### 7th Grade English — Performance Level Descriptors

#### Production of Writing (POW)

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- A student performing at the Needs Support level:
  - is working on identifying the overall purpose of an essay when the content or structure of the essay is somewhat complex.
  - determines the rhetorical purpose of individual words within a paragraph.
  - is working on determining whether or not information relates to the focus of a paragraph.
  - identifies the progression of ideas within and across paragraphs.
  - identifies main ideas of increasing complexity in paragraphs.
  - identifies logical relationships within paragraphs when the logical relationships are somewhat subtle.

- A student performing at the Close level:
  - determines the overall purpose of an essay (e.g., to reflect, to argue) when the content or structure of the essay is somewhat complex.
  - uses a word to achieve a particular rhetorical purpose in the context of an individual sentence.
  - determines whether or not a sentence relates to the focus of a paragraph, drawing on the context of adjacent sentences.
  - determines where to place a sentence to ensure the logical progression of ideas within a paragraph.
  - provides a transition word or phrase that logically connects two somewhat complex ideas between sentences or within a paragraph.

- A student performing at the Ready level:
  - determines whether a sentence in a paragraph contributes to the overall purpose of an essay when the content or structure of the essay is complex.
  - makes use of a word or phrase to enhance a particular rhetorical purpose in the context of the essay as a whole.
  - determines whether or not a sentence relates to the focus of a paragraph, drawing on the context of the essay as a whole.
  - determines where to place a sentence to ensure the logical progression of ideas across paragraphs.
  - provides a sentence that introduces the main idea of a somewhat complex paragraph.

- A student performing at the Exceeding level:
  - determines whether a sentence in a paragraph contributes to the overall purpose of an essay when the content or structure of the essay is complex.
  - makes use of a word or phrase to enhance a particular rhetorical purpose in the context of the essay as a whole.
  - determines whether or not a sentence relates to the focus of a paragraph, drawing on the context of the essay as a whole.
  - determines where to place a sentence to ensure the logical progression of ideas within and across paragraphs and to develop the purpose of the essay as a whole.
  - provides an introductory sentence that connects the main idea of a somewhat complex paragraph to the main idea of an essay as a whole.

#### Conventions of Standard English (CSE)

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- A student performing at the Needs Support level:
  - identifies logical relationships within paragraphs when the content or structure of the essay is somewhat complex.
  - combines an independent and dependent clause to form a complex sentence.
  - uses a subordinating conjunction to connect an independent and a dependent clause when the two clauses convey meaning that is abstract or complex for seventh-grade students.
  - uses a word or phrase to express a simple relationship between ideas in a sentence, drawing on the context of the paragraph containing the sentence.
  - uses logical parallelism within a sentence to communicate related ideas concisely.

- A student performing at the Close level:
  - chooses language that concisely communicates ideas in the context of a short informational paragraph, avoiding redundancy or unnecessary wording.
  - distinguishes academic language from more informal expression in simple informational contexts.
  - uses a word or phrase to express a simple relationship between ideas in a sentence, drawing on the context of the paragraph containing the sentence.
  - uses logical parallelism within a sentence to communicate related ideas concisely.

- A student performing at the Ready level:
  - chooses language that concisely communicates ideas in the context of an informational paragraph, avoiding redundancy or unnecessary wording.
  - distinguishes academic language from informal expression.
  - uses the appropriate word or phrase to precisely express a subtle relationship between ideas in a sentence with a formal/academic tone.
  - maintains stylistically parallel phrasing within a paragraph to effectively communicate related ideas.

- A student performing at the Exceeding level:
  - chooses language that concisely communicates ideas in an informational paragraph when the ideas are complex, avoiding redundant or unnecessary wording and producing a desired rhetorical effect.
  - skillfully and purposefully maintains a consistent tone in an informational paragraph when the tone is more formal/academic.
  - distinguishes academic language from informal expression.
  - uses the appropriate word or phrase to express a subtle relationship between ideas in a sentence with a formal/academic tone.

#### Knowledge of Language (KLA)

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- A student performing at the Needs Support level:
  - is working on the knowledge and skills needed to communicate ideas clearly and concisely.
  - is working on the knowledge and skills needed to achieve a consistent style and tone.
  - is working on the knowledge and skills needed to use appropriate conjunctions to express relationships within a sentence.
  - is working on the knowledge and skills needed to maintain logical parallel structure within a sentence.

- A student performing at the Close level:
  - chooses language that concisely communicates simple ideas in the context of a short informational paragraph, avoiding redundancy or unnecessary wording.
  - distinguishes academic language from more informal expression in simple informational contexts.
  - uses commas to set off noun phrases in a series in a sentence with a structure that is somewhat complex for seventh-grade students.
  - uses commas to separate adjectives that describe the same noun, and to set off appositive phrases in a sentence with a structure that is simple for seventh-grade students.

- A student performing at the Ready level:
  - chooses language that concisely communicates ideas in the context of an informational paragraph, avoiding redundancy or unnecessary wording.
  - distinguishes academic language from informal expression.
  - uses the appropriate word or phrase to precisely express a subtle relationship between ideas in a sentence with a formal/academic tone.
  - maintains stylistically parallel phrasing within a paragraph to effectively communicate related ideas.

- A student performing at the Exceeding level:
  - chooses language that concisely communicates ideas in an informational paragraph when the ideas are complex, avoiding redundant or unnecessary wording and producing a desired rhetorical effect.
  - skillfully and purposefully maintains a consistent tone in an informational paragraph when the tone is more formal/academic.
  - distinguishes academic language from informal expression.
  - uses the appropriate word or phrase to express a subtle relationship between ideas in a sentence with a formal/academic tone.

#### Reporting Categories

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