FOURTH GENERATION CONNECTICUT MASTERY TEST

Performance Level Descriptors For Mathematics, Reading, and Writing

Grade 7

Prepared by the Bureau of Research, Evaluation and Student Assessment
Connecticut State Department of Education
Fall 2006

OVERVIEW OF PERFORMANCE LEVEL DESCRIPTORS

This document was developed to help parents, educators and students understand the scores a student receives on the Connecticut Mastery Test (CMT) in the areas of mathematics, reading and writing. Each year following testing, parents and students receive an Individual Student Report that identifies the student's performance level on the CMT in these three content areas.

For each content area, mathematics, reading and writing, there are 5 performance levels:

Level 5 Advanced

Level 4 Goal

Level 3 Proficient

Level 2 Basic

Level 1 Below Basic

The Performance Level Descriptors were developed by teachers and curriculum experts to reflect the grade level content standards included in the Connecticut Mathematics Curriculum Framework and the Connecticut English Language Arts Curriculum Framework in the areas of Mathematics, Reading and Writing. The curriculum frameworks define what a student is expected to know and be able to do in specific curriculum content areas at each grade level. The Performance Level Descriptors describe the typical performance and level of content knowledge represented by a range of CMT scale scores. This information provides an overview of the extent to which a student is meeting the expectations of the content standards included in the curriculum frameworks.

Refer to your student's Individual Student Report. Find where the performance level is reported for each content area i.e., mathematics, reading and writing. This information is located under Overall Results. Included in the results for each content area is a customized message (Performance Level Literal) that is designed to help parents understand the general performance level of their student. The Performance Level Descriptors on the following pages include the Performance Level Literals and more specific information about typical performance and content knowledge for each performance level.

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 MATHEMATICS

Level 5: Advanced

Generally, seventh-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well-organized and include clear and concise explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Competently use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation
- Competently represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Competently order and round whole numbers, fractions, mixed numbers and decimals, and locate integers, fractions, mixed numbers and decimals on number lines and scales
- Competently identify the appropriate operation and write a story problem to match a given equation
- Competently compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Competently add, subtract and multiply fractions and mixed numbers and add integers
- Competently solve problems involving whole numbers, fractions, mixed numbers and decimals with and without extraneous information
- Competently estimate solutions to problems, and determine reasonable estimates to problems
- Competently compute with percents and solve problems involving ratios, proportions and percents

GEOMETRY AND MEASUREMENT

- Competently estimate lengths, areas and angle measures
- Competently measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure
- Competently identify, describe, classify and draw geometric shapes and figures
- Competently use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids; relate 2- and 3-dimensional representations of objects

WORKING WITH DATA: PROBABILTY AND STATISTICS

- Competently read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Competently identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Competently solve problems involving elementary notions of probability, fairness and expected outcomes
- Competently sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Competently extend or complete patterns involving numbers or attributes and identify or state rules for patterns
- Competently evaluate algebraic and numerical expressions, represent situations with algebraic expressions and solve equations

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 MATHEMATICS

Level 4: Goal

Generally, seventh-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Competently use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation
- Competently represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Competently order and round whole numbers, fractions, mixed numbers and decimals, and locate integers, fractions, mixed numbers and decimals on number lines and scales
- Competently identify the appropriate operation and write a story problem to match a given equation
- Competently compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Competently add, subtract and multiply fractions and mixed numbers and add integers
- Competently solve problems involving whole numbers, fractions, mixed numbers and decimals with and without extraneous information
- Competently estimate solutions to problems, and determine reasonable estimates to problems
- Adequately compute with percents and solve problems involving ratios, proportions and percents

GEOMETRY AND MEASUREMENT

- Competently estimate lengths, areas and angle measures
- Adequately measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure
- Adequately identify, describe, classify and draw geometric shapes and figures
- Adequately use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids; relate 2- and 3-dimensional representations of objects

WORKING WITH DATA: PROBABILTY AND STATISTICS

- Competently read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Competently identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Adequately solve problems involving elementary notions of probability, fairness and expected outcomes
- Adequately sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Competently extend or complete patterns involving numbers or attributes and identify or state rules for patterns
- Adequately evaluate algebraic and numerical expressions, represent situations with algebraic expressions and solve equations

