

ILEARN Performance Level Descriptors (PLDs) Grade 7 Mathematics

Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment development process to inform item development, and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, Range PLDs and Threshold PLDs.

Policy PLDs: Policy PLDs provide overarching claims about a student’s performance and are used by policymakers and stakeholders to articulate expectations about a state’s performance standards.

Range PLDs: Range PLDs provide content-specific claims across each Indiana Academic Standard to represent the range of expectations for student performance within each proficiency level.

Threshold PLDs: Threshold PLDs provide content-specific claims across each Academic Standard to represent expectations for student performance surrounding each cut point as a model for standard setting. The Threshold PLDs will be created by panelists during standard setting in Summer 2019 to help define the threshold for “just barely” meeting the expectation for each performance level.

The Policy PLDs approved by the Indiana State Board of Education for ILEARN consist of the following:

LEVEL 1: Below Proficiency

Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency

Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency

Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency

Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

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Review this sample which models ways you can think about the expectations across the continuum of proficiency. Think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Mathematics 7 Standard: 7.DSP.1	Identifies a sample in a given scenario describing a population.	Recognizes that a random sample produces the most valid representation of the population.	Analyzes samples to select the best representation of a population.	Explains the usefulness of random sampling in real-life situations.
Classroom Implications	The key difference between Below Proficiency and Approaching Proficiency lies in a student's ability to recognize that a random sample should represent the entire population. When thinking about moving students into Approaching Proficiency, focus on which samples provide representation of an entire population. Then guide students to analyze the samples to determine the best representation of an entire population.	Students who are Approaching Proficiency can recognize that a random sample produces the most valid representation of the population, but may not be able to analyze the samples to determine which best represents the population. When moving students into At Proficiency, guide students toward thinking about why a sample may be representative of the population.	The main difference between students At Proficiency and Above Proficiency is the student's ability to explain why random sampling is useful in real-life situations. When moving students into Above Proficiency, ask students to explain which sampling methods or samples will produce the most accurate representation of a population.	

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebra and Functions					
7.AF.1	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions, including situations that involve factoring (e.g., given $2x - 10$, create an equivalent expression $2(x - 5)$). Justify each step in the process.	Identifies equivalent linear expressions.	Applies properties of operations to create equivalent linear expressions.	Creates equivalent linear expressions by applying the properties of operations and justifying the steps followed.	Analyzes equivalent linear expressions with multiple properties of operations and justifies the steps followed.
7.AF.2	Solve equations of the form $px + q = r$ and $p(x + q) = r$ fluently, where p , q , and r are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.	Solves equations with whole numbers.	Solves equations with integers that apply to real-world problems.	Creates equations with rational numbers to represent real-world problems and solves the equations.	Investigates a real-world problem to construct and solves an equation with rational numbers and interprets the results.
7.AF.3	Solve inequalities of the form $px + q (> \text{ or } \geq) r$ or $px + q (< \text{ or } \leq) r$, where p , q , and r are specific rational numbers. Represent real-world problems using inequalities of these forms and solve such problems. Graph the solution set of the inequality and interpret it in the context of the problem.	Solves inequalities with whole numbers.	Solves and graphs inequalities with integers that apply to real-world problems.	Creates inequalities with rational numbers to represent real-world problems and solves and graphs the inequalities.	Investigates a real-world problem to construct and solve an inequality with rational numbers and interprets the graph.

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7.AF.4	Define slope as vertical change for each unit of horizontal change and recognize that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.	Calculates slope as the vertical change to the horizontal change.	Identifies situations with slope and calculates the constant rate of change.	Defines the slope of a linear function and describes the situation as constant or varying rate of change.	Compares situations in terms of slope by defining the rate of change as constant or varying.
7.AF.5	Graph a line given its slope and a point on the line, and find the slope of a line given its graph.	Graphs a given point on the coordinate plane and constructs a line through it.	Constructs a line with a given slope through a graphed point.	Constructs a line through a given point with its given slope or calculates the slope of a graphed line.	Graphs a line using a given a slope through a given point to identify additional points on the line.
7.AF.6	Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).	Identifies the data needed to find a relationship between two quantities.	Identifies if two quantities have a proportional relationship.	Calculates the proportional relationship of two quantities.	Applies two methods to calculate the proportional relationship of two quantities.
7.AF.7	Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.	Calculates the unit rate or constant rate of proportionality of a verbal description.	Determines whether a table, graph, or verbal equation has a unit rate or constant of proportionality.	Extracts data from a table, graph, equation, or verbal expression to calculate unit rate or constant of proportionality.	Creates a table, graph, equation, or verbal expression given a unit rate or constant of proportionality.
7.AF.8	Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points (0, 0) and (1,r), where r is the unit rate.	Identifies coordinates on a graph with a proportional relationship.	Calculates the unit rate based on the coordinates of the graph.	Describes the unit rate of a graph in terms of the coordinates.	Evaluates the value of y given a value for x based on the given unit rate.

