

Subject: English/Language Arts		Grade: 7-1	Strand: Reading Literature/Non-Fiction
Standard: 7.RL.2.2/7.RN.2.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Make real world connections or text to text connections related to the central idea/theme.	Sample Task(s)	
		Summarize in four to five sentences the theme and how it was developed throughout a story or situation in life.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: - Analyze the development of a theme. - Analyze the development of a central idea. - Provide a detailed summary that supports the analysis. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		How is the theme developed throughout the story?	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define the terms analyze, theme, and central idea. - Provide key points from the text.	Sample Task(s)	
		Name the key points of the text.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-1	Strand: Reading Literature
Standard: 7.RL.3.2- Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. - Cite relevant textual evidence that supports how an author develops the point of view of the narrator. - Cite relevant textual evidence that supports his or her interpretation of the mood, tone, and meaning of the text.	Sample Task(s)	
		What is the effect of the point of view on this story?	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: Analyze how an author develops the points of view of different characters or narrators. Analyze how an author contrasts the points of view of different characters and narrators. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		Identify the phrases that show a character's point of view and the phrases that show the narrator's point of view.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define the terms develops, analyze, contrast, and narrators. - Identify different points of view.	Sample Task(s)	
		What is the point of view in the story?	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-1	Strand: Writing
Standard: 7.W.3.2 Write informative compositions in a variety of forms.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. • Make no errors in punctuation, capitalization, grammar, and spelling so that communication is not hindered in any way. • Form sentences that are varied and well constructed.	Sample Task(s)	
		The student will have five strong paragraphs, a clear concise thesis, and evidence to support the thesis.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		You have been asked to create a prototype of a Recycling Superhero by the E-Cycling Dynamic Recycling Company. They are an upstart company and are looking for that one product that will put them on the map. They are hoping that you will do this for them. After researching this prototype for them, you will provide an informational essay all about your amazing-one-of-a-kind superhero. You need to be sure to include: • Information about where your idea came from • Details about your recycle superhero • Information on how it is an amazing-one-of-a-kind • Inviting introduction and strong conclusion • Introduction, body and conclusion.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		

		Sample Task(s)
2.0	The student is demonstrating success on the following foundational concepts and skills: • Define the terms classification, formatting, graphics, multimedia, comprehension, topic, relevant, cohesion, concrete details, clarify, precisely, concisely, and redundancy. • Understand the purpose of an informational essay. • Uses information based on prior knowledge. • Includes a concluding statement but does not follow the information presented.	The student would have three paragraphs demonstrating an understanding of introduction, body, and conclusion. The student would provide information based on their own knowledge in the essay.
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: English/Language Arts		Grade: 7-2	Strand: Reading Literature/Non-Fiction
Standard: 7.RL.2.1/7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. • Draw more evidence from textual evidence • Demonstrate an in depth understanding of the text, which is reflected in the textual evidence he/she has cited • Exhibit the ability to make higher order inferences	Sample Task(s)	
		Explain how you were able to infer the author's purpose by using text evidence.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: • Cite textual evidence. • Support analysis explicitly and with inferences. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		What is the author's purpose of the passage? Cite two pieces of evidence from the text.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: • Define the terms cite, textual evidence, support analysis, explicit, and inferences. • Identify textual evidence provided with choices or a visual aid.	Sample Task(s)	
		What is the main focus of this passage? • How to win the presidency of the United States. • The steps of running for President of the United States.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-2	Strand: Reading Non-Fiction
Standard: 7.RN.4.1- 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, noting instances of bias and stereotyping.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. - Make real world, and text connections based on an author's argument and claims. - Compare and contrast the argument and claims of different authors about the same topic/issue.	Sample Task(s)	
		Compare and Contrast the author's arguments.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: - Trace the argument and specific claims in a text. - Evaluate the argument and specific claims in a text. - Assess whether the reasoning is sound and sufficient to support the claim. - Assess whether the evidence is relevant and sufficient to support the claim. - Note instances of bias and stereotyping. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		List three pieces of evidence the author used to support his/her argument.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define the terms argument, trace, claims, reasoning, evaluate, assessing sufficient, bias, relevant, and stereotyping. - State the argument in a text. - Identify the author's claims within the text.	Sample Task(s)	
		What is the author's claim in the article?	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-2	Strand: Writing
Standard: 7.W.3.1- Write arguments in a variety of forms.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. - Make no errors in punctuation, capitalization, grammar, and spelling so that communication is not hindered in any way. - Form sentences that are varied and well constructed.	Sample Task(s)	
		The student will have six strong paragraphs, a clear concise thesis, with strong arguments, a counter argument, and evidence to support the thesis.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: - Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text - Establish and maintain a consistent style and tone appropriate to purpose and audience. - Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. - Provide a concluding statement or section that follows from and supports the argument presented. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		The student will read an article from Scholastic Scope Magazine that presents two arguments over a topic, and he/she will be asked to choose a side. The student will then be asked to; - Introduce the claim with a thesis statement - Use logical reasoning and evidence to support three reasons why he/she support the claim - Provide a counter argument to the claim - Make a concluding statement that supports the argument - Include and inviting introduction and strong conclusion	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define the terms alternate, opposing, logical, relevant, credible, consistent, tone, cohesion, and clarify. - Form a claim about the topic or issue. - Supports claim using prior knowledge. - Includes concluding statement that does not follow the argument.	Sample Task(s)	
		The student would have three paragraphs demonstrating an understanding of introduction, body, and conclusion. The paper will form a claim on a topic or issue.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		

