

Grade 7 ELA CA #3 Skills & Standards Guide

On the skills-based common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- comprehending and analyzing literary nonfiction and informational texts on related or multiple themes
- synthesizing information from different genres as well as appropriate multimedia presentations in the form of audio and video clips
- comparing and contrasting how purpose and message are executed through a variety of text types and formats
- identifying the central idea and supporting details of a text
- determining the structure of a nonfiction text
- analyzing how a main idea is elaborated in a text
- citing textual evidence to support claims and ideas
- determining word meanings from their context
- constructing short prose responses to questions about text or other media
- engaging in the writing process to respond to a writing task prompt with an essay

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Standards and PARCC expectations.

Standards Covered:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text(s).	RI 7.1
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI 7.2
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).	RI 7.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of a specific word choice on meaning and tone.	RI 7.4
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI 7.5
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RI 7.6
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	RI 7.7
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims.	R.I 7.8
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.	R.I 7.9

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL 7.2
Write arguments to support claims with clear reasons and relevant evidence.	W 7.1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W 7.4
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W 7.9
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L 7.2
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies.	L.7.4
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.7.6

Argumentative Writing Rubric Grade 7

Criterion	5	4	3	2	1
<p>Reading Comprehension CCSS: RI-1, RI-2, RI-3, RI-4, RI-5, RI-6, RI-8, W-9b</p> <p><i>Includes appropriate textual evidence to support reasoning.</i></p> <p><i>Determines and analyzes central ideas presented in a text.</i></p> <p><i>Analyzes interactions between individuals or events presented in a text.</i></p> <p><i>Determines the meanings of words and phrases as they are used in a text.</i></p> <p><i>Analyzes the structure used in a text.</i></p> <p><i>Determines and analyzes points of view presented in a text.</i></p> <p><i>Traces and evaluates claims presented in a text.</i></p> <p><i>Draws evidence from informational texts to support claims.</i></p>	<p>-Provides accurate analysis of what the text says</p> <p>-Explicitly and inferentially cites convincing textual evidence to support the analysis</p> <p>-Shows full comprehension of complex ideas expressed in the text</p> <p>-Traces and evaluates claims</p>	<p>-Provides accurate analysis of what the text says</p> <p>-Explicitly and inferentially cites convincing textual evidence to support the analysis</p> <p>-Shows extensive comprehension of ideas expressed in the text</p> <p>-Traces claims presented</p>	<p>-Provides a mostly accurate analysis of what the text says</p> <p>-Explicitly and inferentially cites textual evidence</p> <p>-Shows a basic comprehension of ideas expressed in the text</p> <p>-Identifies claims presented</p>	<p>-Provides a minimally accurate analysis of what the text says</p> <p>-Cites textual evidence</p> <p>-Shows a limited comprehension of ideas expressed in the text</p> <p>-Inaccurately identifies claims presented</p>	<p>-Provides an inaccurate or no analysis of what the text says</p> <p>-Shows little or no comprehension of ideas expressed in the text</p> <p>-Fails to identify claims presented</p>
<p>Development of Ideas CCSS: W-1b, W-4, W-9</p> <p><i>Supports claims with logical reasoning and evidence.</i></p> <p><i>Produces clear and coherent writing.</i></p> <p><i>Draws evidence from texts to support analysis.</i></p>	<p>-Provides substantial and pertinent evidence</p> <p>-Effectively integrates and cites credible sources</p> <p>-Uses persuasive and valid reasoning to connect evidence with claims</p> <p>-Convincingly refutes specific counter-claims</p>	<p>-Provides sufficient and relevant evidence</p> <p>-Competently integrates and cites credible sources</p> <p>-Uses valid reasoning to connect evidence with claims</p> <p>-Competently refutes specific counter-claims</p>	<p>-Provides limited and/or superficial evidence</p> <p>-Competently integrates and cites credible sources</p> <p>-Uses some valid reasoning to connect evidence with claims</p> <p>-Ineffectively integrates evidence with claims</p>	<p>-Provides minimal and/or irrelevant evidence</p> <p>-Incorrectly integrates and cites sources that may or may not be credible</p> <p>-Uses limited, simplistic, or flawed reasoning to connect evidence with claims</p> <p>-Ineffectively integrates evidence</p>	<p>-Provides inaccurate, little, or no evidence</p> <p>-Incorrectly integrates and cites sources that may or may not be credible</p> <p>-Reasoning is missing or does not connect evidence with claims</p> <p>-Does not cite sources and/or text evidence</p>