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7.AF.9	Identify real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent proportional relationships and recognize that these situations are described by a linear function in the form $y = mx$, where the unit rate, m , is the slope of the line.	Determines if a real-world situation has a proportional relationship.	Writes an equation for real-world situation with a proportional relationship.	Uses real-world situations with proportional relationships to write equations in $y=mx$ form and graph the equation.	Interprets and explains the proportional relationship of real-world situations to draw a conclusion.
Data Analysis, Statistics, and Probability					
7.DSP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population and generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Identifies a sample in a given scenario describing a population.	Recognizes that a random sample produces the most valid representation of the population.	Analyzes samples to select the best representation of a population.	Explains the usefulness of random sampling in real-life situations.
7.DSP.2	Use data from a random sample to draw inferences about a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	Identifies general population trends in data tables or graphs.	Calculates statistics for a given population.	Evaluates statistics of a sample to draw conclusions about a population.	Creates sample populations of equal size to more accurately analyze variations in population data.

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7.DSP.3	Find, use, and interpret measures of center (mean and median) and measures of spread (range, interquartile range, and mean absolute deviation) for numerical data from random samples to draw comparative inferences about two populations.	Compares measures of center and spread of two data sets.	Calculates and compares measures of center and spread of two data sets.	Calculates and uses measures of center and spread to draw conclusions about two populations.	Infers and justifies conclusions about two populations based on measures of center and spread from random samples.
7.DSP.4	Make observations about the degree of visual overlap of two numerical data distributions represented in line plots or box plots. Describe how data, particularly outliers, added to a data set may affect the mean and/or median.	Selects a graphically represented data set based on degree of similarity to another graph.	Describes the similarity between two sets of graphically represented data.	Compares the similarity between two sets of graphically represented data and the effects of an outlier on the data centers.	Justifies conclusions about data sets using the difference in centers with and without outliers present.
7.DSP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Understand that a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Understand that a probability of 1 indicates an event certain to occur and a probability of 0 indicates an event impossible to occur.	Selects valid values representing the probability of an event occurring.	Classifies the likelihood of an event based on its numerical probability.	Predicts a numerical probability based on the likelihood of an event occurring.	Justifies a prediction.

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7.DSP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its relative frequency from a large sample.	Collects and analyzes data of a simple event.	Predicts the approximate relative frequency given the theoretical probability.	Collects and analyzes data to approximate probabilities and apply it to relative frequency.	Explains the difference between the theoretical and experimental probability in a given situation.
7.DSP.7	Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.	Represents possible outcomes to create a probability model.	Calculates the probability of an event using the probability model.	Compares probabilities determined by the model and identifies possible sources of discrepancy.	Creates and justifies probability models in real-life situations to predict possible outcomes.
Geometry and Measurement					
7.GM.1	Draw triangles (freehand, with ruler and protractor, and using technology) with given conditions from three measures of angles or sides, and notice when the conditions determine a unique triangle, more than one triangle, or no triangle.	Draws a triangle using technology, given three measures of angles and sides.	Analyzes whether a triangle can be made, given the three measures of angles or sides.	Analyzes how many triangles can be made, given three measures of angles or sides; uses the measurements to draw the triangles.	Determines why a certain number of triangles can be made, given three measures of angles or sides.
7.GM.2	Identify and describe similarity relationships of polygons including the angle-angle criterion for similar triangles, and solve problems involving similarity.	Solves a problem given similar polygons with side lengths given.	Identifies similar polygons.	Identifies similar polygons and then solves similarity problems that include angles and sides.	Justifies how to determine whether polygons are similar and solves similarity problems that include angles and sides.