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 MATHEMATICS

Level 3: Proficient

Generally, seventh-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Adequately use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation
- Adequately represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Adequately order and round whole numbers, fractions, mixed numbers and decimals, and locate integers, fractions, mixed numbers and decimals on number lines and scales
- Adequately identify the appropriate operation and write a story problem to match a given equation
- Adequately compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Adequately add, subtract and multiply fractions and mixed numbers and add integers
- Adequately solve problems involving whole numbers, fractions, mixed numbers and decimals with and without extraneous information
- Adequately estimate solutions to problems, and determine reasonable estimates to problems
- Adequately compute with percents and solve problems involving ratios, proportions and percents

GEOMETRY AND MEASUREMENT

- Adequately estimate lengths, areas and angle measures
- Marginally measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure
- Adequately identify, describe, classify and draw geometric shapes and figures
- Adequately use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids; relate 2- and 3-dimensional representations of objects

WORKING WITH DATA: PROBABILTY AND STATISTICS

- Competently read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Adequately identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Adequately solve problems involving elementary notions of probability, fairness and expected outcomes
- Adequately sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Adequately extend or complete patterns involving numbers or attributes and identify or state rules for patterns
- Marginally evaluate algebraic and numerical expressions, represent situations with algebraic expressions and solve equations

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 MATHEMATICS

Level 2: Basic

Generally, seventh-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Marginally use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation
- Marginally represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Marginally order and round whole numbers, fractions, mixed numbers and decimals, and locate integers, fractions, mixed numbers and decimals on number lines and scales
- Adequately identify the appropriate operation and write a story problem to match a given equation
- Marginally compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Marginally add, subtract and multiply fractions and mixed numbers and add integers
- Marginally solve problems involving whole numbers, fractions, mixed numbers and decimals with and without extraneous information
- Adequately estimate solutions to problems, and determine reasonable estimates to problems
- Marginally compute with percents and solve problems involving ratios, proportions and percents

GEOMETRY AND MEASUREMENT

- Adequately estimate lengths, areas and angle measures
- Marginally measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure
- Marginally identify, describe, classify and draw geometric shapes and figures
- Marginally use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids; relate 2- and 3-dimensional representations of objects

WORKING WITH DATA: PROBABILTY AND STATISTICS

- Adequately read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Marginally identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Marginally solve problems involving elementary notions of probability, fairness and expected outcomes
- Marginally sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Marginally extend or complete patterns involving numbers or attributes and identify or state rules for patterns
- Marginally evaluate algebraic and numerical expressions, represent situations with algebraic expressions and solve equations

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 MATHEMATICS

Level 1: Below Basic

Generally, seventh-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations. Generally, for each content standard listed below, students who perform at this level demonstrate a **limited ability** to:

NUMERICAL AND PROPORTIONAL REASONING

- Use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation
- Represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Order and round whole numbers, fractions, mixed numbers and decimals, and locate integers, fractions, mixed numbers and decimals on number lines and scales
- Identify the appropriate operation and write a story problem to match a given equation
- Compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Add, subtract and multiply fractions and mixed numbers and add integers
- Solve problems involving whole numbers, fractions, mixed numbers and decimals with and without extraneous information
- Estimate solutions to problems, and determine reasonable estimates to problems
- Compute with percents and solve problems involving ratios, proportions and percents

GEOMETRY AND MEASUREMENT

- Estimate lengths, areas and angle measures
- Measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure
- Identify, describe, classify and draw geometric shapes and figures
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids; relate 2- and 3-dimensional representations of objects

WORKING WITH DATA: PROBABILTY AND STATISTICS

- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Solve problems involving elementary notions of probability, fairness and expected outcomes
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions and solve equations

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 READING

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Level 5: Advanced

Seventh-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Advanced Level can:

- Thoroughly and effectively identify and make inferences about important characters, settings, problems, events, and details
- Make insightful inferences and draw insightful conclusions that can be supported by specific and relevant stated and implied evidence from a text
- Thoroughly and effectively draw conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text
- Thoroughly and effectively analyze and evaluate an author's craft, including the use of literary devices and textual elements (e.g., imagery, metaphor) and how they contribute to the meaning and appeal of a text
- Consistently select and use relevant and specific information from within a text to write a personal response to the text
- Thoroughly and effectively select, synthesize and use relevant information within the text to extend or critically evaluate the text
- Thoroughly and effectively make and support judgments about the themes and quality of a text and use relevant and specific information to support judgments
- Thoroughly and effectively evaluate the ways an author's experiences, values and beliefs are expressed and influence a text