<p>Focus CCSS: W-1, W-4</p> <p><i>Produces arguments to support claims with relevant reasoning and evidence.</i></p> <p><i>Produces clear and coherent writing.</i></p>	<p>-Insightfully addresses all aspects of the prompt</p> <p>-Introduces precise claims</p> <p>-Thesis statement is sophisticated.</p>	<p>-Competently addresses all aspects of the prompt</p> <p>-Introduces reasonable claims</p> <p>-Thesis statement is clear.</p>	<p>-Superficially addresses all aspects of the prompt</p> <p>-Introduces claims</p> <p>-Includes thesis statement</p>	<p>-Partially addresses aspects of the prompt</p> <p>-Introduces superficial or flawed claims</p> <p>-Includes a weak thesis statement</p>	<p>-Addresses some aspects of the prompt</p> <p>-Does not engage or orient the reader</p> <p>-Lacks a thesis statement</p>
<p>Organization CCSS: W-1a, W-1c, W-1e, W-4</p> <p><i>Introduces claims clearly.</i></p> <p><i>Acknowledges opposing claims.</i></p> <p><i>Ideas and concepts are presented logically.</i></p> <p><i>Uses words and phrases to create cohesion and clarify ideas.</i></p> <p><i>Provides an appropriate conclusion.</i></p> <p><i>Produces clear and coherent writing.</i></p>	<p>-Introduction skillfully orients reader</p> <p>-Thoroughly develops claim(s) with relevant body paragraphs</p> <p>-Includes purposeful and logical progression of ideas</p> <p>-Creates cohesion through skillful use of transitional techniques</p> <p>-Provides a meaningful and reflective conclusion which draws from and supports claims</p>	<p>-Introduction orients reader</p> <p>-Develops claim(s) with relevant body paragraphs</p> <p>-Includes logical progression of ideas</p> <p>-Creates cohesion through use of transitional techniques</p> <p>-Provides a conclusion that draws from and supports claims</p>	<p>-Introduction partially orients reader</p> <p>-Superficially develops claim(s) with body paragraphs</p> <p>-Includes adequate progression of ideas</p> <p>-Creates some cohesion through use of basic transitional techniques</p> <p>-Provides a conclusion which repetitively or partially supports claims</p>	<p>-Introduction inadequately orients reader</p> <p>-Inadequately develops claim(s) with minimal body paragraphs</p> <p>-Includes uneven progression of ideas</p> <p>-Uses limited and/or inappropriate transitional techniques</p> <p>-Provides an inadequate conclusion</p>	<p>-Introduction fails to orient reader or is missing</p> <p>-Fails to develop claim(s) with body paragraphs</p> <p>-Includes uneven progression of ideas</p> <p>-Uses few to no transitional techniques</p> <p>-Lacks a conclusion</p>
<p>Clarity of Language CCSS: W-1c, W-1d, W-4</p> <p><i>Uses words and phrases to create cohesion and clarify ideas.</i></p> <p><i>Establishes and maintains formal style.</i></p> <p><i>Produces clear and coherent writing.</i></p>	<p>-Includes sophisticated use of precise language</p> <p>-Skillfully establishes and maintains formal style</p>	<p>-Mostly uses precise language</p> <p>-Maintains and effective formal style</p>	<p>-Uses some precise language</p> <p>-Maintains a formal style that is mostly effective</p>	<p>-Uses only limited precise language</p> <p>-Formal style is limited in its effectiveness</p>	<p>-Uses little to no precise language</p> <p>-Lacks formal style</p>
<p>Knowledge of Conventions CCSS: L-1, L-2, L-3, W-4, W-5</p> <p><i>Demonstrates command of standard English grammar and usage conventions.</i></p> <p><i>Produces clear and coherent writing.</i></p> <p><i>Develops and strengthens writing through writing process.</i></p>	<p>-Uses purposeful and varied sentence structures including simple, complex and compound sentences</p> <p>-Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</p> <p>-Utilizes precise and sophisticated word choice</p>	<p>-Uses correct and varied sentence structures including simple, complex and compound sentences</p> <p>-Demonstrates grade level appropriate conventions</p> <p>-Utilizes strong and grade-level appropriate word choice</p>	<p>-Uses correct sentence structures and attempts some variety</p> <p>-Demonstrates grade level appropriate convention; errors are minor and do not obscure meaning</p> <p>-Uses mostly grade-level appropriate word choice</p>	<p>-Uses some incorrect or incomplete sentence structure</p> <p>-Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</p> <p>-Word choice is repetitious and simplistic</p>	<p>-Uses mostly incomplete or incorrect sentence structure</p> <p>-Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning</p>