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7.GM.3	Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. Create a scale drawing by using proportional reasoning.	Finds the actual lengths given the scale and a scale drawing.	Uses proportional reasoning to find an actual length, given a scale drawing.	Computes actual or scale lengths and areas given a scale problem.	Computes actual lengths and areas given a scale drawing; creates a scale drawing.
7.GM.4	Solve real-world and other mathematical problems that involve vertical, adjacent, complementary, and supplementary angles.	Finds the unknown measure of an angle given the measure of one angle that is adjacent and the total angle measure, or both adjacent angle measures.	Finds an unknown measure of an angle given the measure of an angle that is vertical, adjacent, complementary, or supplementary.	Finds an unknown measure of an angle given the measure of an angle that is vertical, adjacent, complementary, or supplementary; identifies the angle relationships.	Solves for an unknown measure of an angle algebraically given the measure of an angle that is vertical, adjacent, complementary, or supplementary.
7.GM.5	Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.	Finds the length of the radius and diameter.	Calculates the area and circumference.	Calculates and applies area and circumference in real-world problems.	Solves for the other, in real-world problems, given the area or circumference.
7.GM.6	Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.	Calculates the volume of cylinders and rectangular prisms given a figure with its dimensions.	Calculates the volume of cylinders and rectangular prisms in real-world problems.	Calculates and applies volume of cylinders and objects composed of right rectangular prisms in real-world problems (whole-number dimensions).	Calculates and applies volume of cylinders and objects composed of right rectangular prisms in real-world problems (rational dimensions).
7.GM.7	Construct nets for right rectangular prisms and cylinders and use the nets to compute the surface area; apply this technique to solve real-world and other mathematical problems.	Calculates the surface area of cylinders and rectangular prisms given a figure with its dimensions.	Calculates the surface area of cylinders and rectangular prisms in real-world problems.	Constructs a net; calculates the surface area of cylinders and rectangular prisms in real-world problems.	Constructs a net; calculates and applies surface area of cylinders and rectangular prisms in real-world problems.

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Number Sense and Computation					
7.C.1	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction, depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Adds a number and its opposite to get 0.	Identifies which number line represents a sum.	Uses a number line to determine a sum.	Shows and determines the meaning of a sum in a real-world context.
7.C.2	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Identifies equivalent problems to a given subtraction problem.	Identifies which number line represents a difference.	Identifies equivalent problems to a given subtraction problem; models subtraction on a number line to find the distance between two numbers.	Identifies equivalent problems to a given subtraction problem; represents the distance between two numbers as a subtraction problem in context, and finds the distance.
7.C.3	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers.	Calculates the product of whole numbers.	Evaluates the product of integers.	Simplifies the product of rational numbers using properties of operations including the distributive property.	Demonstrates the process of calculating the product of signed rational numbers

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7.C.4	Understand that integers can be divided, provided that the divisor is not zero, and that every quotient of integers (with non-zero divisor) is a rational number. Understand that if p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$.	Calculates the quotient of whole numbers.	Evaluates the quotient of integers.	Simplifies the quotient of rational numbers demonstrating that the quotient is a rational number.	Demonstrates the process of calculating the quotient of signed rational numbers.
7.C.5	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	Calculates like unit rate of whole numbers.	Evaluates like unit rates with fractions.	Evaluates unit rate with rational numbers with quantities using like and unlike units.	Measures and calculates the unit rate of fractional lengths and areas.
7.C.6	Use proportional relationships to solve ratio and percent problems with multiple operations, such as the following: simple interest, tax, markups, mark-downs, gratuities, commissions, fees, conversions within and across measurement systems, percent increase and decrease, and percent error.	Solves one-step problems using commonly used percents.	Solves one-step problems using uncommon percents or ratios.	Calculates ratio and percent problems with multiple operations.	Reorganizes a problem to determine the original amount from a ratio or percent.
7.C.7	Compute with rational numbers fluently using a standard algorithmic approach.	Computes with positive whole numbers and decimals.	Computes with positive rational numbers.	Computes with rational numbers of the same type (e.g., two fractions or two decimals) fluently.	Computes with rational numbers of mixed types (e.g., fractions and decimals) fluently.
7.C.8	Solve real-world problems with rational numbers by using one or two operations.	Chooses an expression to represent a real-world problem with one operation.	Writes an expression to represent a real-world problem with one operation.	Writes and simplifies an expression with rational numbers to represent a real-world problem with one operation.	Writes and simplifies an expression with rational numbers to represent a real-world problem with two operations.

