidence logically; can skillfully use accurate and credible sources.</p>
<p>write informative text that minimally examines a topic and conveys ideas, concepts, and information through the selection of content by attempting to introduce and develop a topic with minimally relevant facts, definitions, concrete details,</p>	<p>write basic informative text to partially examine a topic and convey ideas, concepts, and information through the selection and organization of content by partially introducing and developing a topic with partially relevant facts, definitions,</p>	<p>write informative text, examine a topic and convey ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details,</p>	<p>write well-developed informative text, thoroughly examine a topic and convey ideas, concepts, and information through the selection and organization of ample relevant content by thoroughly introducing and developing a</p>

quotations, or other information and examples, minimally organizing ideas, concepts, and information into broader categories; include minimal formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.	concrete details, quotations, or other information and examples, partially organizing ideas, concepts, and information into broader categories; include some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into meaningful broader categories; include ample formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
write basic narratives that develop real or imagined experiences or events, using limited descriptive details or event sequences; minimally engage and orient the reader by establishing a context and point of view or by introducing a narrator or characters; attempt to use some techniques, such as dialogue, pacing, description, and reflection, to minimally develop experiences, events, and characters.	write narratives that develop real or imagined experiences or events, using some descriptive details and event sequences that partially organize an event sequence somewhat logically; partially engage and orient the reader by establishing a context and point of view or by introducing a narrator or characters; use some techniques, such as dialogue, pacing, description, and reflection to partially develop experiences, events, and characters.	write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically; engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.	write well-developed narratives that develop real or imagined experiences or events using ample relevant descriptive details and well-structured event sequences that organize an event sequence logically; thoroughly engage and orient the reader by establishing a clear context and point of view and introducing a narrator or characters; skillfully use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
(organization) can create writing that uses a basic introduction, text structure that minimally supports and clarifies the purpose and topic, and a limited concluding statement that may or may not be appropriate to the mode of writing.	(organization) can create writing that uses an introduction that partially creates suspense or anticipation for the reader, text structure that partially supports and clarifies the purpose and topic, and a simple concluding statement appropriate to the mode of writing.	(organization) can create writing that uses an introduction that creates suspense and anticipation for the reader, text structure that supports and clarifies the purpose and topic, and a concluding statement appropriate to the mode of writing.	(organization) can create writing that uses an introduction that skillfully creates suspense and anticipation for the reader, text structure that thoroughly supports and clarifies the purpose and topic, and a well-developed concluding statement appropriate to the mode of writing.

(transitions) can use a few appropriate transitions that minimally connect and develop ideas.	(transitions) can use appropriate transitions that partially connect and develop ideas.	(transitions) can use a variety of appropriate transitions that connect and develop ideas.	(transitions) can use a variety of appropriate transitions that clearly connect and develop ideas.
(word choice) can use basic words, phrases, and clauses to create weak cohesion and to minimally clarify the relationships; use minimal sensory language to describe experiences and events.	(word choice) can use words, phrases, and clauses to partially create cohesion or clarify the relationships; use basic sensory language to describe experiences and events.	(word choice) can use words, phrases, and clauses to create cohesion and clarify the relationships; use sensory language to describe experiences and events.	(word choice) can use ample words, phrases, and clauses to create cohesion and clarify the relationships; use ample sensory language to describe experiences and events.
Writing Strand – Production and Distribution of Writing			
Developing	Approaching	Meeting	Advanced
A student at this level with minimal independence and collaboration, can produce short, minimally clear or coherent writing in which the incomplete development, weak organization, and minimal style are minimally or incompletely culturally-sustaining and rhetorically authentic to task, purpose, and audience.	A student at this level can independently and collaboratively produce somewhat clear and coherent writing in which the development, organization, and style are partially culturally-sustaining and rhetorically authentic to task, purpose, and audience.	A student at this level can independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.	A student at this level can independently and collaboratively produce consistently clear and coherent writing in which the development, organization, and style are thoroughly culturally-sustaining and rhetorically authentic to task, purpose, and audience.
with some guidance and support from peers and adults, can minimally develop and strengthen writing as needed by limited planning, revising, editing, rewriting, or trying a new approach, minimally focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can partially develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, partially or inconsistently focusing on how well purpose and audience have been addressed.	with some guidance and support from peers and adults, can 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.	with some guidance and support from peers and adults, can consistently and effectively develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, thoroughly focusing on how well purpose and audience have been addressed.

can use basic technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish short writing, present weak relationships between information and ideas, and minimally interact and collaborate with others, including minimal or incompletely linking to and citing a source.	can partially use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish basic writing, partially present the relationships between information and ideas efficiently, and partially interact and collaborate with others, including partially linking to and citing sources.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile) and/or other interactive formats, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others, including linking to and citing sources.	can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile) and/or other interactive formats) to skillfully produce and publish writing and present the relationships between information and ideas efficiently and thoroughly as well as to interact and collaborate with others, including linking to and citing ample sources.
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Writing Strand – Inquiry to Build and Present Knowledge

