U-PASS English Language Arts Grade 7

Proficiency Level Descriptors

Substantial

Students performing at the substantial level consistently apply English language arts skills. They accurately use word parts and context clues to understand vocabulary. In comprehending informational text, students effectively use text features and structures to find information and to distinguish main idea from supporting details. Students also consistently comprehend literary text by identifying plot structure, setting, characterization, theme, and figurative language. Students effectively revise a written draft for a unifying idea, organizational structure, sequential transitions and sentence variety. They accurately edit grade-level spelling, punctuation and usage errors. Students skillfully establish a purpose for inquiry and determine the relevance and accuracy of information and sources.

Sufficient

Students performing at the sufficient level generally apply English language arts skills appropriately. They use word parts and context clues to understand vocabulary. In comprehending informational text, students use text features and structures to find information and distinguish main idea from supporting details. Students also comprehend literary text by identifying plot structure, setting, characterization, theme, and figurative language. Students revise a written draft for a unifying idea, organizational structure, sequential transitions and sentence variety. They edit grade-level spelling, punctuation and usage errors. Students establish a purpose for inquiry and determine the relevance and accuracy of information and sources.

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Partial

Students performing at the partial level are inconsistent in the application of their English language arts skills. Their use of word parts and context clues to understand vocabulary is not fully developed. In comprehending informational text, students have a limited ability to use text features and structures to find information; they may be able to identify the main idea and/or supporting details. Students' ability to comprehend literary text by identifying plot structure, setting, characterization, theme, and figurative language is not fully developed. Students may be able to revise portions of a written draft for a unifying idea, organizational structure, sequential transitions, and/or sentence variety. They attempt to edit grade-level spelling, punctuation and usage errors. Students may have difficulty establishing a purpose for inquiry and determining the relevance and accuracy of information and sources.

Minimal

Students performing at the minimal level are beginning to apply English language arts skills. They have limited understanding of word parts and context clues. They have minimal reading comprehension skills with most grade-level texts. In comprehending informational text, students have difficulty using text features and structures to find information and often confuse main idea with supporting details. They identify some fundamental elements of literature, such as character, plot, setting, figurative language, and simple themes. Students have a limited understanding of appropriate revisions and they identify few grade-level spelling, punctuation and usage errors. Their ability to establish a purpose for inquiry and to determine the relevance and accuracy of information and sources is developing.