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7.NS.1	Find the prime factorization of whole numbers and write the results using exponents.	Identifies the prime factorization for a whole number.	Writes the prime factorization of a whole number.	Writes the prime factorization of a whole number using exponents, where prime numbers are no greater than 11.	Writes the prime factorization of a whole number using exponents.
7.NS.2	Understand the inverse relationship between squaring and finding the square root of a perfect square integer. Find square roots of perfect square integers.	Identifies the square roots of a perfect square.	Calculates square roots and perfect squares.	Describes the relationship between a perfect square and its square root.	Creates a model that demonstrates the properties of square roots and perfect squares.
7.NS.3	Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers ($\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, π) and plot them on a number line.	Defines rational and irrational numbers.	Classifies numbers as either rational or irrational.	Order and plots rational and irrational numbers on a number line.	Simplifies, orders, and plots rational and irrational numbers on a number line.
Process Standards					
1	Make sense of problems and persevere in solving them. // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight	Identifies important unknown quantities and key terms in order to solve real-world problems.	Identifies the overall objective to develop ideas and plan strategies to solve real-world problems.	Perseveres in developing and implementing strategies to solve real-world problems. Solves or checks the reasonableness of solutions and methods.	Perseveres in developing and implementing multiple strategies to solve unconventional real-world problems. Solves or checks the reasonableness of solutions and methods using different methods.

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	<p>into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>				
2	<p>Reason abstractly and quantitatively. // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of</p>	<p>Identifies quantities and operations necessary for solving problems.</p>	<p>Represents quantitative problems without considering all possible constraints or units.</p>	<p>Applies reasoning to create a coherent representation of quantitative and abstract problems, considering relevant referents.</p>	<p>Applies reasoning to create coherent representations of problems, considering relevant referents. Flexibly uses a variety of properties and operations.</p>

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	<p>their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>				
3	<p>Construct viable arguments and critique the reasoning of others. // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of</p>	<p>Generates responses based on limited prior knowledge or understanding of evidence.</p>	<p>Develops arguments based on limited or understanding of evidence.</p>	<p>Develops and defends arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.</p>	<p>Develops and defends arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. Asks useful and probing question to strengthen conjectures or the conjectures of others.</p>

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	<p>others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>				
4	<p>Model with mathematics. // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient</p>	<p>Identifies models to represent situations.</p>	<p>Develops appropriate models to solve real-world problems using mathematical knowledge.</p>	<p>Models real-world problems using appropriate tools to analyze and draw mathematical conclusions. Interprets results for reasonableness and possible revision.</p>	<p>Develops and compares multiple models to solve real-world problems.</p>

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	<p>students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>				
5	<p>Use appropriate tools strategically. // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools</p>	<p>Identifies tools to solve problems.</p>	<p>Uses given tools correctly for the tasks at hand.</p>	<p>Identifies and uses tool to solve problems with an understanding of mathematical concepts.</p>	<p>Uses a variety of tools to develop mathematical understanding, reasoning, and problem solving.</p>

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	<p>appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.</p>				
6	<p>Attend to precision. // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate</p>	<p>Computes solutions to problems without attending to precision.</p>	<p>Computes solutions to problems and explains with limited mathematical vocabulary.</p>	<p>Precisely communicates mathematical reasoning using appropriate vocabulary. Performs calculations with precision and efficiency, checking validity of results.</p>	<p>Uses appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.</p>

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	<p>mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.</p>				
7	<p>Look for and make use of structure. // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.</p>	<p>Applies basic ideas of mathematical principles to solve simple problems.</p>	<p>Applies ideas of mathematical principles to solve any problem; identifies simple patterns to solve related problems.</p>	<p>Identifies patterns in mathematics to solve related problems. Applies ideas of mathematical principles to solve any problem. Provides different representations of the same math concept to solve a problem.</p>	<p>Analyzes patterns and structures to make predictions about related problems.</p>

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8	<p>Look for and express regularity in repeated reasoning. // Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.</p>	<p>Recognizes that a general method or rule is possible for repeated calculations.</p>	<p>Applies general methods and rules for repeated calculations.</p>	<p>Develops general methods and rules for solving mathematical problems.</p>	<p>Evaluates the reasonableness of general methods and rules.</p>

ILEARN Performance Level Descriptors (PLDs) Grade 7 English/Language Arts (ELA)