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can minimally or incompletely conduct short inquiry projects to answer a simple question (including self-generated questions), drawing on one or fewer basic sources and minimally generating additional questions for further research and investigation.</p>	<p>A student at this level</p> <p>can partially or inconsistently conduct short inquiry projects to answer a question (including self-generated questions), partially drawing on two or fewer grade-appropriate sources and partially generating additional questions that allow for multiple avenues of exploration.</p>	<p>A student at this level</p> <p>can conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>A student at this level</p> <p>can consistently and effectively conduct short inquiry projects to thoroughly answer a question (including self-generated questions), drawing on several sources and generating ample additional related, focused questions that allow for multiple avenues of exploration.</p>
can gather minimal relevant information from multiple print and digital sources, using search terms inconsistently; minimally or incompletely assess the credibility and accuracy of each source; attempt to minimally quote or	can gather some relevant information from multiple print and digital sources, using search terms; partially assess the credibility and accuracy of each source; inconsistently quote or paraphrase the data and conclusions of others while	can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while	can thoroughly gather ample relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while

paraphrase the data and conclusions of others.	avoiding plagiarism; partially follow a standard format for citation.	avoiding plagiarism; and follow a standard format for citation.	avoiding plagiarism; consistently follow a standard format for citation.
can draw minimal evidence from literary or informational texts to minimally support analysis, reflection, and inquiry.	can draw partial evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	can draw ample evidence from literary or informational texts to support analysis, reflection, and inquiry.
<p>Language: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</p>			
<p>Language Strand – Knowledge of Language</p>			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can minimally or incompletely demonstrate a limited understanding of how language functions in different cultures, contexts, and disciplines; can attempt to apply this knowledge to minimally comprehend when reading and listening; make few minimally effective choices when composing, creating, and speaking.</p>	<p>A student at this level</p> <p>can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; partially apply this knowledge to comprehend more fully when reading and listening; inconsistently make effective choices when composing, creating, and speaking.</p>	<p>A student at this level</p> <p>can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening; make effective choices when composing, creating, and speaking.</p>	<p>A student at this level</p> <p>can consistently and effectively demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; thoroughly apply this knowledge to comprehend more fully when reading and listening; consistently make effective choices when composing, creating, and speaking.</p>
<p>can minimally or incompletely recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>

can attempt to determine the language demands of a writing/speaking situation; rarely respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can partially or inconsistently determine the language demands of a writing/speaking situation and partially respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).	can consistently determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
can minimally or incompletely expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can consistently and effectively expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
can minimally maintain consistency in style or tone.	can partially maintain consistency in style or tone.	can maintain consistency in style and tone.	can consistently maintain consistency in style and tone.
when appropriate, can attempt to minimally eliminate wordiness or redundancy.	when appropriate, can partially eliminate wordiness and redundancy.	when appropriate, can eliminate wordiness and redundancy.	when appropriate, can skillfully and thoroughly eliminate wordiness and redundancy.

Language – Vocabulary Acquisition and Use

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can minimally or incompletely determine or clarify the meaning of unknown and multiple-meaning words and phrases in below- or at-grade-level reading and content; use limited, explicit context clues; minimally or incompletely analyze meaningful word parts; consult basic general and specialized reference materials; and apply</p>	<p>A student at this level</p> <p>can partially or inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; inconsistently use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply</p>	<p>A student at this level</p> <p>can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.</p>	<p>A student at this level</p> <p>can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and skillfully apply word-solving</p>

few word-solving strategies (for meaning) as appropriate.	word-solving strategies (for meaning) as appropriate.		strategies (for meaning) as appropriate.
can minimally 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).	can partially or inconsistently 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).	can 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).	can consistently 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).
can attempt to use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use basic grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can consistently and effectively use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
can attempt to demonstrate understanding of simple figurative language, word relationships, and nuances in word meanings.	can demonstrate partial understanding of basic figurative language, word relationships, and nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.
can attempt to determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can attempt to minimally or incompletely describe differences in connotation and their impact on meaning and tone.	can partially determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can partially describe differences in connotation and their impact on meaning and tone.	can determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, can describe differences in connotation and their impact on meaning and tone.	can consistently determine the denotative, connotative, and figurative meanings of at- or above-grade-level words and phrases used in texts; when words have similar denotations, can effectively describe differences in connotation and their impact on meaning and tone.
can attempt to minimally analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	can partially analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	can analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	can thoroughly analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).

can attempt to demonstrate a limited ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can attempt to make rare intentional vocabulary choices appropriate to the context and situation.	can demonstrate a partial or inconsistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can partially make intentional vocabulary choices appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make intentional vocabulary choices appropriate to the context and situation.	can demonstrate a consistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can make effective intentional vocabulary choices appropriate to the context and situation.
Language – Conventions of Standardized English			
Developing	Approaching	Meeting	Advanced
A student at this level can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can attempt to discern when and where it is appropriate to use standardized English.	A student at this level can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can partially or inconsistently discern when and where it is appropriate to use standardized English.	A student at this level can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.	Meets is the highest level for this expectation.
can attempt to appropriately use and explain the intended purpose of language choice with phrases and clauses; simple, compound, and complex sentences signaling differing relationships among ideas; recognizing and correcting dangling modifiers.	can inconsistently use and explain the intended purpose of language choice with phrases and clauses; simple, compound, and complex sentences signaling differing relationships among ideas; recognizing and correcting dangling modifiers.	can appropriately use and explain the intended purpose of language choice with phrases and clauses; simple, compound, and complex sentences signaling differing relationships among ideas; recognizing and correcting dangling modifiers.	

<p>can minimally or incompletely demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can attempt to discern when and where it is appropriate to use standardized English.</p>	<p>can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.</p>	<p>can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; discern when and where it is appropriate to use standardized English.</p>	
<p>attempt to appropriately use and minimally explain the intended purpose in conventions with commas to separate coordinate adjectives and correct spelling.</p>	<p>can inconsistently use and explain the intended purpose in conventions with commas to separate coordinate adjectives and correct spelling.</p>	<p>can appropriately use and explain the intended purpose in conventions with commas to separate coordinate adjectives, correct spelling.</p>	