

**Missouri Assessment Program Achievement Level Descriptors (ALDs)
Grade 7 ELA (Fall 2014-Spring 2017)**

Below Basic	Basic	Proficient	Advanced
<p>Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit little command of the conventions of standard English.</p>	<p>Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts, and in writing. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.</p>	<p>Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational text, and in writing. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.</p>	<p>Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text, and in writing efficiently. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of standard English.</p>

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Reading Literary and Informational			
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<ul style="list-style-type: none"> • use inaccurate or minimal use text evidence when drawing conclusions or making inferences. • inaccurately determine meanings of words and phrases, literal or nonliteral language. • inconsistently and with little accuracy analyze across two or more texts, the structure, format, point of view and impact of choices. 	<ul style="list-style-type: none"> • cite basic or general pieces of textual evidence when drawing conclusion or making inferences . • provide a basic summary. • determine basic meanings of words; including simple connotative, denotative, and multiple meanings. • partially analyze across two or more texts the basic structure, format, point of view and impact of choices. 	<ul style="list-style-type: none"> • cite several pieces of relevant textual evidence explicitly from the text when inferencing. • determine theme or central idea of text, two or more central ideas in a text and analyze development over course of the text. • provide an objective summary. • analyze the elements or interactions between individuals, events, and ideas in the text. • determine figurative, connotative and technical meanings of words and phrases using context clues, affixes, root words, reference material. • analyze the impact of rhymes and repetition of sounds and word choice in a text. • analyze the form or structure an author uses to organize a text for meaning. • analyze how an author develops and contrasts 	<ul style="list-style-type: none"> • cite and identify strong and varied textual evidence across disciplines. • evaluate meaning of words based on complex context-word relationships, word structure, connotative and denotative meanings and word with multiple meanings. • evaluate the impact of complex literary devices and the impact of word choices in texts. • effectively analyze a case where two or more texts provide conflicting information on the same topic and interpret where the texts disagree.

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		<p>the points of view of different characters, narrator or others.</p> <ul style="list-style-type: none"> • compare and contrast a fictional portrayal of time, place, or character to a historical one through meaning. • determine the author’s point of view or purpose. • analyze how the author distinguishes his/her position from that of others. • trace and evaluate the argument and specific claims in a text. • assess whether the claim is sound and evidence is relevant and sufficient. • analyze how two or more authors writing about the same topic shape presentations of information differently. • distinguish among connotations and similar denotations. • interpret figures of speech in context for meaning. 	
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Writing

Below Basic	Basic	Proficient	Advanced
Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:	In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:	In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:	In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:

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<ul style="list-style-type: none"> minimal to no use of grade appropriate, general academic and domain-specific words and phrases. demonstrate minimal or no command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. 	<ul style="list-style-type: none"> partially revise and edit writing. basic use of grade appropriate, general academic and domain-specific words and phrases. demonstrate limited command of conventions of standard English grammar, usage, capitalization, punctuation and spelling. 	<ul style="list-style-type: none"> revise and edit writing. choose language that expresses ideas precisely and concisely recognizing and eliminating wordiness and redundancy demonstrate competent command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. use grade-appropriate general academic and domain-specific words and phrases. 	<ul style="list-style-type: none"> use complex language and vocabulary appropriate to purpose and audience.
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Listening

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</p>
<ul style="list-style-type: none"> minimally use details in information presented orally to answer questions. 	<ul style="list-style-type: none"> partially interpret and use basic information delivered orally to determine the main idea. partially delineate a speaker's argument and specific claims. 	<ul style="list-style-type: none"> analyze the main ideas and relevant supporting details presented orally and explain how the ideas clarify a topic or text. delineate a speaker's argument and specific claims. evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence. 	<ul style="list-style-type: none"> critically interpret and use most relevant information delivered orally.

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Research			
Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</p> <ul style="list-style-type: none"> • gather minimal information from a single piece of source material. 	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</p> <ul style="list-style-type: none"> • draw basic conclusions from one source material. • provide a limited summary from sources. 	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</p> <ul style="list-style-type: none"> • gather relevant information from sources. • assess the credibility and accuracy of sources. • quote or paraphrase the data and conclusions of others while avoiding plagiarism. • follow a standard format of citation. 	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</p> <ul style="list-style-type: none"> • critically evaluate and cite substantial, relevant evidence without plagiarism.