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Review this sample which models ways you can think about the expectations across the continuum of proficiency. Think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
ELA 7 Standard: 7.RL.2.2	Identify an explicit theme or central idea of a work of literature; provide a simple summary of the text.	Describe the development of a theme or central idea in a portion of a text of literature; provide an emerging summary of the text.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	Analyze the development of a complex theme or central idea over the course of a work of literature; provide a succinct, detailed summary that supports the analysis.
Classroom Implications	The key difference between Below Proficiency and Approaching Proficiency lies in a student's ability to describe the development of a theme or central idea as opposed to simply identifying an explicit theme or central idea. When thinking about moving students into Approaching Proficiency, focus on texts that do not have an obvious theme or central idea. Then guide students to describe what they think the text is about, focusing on portions of the text where the theme or central idea is conveyed.	Students who are Approaching Proficiency can describe a theme or central idea, but may not be able to analyze the development of the theme or central idea over the course of the text. When moving students into At Proficiency, guide students toward thinking about why they chose a particular theme or central idea and have them identify details throughout the text that helped them identify the theme.	The main difference between students At Proficiency and Above Proficiency is the student's ability to support how the theme or central idea develops over the course of a text with a detailed summary supporting that analysis. When moving students into Above Proficiency, ask students to write a summary of the text. Then ask them to revise that summary to include only the most significant details that show how the theme or central idea develops over the course of the text.	

**ILEARN Performance Level Descriptors (PLDs)
Grade 7 English/Language Arts (ELA)**

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
7.RL.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite several pieces of related textual evidence that provide limited support including literal information that represents a simple understanding of what a text says explicitly.	Cite several pieces of textual evidence to generally support a simple understanding of what a text says explicitly, including simple inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as logical inferences drawn from the text.	Cite several pieces of extended textual evidence to precisely support an in- depth analysis of explicit ideas from a text as well as supporting complex inferences drawn from the text.
7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	Identify an explicit theme or central idea of a work of literature; provide a simple summary of the text.	Describe the development of a theme or central idea in a portion of a text of literature; provide an emerging summary of the text.	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary of the text that supports the analysis.	Analyze the development of a complex theme or central idea over the course of a work of literature; provide a succinct, detailed summary that supports the analysis.
7.RL.2.3	Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	Identify basic relationships that exist among elements of literature.	Determine how the elements of literature interact and influence the story.	Analyze the interaction of elements in a work of literature and how it shapes the story.	Analyze and evaluate the interaction among complex elements of literature and how those relationships influence each other.
7.RN.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite several pieces of related textual evidence that provide limited support, including literal information that represents a simple understanding of what a text says explicitly.	Cite several pieces of textual evidence to generally support a simple understanding of what a text says explicitly, including simple inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Cite several pieces of extended textual evidence to precisely support an in-depth analysis of explicit ideas from a text as well as support complex inferences drawn from the text.
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite related textual evidence that provides limited support that represents a simple understanding of primary and secondary sources.	Cite textual evidence to generally support a simple understanding of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite extended textual evidence to precisely support an in-depth analysis of primary and secondary sources.

**ILEARN Performance Level Descriptors (PLDs)
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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.2.1	Cite specific textual evidence to support analysis of science and technical texts.	Cite related textual evidence that provides limited support that represents a simple understanding of science and technical texts.	Cite textual evidence to generally support a simple understanding of science and technical texts.	Cite specific textual evidence to support analysis of science and technical texts.	Cite extended textual evidence to precisely support an in-depth analysis of science and technical texts.
7.RN.2.2	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	Identify the central ideas in a portion of a simple text; provide a simple summary of the text.	Describe the development of central ideas in a portion of a simple text; provide an emerging objective summary of the text.	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	Analyze the development of central ideas over the course of a complex text; provide a clear and concise summary that is detailed and objective and supports the analysis.
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Locate clearly stated central ideas or basic information of a simple primary or simple secondary source; provide a simple summary based on evidence from the text.	Identify apparent central ideas or information of a simple primary or simple secondary source; provide an emerging summary based on evidence from the text.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Distinguish the development of implied central ideas or complex information of a complex primary or complex secondary source; provide a clear and concise summary that is detailed and objective and supports the analysis.
6-8.LST.2.2	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Identify clearly stated central ideas or basic conclusions in a simple text; provide a simple summary of the text.	Identify apparent central ideas or conclusions in a simple text; provide an emerging summary of the text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	Distinguish the development of implied central ideas or complex information in a complex text; provide a clear and concise summary that is detailed and objective and supports the analysis.
7.RN.2.3	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).	Identify how simple interactions between individuals, events, and ideas in a simple text are related.	Determine how the interactions between individuals, events, and ideas in a text are related.	Analyze the interactions between individuals, events, and ideas in a text.	Evaluate the complex interactions between individuals, events, and ideas in a text, determining how higher-level ideas influence each other.