DEGREES OF READING POWER®

- Thoroughly and effectively use phonetic, structural, syntactical and contextual clues
- Thoroughly and effectively analyze words and phrases in context
- Consistently use content vocabulary appropriately and accurately
- Comprehend textbooks and other materials typically used at seventh-grade and above, and use information to perform the tasks and assignments appropriately expected of a student at the seventh-grade level with minimal teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 READING

Level 4: Goal

Seventh-grade students who perform at this level are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with minimal assistance. Students at this level consistently use effective strategies before, during, and after reading to understand, interpret and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Goal Level can:

- Thoroughly and effectively identify and make inferences about important characters, settings, problems, events, and details
- Make reasonable inferences and draw conclusions that can be supported by specific and relevant stated and implied evidence from a text
- Consistently draw conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text
- Consistently analyze and evaluate an author's craft, including the use of literary devices and textual elements (e.g., imagery, metaphor) and how they contribute to the meaning and appeal of a text
- Adequately select and use relevant and specific information from within a text to write a personal response to the text
- Consistently select, synthesize and use relevant information within the text to extend or evaluate critically the text
- Consistently make and support judgments about the themes and quality of a text and use relevant and specific information to support judgments
- Consistently evaluate the ways an author's experiences, values and beliefs are expressed and influence a text

DEGREES OF READING POWER®

- Consistently use phonetic, structural, syntactical and contextual clues
- Consistently analyze words and phrases in context
- Consistently use content vocabulary appropriately and accurately
- Comprehend textbooks and other materials typically used at seventh-grade and above, and use information to perform the tasks and assignments appropriately expected of a student at the seventh-grade level with minimal teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 READING

Level 3: Proficient

Seventh-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Proficient Level can:

- Adequately identify and make inferences about important characters, settings, problems, events, and details
- Make some inferences and draw some conclusions that can be supported by limited stated and implied evidence from a text
- Draw limited conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text
- Adequately analyze and evaluate an author's craft, including the use of literary devices and textual elements (e.g., imagery, metaphor) and how they contribute to the meaning and appeal of a text
- Inconsistently select and use relevant and specific information from within a text to write a personal response to the text
- Adequately select, synthesize and use relevant information within the text to extend or evaluate the text
- Adequately make and support judgments about the themes and quality of a text and use relevant information to support judgments
- Adequately evaluate the ways an author's experiences, values and beliefs are expressed and influence a text

DEGREES OF READING POWER®

- Adequately use phonetic, structural, syntactical and contextual clues
- Adequately analyze words and phrases in context
- Adequately use content vocabulary
- Comprehend textbooks and other materials typically used at seventh-grade and below with some teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 READING

Level 2: Basic

Seventh-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require assistance to complete many reading tasks. Students at this level use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Basic Level can:

- Inconsistently identify and make inferences about important characters, settings, problems, events, and details in a text
- Seldom make inferences and draw conclusions that can be supported by evidence from a text
- Seldom draw conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text
- Inconsistently analyze and evaluate an author's craft, including the use of literary devices and textual elements (e.g., imagery, metaphor) and how they contribute to the meaning and appeal of a text
- Seldom select and use relevant and specific information from within a text to write a personal response to the text
- Inconsistently select, synthesize and use mostly general information from the text to extend or evaluate a text
- Inconsistently make and support judgments about the themes and quality of a text and use mostly general information to support judgments
- Inconsistently evaluate the ways an author's experiences, values and beliefs are expressed and influence a text

DEGREES OF READING POWER®

- Inconsistently use phonetic, structural, syntactical and contextual clues
- Inconsistently analyze words and phrases in context
- Inconsistently use content vocabulary
- Comprehend textbooks and other materials typically used at seventh-grade and below with some teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 READING

Level 1: Below Basic

Seventh-grade students who perform at this level are likely to demonstrate a very limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Below Basic Level have a **very limited ability** to:

- Identify and make inferences about important characters, settings, problems, events, and details
- Make inferences and draw conclusions that can be supported by evidence from a text
- Draw conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text
- Analyze and evaluate an author's craft, including the use of literary devices and textual elements (e.g., imagery, metaphor) and how they contribute to the meaning and appeal of a text
- Select and use relevant and specific information from within a text to write a personal response to the text
- Select, synthesize and use relevant information within the text to extend or evaluate the text
- Make and support judgments about the themes and quality of a text and use relevant and specific information to support judgments
- Evaluate the ways an author's experiences, values and beliefs are expressed and influence a text

DEGREES OF READING POWER®

- Use phonetic, structural, syntactical and contextual clues
- Analyze words and phrases in context
- Use content vocabulary appropriately and accurately
- Comprehend, with varying degrees of difficulty, textbooks and other materials written below a seventh-grade level

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 WRITING

Writing scale scores and state writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing and Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing and Revising test.

Level 5: Advanced

Seventh-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce moderately fluent persuasive writing samples that take a clear position and are well-elaborated with mostly specific details. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Advanced Level can:

DIRECT ASSESSMENT OF WRITING

- Thoroughly and effectively respond to a persuasive writing prompt within a timed test setting
- Produce first drafts that include reasonably persuasive support and may show a consistent awareness of audience
- Show a generally strong organizational strategy and use effective transitional language throughout the writing sample

EDITING AND REVISING

- Thoroughly and effectively revise samples of grade appropriate text (e.g., select the best revision of an awkwardly constructed sentence, eliminate redundant ideas)
- Thoroughly and effectively edit samples of grade appropriate text (e.g., use pronoun referents correctly, use commas correctly)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 WRITING

Level 4: Goal

Seventh-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce somewhat fluent persuasive writing samples that take a position and are adequately elaborated with a mix of general and specific details. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Goal Level can:

DIRECT ASSESSMENT OF WRITING

- Effectively respond to a persuasive writing prompt within a timed test setting
- Produce first drafts that include adequate support and may show an adequate awareness of audience
- Show a satisfactory organizational strategy and use some transitional language

EDITING AND REVISING

- Adequately revise samples of grade appropriate text (e.g., e.g., select the best revision of an awkwardly constructed sentence, eliminate redundant ideas)
- Consistently edit samples of grade appropriate text (e.g., use pronoun referents correctly, use commas correctly)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 WRITING

Level 3: Proficient

Seventh-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat-developed persuasive writing samples that may take a position and include a mix of general and specific details. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Proficient Level can:

DIRECT ASSESSMENT OF WRITING

- Adequately respond to a persuasive writing prompt within a timed test setting
- Produce first drafts that include adequate support and may show some awareness of audience
- Show evidence of an organizational strategy and may use some transitional language

EDITING AND REVISING

- Inconsistently revise samples of grade appropriate text (e.g., e.g., select the best revision of an awkwardly constructed sentence, eliminate redundant ideas)
- Adequately edit samples of grade appropriate text (e.g., use pronoun referents correctly, use commas correctly)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 WRITING

Level 2: Basic

Seventh-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally-developed persuasive writing samples than may take a position and include minimal elaboration with more general than specific details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Basic Level can:

DIRECT ASSESSMENT OF WRITING

- Provide a limited response to a persuasive writing prompt within a timed test setting
- Produce first drafts that include inadequate support and details and may show only some awareness of audience
- Show some organization but may be awkward in parts with few transitions

EDITING AND REVISING

- Seldom revise samples of grade appropriate text (e.g., select the best revision of an awkwardly constructed sentence, eliminate redundant ideas)
- Inconsistently edit samples of grade appropriate text (e.g., use pronoun referents correctly, use commas correctly)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 7 WRITING

Level 1: Below Basic

Seventh-grade students who perform at this level are likely to demonstrate a limited ability to communicate their ideas in writing. Generally, students at this level produce minimally-developed or underdeveloped persuasive writing samples that may or may not take a position and include mostly general or unelaborated details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Below Basic Level can:

DIRECT ASSESSMENT OF WRITING

- Provide a limited response to a persuasive writing prompt within a timed test setting
- Produce first drafts that include inadequate support and details and may show little awareness of audience
- May show little organization and may be awkward, confusing or simplistic in parts with little to no transitional language

EDITING AND REVISING

- Seldom revise samples of grade appropriate text (e.g., e.g., select the best revision of an awkwardly constructed sentence, eliminate redundant ideas)
- Seldom edit samples of grade appropriate text (e.g., use pronoun referents correctly, use commas correctly)