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| Topic: English Language Arts/Reading | |
| Included Standards: Grade 7 Access Points Vocabulary and Fluency | |
| Grade: 7 | |
| Score 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. |
| Score 3.0 | <p>The student will be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression and be able to use multiple strategies to increase knowledge of grade level appropriate vocabulary.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to, read and discuss a variety of text. (I/S) <input type="checkbox"/> Read text with accuracy (I) <input type="checkbox"/> Listen and respond to stories and informational text (P) <input type="checkbox"/> Determine the meaning of a word with multiple meanings (e.g. homographs) in context. (I) <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p> |
| Score 2.0 | <p>The student:</p> <p>Recognizes or recalls specific terminology: rate, expression, multisyllabic, prefixes, suffixes, root words, phrase, context clues</p> <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use new vocabulary that is introduced and taught directly. (I/S) <input type="checkbox"/> Use context clues and graphics to determine meaning of unknown words (I) <input type="checkbox"/> Use context clues and illustrations to determine meaning of unknown words. (S) <input type="checkbox"/> Categorize key vocabulary (I/S) <input type="checkbox"/> Relate new vocabulary to familiar words. (I/S) <input type="checkbox"/> Respond to new vocabulary that is introduced and taught directly. (P) <input type="checkbox"/> Recognize common abbreviations. (S) <input type="checkbox"/> Recognize and use prefixes (mis-, in-) and suffix (-er). (I) <input type="checkbox"/> Recognize and use common suffixes (-s, -es). (S) <input type="checkbox"/> Recognize synonyms, antonyms, and homophones. (S) <input type="checkbox"/> Determine the meaning of unknown words using a dictionary and digital tool. (I) <input type="checkbox"/> Determine the meaning of unknown words using a picture dictionary and digital tool. (S) <input type="checkbox"/> Read text with high frequency sight words and phonetically regular words with accuracy. (S) <input type="checkbox"/> Use phonics skills to decode words with special vowel spellings. (I) <input type="checkbox"/> Use phonics skills to decode phonetically regular multisyllabic words. (S) <input type="checkbox"/> Select and respond to objects, pictures, or symbols paired with words in familiar school activities. (P) <input type="checkbox"/> Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities. (P) <input type="checkbox"/> Identify pictures or symbols paired with words to indicate the next step in familiar daily activities. (P) <input type="checkbox"/> Identify persons, objects and actions by name or characteristics (P) <p>No major errors or omissions regarding the score 2.0 content.</p> |
| Score 1.0 | With help, I know some of 2.0 and 3.0. |
| Score 0.0 | Even with help, I am unable to understand. |

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| Topic: English Language Arts/Reading | |
| Included Standards: Grade 7 Access Points Comprehension | |
| Grade: 7 | |
| Score 4.0 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. |
| Score 3.0 | <p>The student will be able to use a variety of strategies to comprehend grade level text.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, prediction, using graphic organizers, and requesting assistance for clarification. (I/S) <input type="checkbox"/> Use resources when necessary to clarify meaning of picture, symbols, or words in classroom activities. (P) <input type="checkbox"/> Identify the author’s purpose (e.g., to inform, entertain, persuade) in a variety of texts and use the information to construct meaning. (I) <input type="checkbox"/> Identify cause and effect relationships in stories and informational text. (I) <p>Identify text structures (e.g., comparison/contrast, explicit cause and effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers. (I)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the theme in fiction or nonfiction selections. (I) <input type="checkbox"/> Identify similarities and differences in characters, actions, or settings in two texts. (I) <input type="checkbox"/> Identify the author’s purpose (e.g., tell a story, give information, explain how to do something, elicit feelings) in texts. (S) <input type="checkbox"/> Identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers. <input type="checkbox"/> Identify fiction and nonfiction selections based on a theme (e.g, bravery, friendship). (S) <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p> |
| Score 2.0 | <p>The student:</p> <p>Recognizes or recalls specific terminology: text feature, prediction, author’s purpose, main idea, supporting detail, cause/effect, similarities, differences</p> <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened. (S) <input type="checkbox"/> Determine the main idea or essential message in text through identifying relevant details and facts. (I) <input type="checkbox"/> Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g., table of contents, headings, simple charts and maps, text styles) to make and confirm prediction of content and purpose of reading selections. (I/S) <input type="checkbox"/> Respond accurately and consistently to pictures or symbols paired with words used to guide classroom activities. (P) <input type="checkbox"/> Recognize details in read-aloud stories and informational text. (P) <input type="checkbox"/> Identify persons, objects, actions, or events in read-aloud narrative and informational texts used in daily activities. (P) <input type="checkbox"/> Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities. (P) <input type="checkbox"/> Recognize familiar read-aloud stories with a theme (e.g., caring). (P) <p>No major errors or omissions regarding the score 2.0 content.</p> |
| Score 1.0 | With help, I know some of 2.0 and 3.0. |
| Score 0.0 | Even with help, I am unable to understand. |