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Grade 7 English/Language Arts (ELA)**

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.2.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Locate steps in a lower-complexity text's description of a simple process related to history/social studies.	Identify steps in a text's description of a simple process related to history/social studies.	Identify key steps in a text's description of a process related to history/social studies.	Identify critical steps in a text's description of a complex process related to history/social studies.
6-8.LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow simple step-by-step procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow consistent multistep procedures when carrying out experiments, taking measurements, or performing technical tasks.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Follow and apply precisely a multistep procedure when carrying out experiments, taking measurements, or performing challenging technical tasks.
7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	Use simple, literal context clues within the same sentence to recognize the meaning of simple words and phrases.	Use general context clues within the same sentence to recognize the meaning of words and phrases.	Use context clues to determine or clarify the meaning of words and phrases.	Use context clues located throughout the text to determine and clarify the meanings of complex words and phrases.
7.RV.2.2	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Use clear relationships between basic vocabulary words to comprehend simple meaning.	Use the simple relationship between grade-appropriate vocabulary to comprehend meaning.	Use the relationship between particular words to better understand each of the words.	Distinguish the relationship among higher-level words in order to get a more precise understanding of each word's meaning.
7.RV.2.3	Distinguish among the connotations of words with similar denotations.	Identify the obvious connotations of basic words with similar denotations.	Distinguish among the obvious connotations of basic words with similar denotations.	Distinguish among the connotations of words with similar denotations	Interpret meanings of complex words using connotation and denotation skills.
7.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	Identify the meaning of grade-appropriate Greek or Latin affixes and roots.	Connect common, grade-appropriate Greek or Latin affixes and roots as clues to the word meaning.	Apply the use of common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words.	Apply and explain the use of grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a text.
7.RV.2.5	Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	Consult reference materials, both print and digital, to locate, but not apply information about the pronunciation, meaning, part of speech, or origin of, a word.	Consult reference materials, both print and digital, to locate, but not apply information about the pronunciation, meaning, part of speech, or origin of, a word.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.	Identify the meaning of simple words and phrases as they are used in works of literature and the differences between figurative and connotative meanings; recognize rhymes and other repetitions of sounds within a story, poem, or play.	Determine the meaning of simple words and phrases as they are used in works of literature, including figurative and connotative meanings; explain the use of repetitions of sounds within a story, poem, or play.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds within a story, poem, or play.	Determine the meanings of complex words and phrases as they are used in literature, including figurative and connotative meanings; evaluate the effectiveness of repetitions of sounds within a story, poem, or play.
7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Identify simple figurative, connotative, and technical meanings of words and phrases as they are used in a simple nonfiction text; recognize the basic impact of a specific word choice on meaning and tone.	Determine the simple meanings of figurative, connotative, and technical words and phrases as they are used in a nonfiction text, including simple impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Infer the precise meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the subtle impact of a specific word choice on meaning and tone.
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Identify the meaning of simple words and phrases as they are used in a simple history/social studies text.	Determine the simple meaning of the words or phrases as they are used in a simple text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Explain how words and phrases are used in context related to a history/social studies text related to other content domains.
6-8.LST.3.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Locate the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple scientific or technical context relevant to grades 6–8 texts and topics.	Determine the basic meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a simple specific scientific or technical context relevant to grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Explain the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a complex, specific scientific or technical context relevant to grades 6–8 texts and topics.
7.RV.3.3	Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.	Identify figures of speech in a basic context.	Determine meanings of simple figures of speech.	Interpret figures of speech in context.	Explain complex figures of speech in context.

