

**Missouri Assessment Program Performance Level Descriptors (PLD's)  
Grade 7 ELA**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<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, listening, and speaking forms. 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, listening, and speaking forms. 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 texts and in writing, listening, and speaking forms. 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 texts and in writing, listening, and speaking forms. 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 complete and 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 extensive command of the conventions of standard English.</p>

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<b>Reading Literary and Informational</b>			
<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</b></p> <ul style="list-style-type: none"> <li>• cite inaccurate, irrelevant, or no textual evidence explicitly.</li> <li>• determine a theme/central idea.</li> <li>• inconsistently determine the meaning of words and phrases.</li> <li>• inconsistently and with little accuracy analyze across two or more texts the structure, format, point of view, and impact of choices.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</b></p> <ul style="list-style-type: none"> <li>• cite minimal textual evidence explicitly when inferring, analyzing, and drawing conclusions.</li> <li>• provide a partial or biased summary.</li> <li>• determine a weak relationship between themes/central ideas and supporting evidence.</li> <li>• determine setting, character, and plot.</li> <li>• determine basic meaning of words and phrases including simple figurative language.</li> <li>• identify simple forms or structures in the text (cause/effect, etc.).</li> <li>• partially analyze across two or more texts the basic structure, format, point of view, and impact of choices.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</b></p> <ul style="list-style-type: none"> <li>• cite several relevant pieces of textual evidence explicitly when inferring, analyzing, and drawing conclusions.</li> <li>• summarize text distinct from personal opinions.</li> <li>• determine a theme(s) or central idea(s) of texts, and explain the relationship between themes and supporting evidence.</li> <li>• analyze how setting, characters, and plot affect each other and contribute to meaning.</li> <li>• determine and interpret the meaning of words, including figurative and connotative meanings of words and phrases using context clues, affixes, root words, or reference materials.</li> <li>• interpret visual elements from a text and draw conclusions from them.</li> <li>• analyze the impact of word choice on meaning and tone.</li> <li>• analyze the form or structure an author uses to organize a text for meaning.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</b></p> <ul style="list-style-type: none"> <li>• consistently cite relevant textual evidence explicitly when inferring, analyzing, and drawing conclusions.</li> <li>• determine a complex theme or explain a sophisticated relationship between theme and evidence.</li> <li>• explain a sophisticated relationship between literary elements.</li> <li>• interpret the intent and impact of figurative language, literary devices, and academic and domain-specific words and phrases.</li> <li>• evaluate the impact of complex literary devices and the impact of word choices in texts.</li> <li>• effectively analyze a case where two or more texts provide conflicting information on the same topic and interpret where the texts disagree.</li> </ul>

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	<ul style="list-style-type: none"> <li>• determine the author's point of view or purpose.</li> <li>• make comparisons within the text.</li> <li>• trace the argument in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• analyze how an author contrasts the points of view of different characters or narrators.</li> <li>• compare and contrast a fictional portrayal of time, place, or character to a historical one through meaning.</li> <li>• analyze how the author develops point of view or purpose.</li> <li>• analyze how the author distinguishes his/her position from that of others.</li> <li>• trace and evaluate the argument and specific claims in a text.</li> <li>• assess whether a claim is sound and evidence is relevant and sufficient.</li> <li>• analyze how two or more authors writing about the same topic shape presentations of information differently.</li> </ul>	
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**Writing**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</b></p>
<ul style="list-style-type: none"> <li>• demonstrate minimal command of conventions of standard English grammar, usage, capitalization, and spelling.</li> <li>• demonstrate minimal command of sentence variety.</li> </ul>	<ul style="list-style-type: none"> <li>• partially revise and edit writing.</li> <li>• inconsistently choose words that are clear and concise.</li> <li>• demonstrate limited command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> <li>• use limited variety of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• revise and edit writing.</li> <li>• maintain style and tone.</li> <li>• use a variety of sentence structures.</li> <li>• demonstrate competent command of the conventions of standard English grammar, usage, transitions, capitalization, and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• use complex language and vocabulary appropriate for purpose and audience.</li> </ul>

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**Speaking & Listening**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</b></p>
<ul style="list-style-type: none"> <li>• minimally delineate a speaker's argument and specific claims.</li> </ul>	<ul style="list-style-type: none"> <li>• partially delineate a speaker's argument and specific claims.</li> <li>• speak appropriately but may not always be audible or clear.</li> </ul>	<ul style="list-style-type: none"> <li>• delineate a speaker's argument and specific claims.</li> <li>• speak clearly, audibly, and to the point at an understandable pace.</li> <li>• recognize diverse viewpoints.</li> <li>• plan and deliver presentations appropriate for task, audience, and purpose, emphasizing specific points.</li> </ul>	<ul style="list-style-type: none"> <li>• plan and deliver appropriate and engaging presentations to demonstrate appropriateness for task, audience, and purpose, emphasizing specific points.</li> </ul>

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