1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	

Subject: English/Language Arts		Grade: 7-3	Strand: Reading Non-Fiction
Standard: 7.RN.2.3 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).			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. • Draw conclusions about the overall text structure. • Draw conclusions about the implications of what has been elaborated upon in the text.	Sample Task(s)	
		What conclusions has the author developed about the overall text?	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: • Analyze the interactions of how ideas influence individuals or events. • Analyze the interactions of how individuals influence ideas or events. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		How does the novel develop the idea of the effect of the well on Nya's village?	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: • Define the terms analyze, interaction, and influence. • Identify the event in a text. • Identify the individual in a text.	Sample Task(s)	
		What event made the positive change in Nya's village?	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-3	Strand: Reading Non-Fiction
Standard: 7.RN.3.3- Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. - Cite textual evidence that supports his/her interpretation of the author's purpose/perspective. - Draw conclusions about why the author's perspective/purpose is what it is.	Sample Task(s)	
		What textual evidence supports the author's conclusion?	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: - Determine the author's perspective in a text. - Determine the author's purpose in a text. - Analyze how the author distinguishes his or her position from the positions of others. The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		How does this view fit in with the author's purpose in the passage?	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define the terms perspective, purpose, analyze, distinguish, and position. - Recall possible purposes for a text.	Sample Task(s)	
		What is the author's purpose of the text?	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-3	Strand: Reading Non-Fiction
Standard: 7.RN.4.3 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.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. In addition to using context to determine the meaning and clarifying the meaning of words and phrases, the student will: • Evaluate the validity of each author's presentation of key information • Evaluate which author more effectively presented key information • Explain how an author effectively presented key information	Sample Task(s)	
		Which author(s) effectively presented key information?	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: The student is consistently able to apply the grade level concepts and skills above. • Analyze how two or more authors writing about the same topic shape their presentations of key information • analyze how the author emphasizes different evidence or advances different interpretations of facts	Sample Task(s)	
		Compare and contrast how the two authors presented evidence	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: • define analyze, presentations, key information, emphasize, evidence, advance, interpretations • identify how one author presents key information	Sample Task(s)	
		How did the author present key information?	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-4	Strand: Reading Non-Fiction
Standard: 7.RV.2.1 Use context to determine or clarify the meaning of words or phrases.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Justify analysis of word meaning with text examples, connection to another text, or real world ideas.	Sample Task(s)	
		Use example of text or from connections to other text to analyze the meanings of words that are unknown.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: The student is consistently able to apply the grade level concepts and skills above. - Use context to determine the meaning of words and phrases. - Use context to clarify the meaning of words and phrases.	Sample Task(s)	
		Give the meaning of a word by using the context clues of the sentences surrounding the word.	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define context, clarify, and determine. - Choose the correct meaning of a word from choices or other visual aides.	Sample Task(s)	
		Write definitions, sentences and draw illustrations of vocabulary words.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-4	Strand: Reading Fiction
Standard: 7.RL.2.3 Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Evaluate the interactions of the elements in a work of literature.	Sample Task(s)	
		Evaluate how the change in the characters affected the outcome of the story.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: The student is consistently able to apply the grade level concepts and skills above. - Analyze how the setting shapes the characters - Analyze how the setting shapes the plot	Sample Task(s)	
		How does the character change from the beginning to the end of the story?	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define setting, character, plot, exposition, climax, resolution - Identify the elements of the plot	Sample Task(s)	
		Read a story and fill in a basic plot outline.	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>		
1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.		
0.0	There is no evidence of success on the foundational concepts and skills, even with support.		

Subject: English/Language Arts		Grade: 7-4	Strand: Reading Literature
Standard: 7.RL.3.1- Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.			
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3. Create a plot outline to develop an original story.	Sample Task(s)	
		Write an original story following a plot outline.	
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>		
3.0	The student demonstrates proficiency on the grade level standard by: - Analyze a work of literature's structural elements. - Analyze subplots, parallel episodes, climax, and conflicts - Analyze how the elements contribute to the meaning and plot The student is consistently able to apply the grade level concepts and skills above.	Sample Task(s)	
		How does the author develop the conflict throughout the story?	
2.5	<i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i>		
2.0	The student is demonstrating success on the following foundational concepts and skills: - Define analyze structure, subplots, parallel episodes, climax, conflicts - Understand a plot outline	Sample Task(s)	
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	How does the resolution contribute to the plot?	

1.0	The student can demonstrate some success on the foundational concepts and skills but requires support to do so.	
0.0	There is no evidence of success on the foundational concepts and skills, even with support.	