**ILEARN Performance Level Descriptors (PLDs)
Grade 7 English/Language Arts (ELA)**

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy					
7.ML.2.1	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	Identify the various ways in which events are obviously presented and information is clearly communicated by visual image-makers to influence the public.	Identify the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	Interpret and evaluate complex ways in which events are presented and information is communicated by visual image-makers to influence the public.
7.ML.2.2	Analyze the ways that the media use words and images to attract the public's attention.	Identify the ways in which the media specifically uses words and images to attract the public's attention.	Explain the simple ways in which the media uses words and images to attract the public's attention.	Analyze the ways in which the media use words and images to attract the public's attention.	Clearly analyze and interpret in-depth the specific ways in which the media uses words and images to attract and influence the public's attention.
7.RL.3.1	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	Identify a simple work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, and how they contribute to its meaning and plot.	Explain a simple work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, and how they contribute to its meaning and plot.	Analyze how a work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, contribute to its meaning and plot.	Analyze and evaluate how a complex work of literature's structural elements, such as subplots, parallel episodes, climax, and conflicts, effectively contribute to its meaning and plot.
7.RL.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	Identify the points of view of different characters or narrators in a simple work of literature.	Determine and explain how an author develops and contrasts the points of view of different characters or narrators in a simple work of literature.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	Analyze and evaluate how an author develops and contrasts the points of view of different characters or narrators in a complex work of literature.
7.RL.4.1	Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Compare a simple written story, play, or poem with its audio, filmed, staged, or multimedia versions, stating the techniques unique to each medium.	Compare and contrast a simple written story, play, or poem with its audio, filmed, staged, or multimedia versions, distinguishing the techniques unique to each medium.	Compare and contrast a written story, play, or poem with its audio, filmed, staged, or multimedia versions, analyzing the effects of techniques unique to each medium.	Compare and contrast a complex written story, play, or poem with its audio, filmed, staged, or multimedia versions, evaluating how the specific effects of multiple techniques enhance each medium.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.RL.4.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare a fictional portrayal of a time, place, or character and a historical account of the same period in order to gain a basic understanding that authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period in order to gain a basic understanding of how authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding and evaluating how authors of fiction effectively use or alter history.
7.RN.3.2	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.	Identify the basic structure an author uses to organize a simple text, and identify the major sections.	Describe the structure an author uses to organize a simple text, and identify the major sections and their purpose.	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.	Analyze and evaluate the structure an author uses to organize a complex text, including how the major sections and their organization contribute to the whole and to the development of the ideas.
6-8.LH.3.2	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Identify how a simple text presents information.	Identify how a text presents information.	Describe how a text presents information.	Provide a detailed description of how a complex text presents information.
6-8.LST.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic	Identify the basic structure an author uses to organize a simple text, identifying the major sections.	Describe the structure an author uses to organize a text, identifying the major sections and a basic understanding of the topic.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Analyze and evaluate the structure an author uses to organize a complex text, including how the major sections and their organization contribute to the whole and to an in-depth understanding of the topic.
7.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	Identify an author's clearly stated perspective or purpose in a simple text, and recognize that the author's position is different from the position of others.	Determine an author's perspective or purpose in a simple text, and explain how the author position's is different from the positions of others.	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	Infer an author's perspective or purpose in a complex text, and analyze and evaluate how well the author distinguishes his or her position from the position of others.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.3.3	Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a simple text that reveal an author’s clearly stated perspective or purpose.	Identify aspects of a simple text that reveal an author’s perspective or purpose.	Identify aspects of a text that reveal an author’s perspective or purpose.	Identify key aspects of a complex text that reveal an author’s inferred perspective or purpose.
6-8.LST.3.3	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify the clearly stated author’s purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a basic text.	Describe the author’s purpose in providing simple and short explanations, descriptions of procedures, or discussions of experiments in a text.	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Analyze and evaluate the author’s purpose in providing a detailed explanation, describing a complex procedure, or discussing an elaborate experiment in a challenging text.
7.RN.4.1	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	Determine the stated argument in a simple text and identify basic claims, recognizing whether there is reasoning to support the claims, and noting obvious instances of bias and stereotyping.	Determine the argument and specific claims in a simple text, recognizing whether the reasoning and evidence support the claims, noting obvious instances of bias and stereotyping.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	Analyze and evaluate the argument and note specific and inferred claims in a complex text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting subtle instances of bias and stereotyping.
6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish the clear difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish the difference among fact, opinion, and clearly stated reasoned judgment in a simple text.	Distinguish among fact, opinion, and reasoned judgment in a text.	Distinguish and explain the difference among fact, opinion, and reasoned judgment in a complex text.
6-8.LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish the clear difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish the difference among facts, clearly stated judgment based on research findings, and obvious speculation in a simple text.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Distinguish and explain the difference among facts, reasoned judgment based on research findings, and speculation in a complex text.
7.RN.4.2	Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Compare a simple print or digital text with an audio, video, or multimedia version of the text, stating each medium’s portrayal of the subject.	Compare and contrast a simple print or digital text with an audio, video, or multimedia version of the text, explaining each medium’s portrayal of the subject.	Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.	Compare and contrast a complex print or digital text with an audio, video, or multimedia version of the text, evaluating how the specific effect of each medium’s portrayal of the subject is enhanced.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.4.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate basic visual information with other information in print and digital texts that are directly related.	Integrate visual information with other information in print and digital texts that are closely related.	Integrate visual information with other information in print and digital texts.	Integrate complex visual information with other information in print and digital texts from related topics.
6-8.LST.4.1	Integrate quantitative or technical information expressed in words in a text with a version of that information that is expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate basic quantitative or technical information expressed in words in a simple text with a clearly parallel version of that same information that is expressed visually.	Integrate quantitative or technical information expressed in words in a simple text with a version of that information expressed visually that is closely related.	Integrate quantitative or technical information expressed in words in a text with a version of that information that is expressed visually.	Integrate key pieces of quantitative or technical information expressed in words in a complex text with a version of that information that is expressed visually.
7.RN.4.3	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.	Recognize that two or more authors writing about the same topic shape their presentations of information by using different evidence or different interpretations of facts.	Explain how two or more authors writing about the same topic shape their presentations of information by emphasizing different evidence or advancing different interpretations of facts.	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.	Analyze and evaluate how two or more authors writing about the same complex topic effectively shape their presentations of key information by emphasizing different evidence or advancing different interpretations of subtle facts.
6-8.LH.4.3	Compare and contrast treatments of the same topic in primary and secondary sources.	Identify treatments of the same topic in primary and secondary sources.	Compare the treatments of the same topic in primary and secondary sources.	Compare and contrast treatments of the same topic in primary and secondary sources.	Compare, contrast, and synthesize treatments of the same topic in primary and secondary sources.
6-8.LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Identify the clearly stated information gained from simple experiments, simulations, video, or multimedia sources with that gained from reading a basic text on the same topic.	Compare the clearly stated information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Compare, contrast, and synthesize the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a complex text on the same topic.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	Writing				
7.W.3.1	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge opposing claims, and attempt basic organizational structures. • Support claim(s) with basic reasoning using accurate, credible sources demonstrating minimal understanding of the topic or text. • Establish a style and tone that may be minimally connected to the appropriate purpose and audience. • Use transitions between claim(s), reasons, or evidence. • Provide a concluding statement or section that minimally follows from the argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge opposing claims, and use some organizational structures. • Support claim(s) with basic reasoning or relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish a consistent style and tone that are appropriate to purpose and audience. • Use effective transitions to create clarity among claim(s), reasons, and evidence. • Provide a concluding statement that supports the argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone that are appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claims, evaluate strong alternate or opposing claims, and use appropriate organizational structures. • Evaluate claims with complex, logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain an effective, consistent style and tone that are appropriate to purpose and audience. • Apply effective transitions to create cohesion and synthesize the relationships among claim(s), reasons, and evidence. • Develop a concluding statement or section that is derived from and clearly supports the argument presented.
6-8.LH.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.
6-8.LST.5.1	Write arguments focused on discipline-specific content.	Write facts focused on discipline-specific content.	Write arguments related to discipline-specific content.	Write arguments focused on discipline-specific content.	Write clearly developed arguments focused on discipline-specific content.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.W.3.2	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic, inconsistently organize ideas, concepts, and information, using a strategy such as definition; include simple formatting. • Develop the topic with related information and examples from a source or text. • Use transitions between ideas and concepts. • Choose language and content-related vocabulary that express ideas. • Establish a style that is related to purpose or audience. • Provide a concluding statement that minimally supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting, graphics, and multimedia. • Develop the topic with related facts, definitions, simple details, quotations, or other information and examples from various sources and texts. • Use transitions to create and clarify the relationships among ideas and concepts. • Choose language and content-related vocabulary that express ideas, recognizing and eliminating wordiness and redundancy. • Establish a style that is appropriate to purpose and audience. • Provide a concluding statement that follows from and supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style that is appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly and concisely, thoroughly previewing what is to follow; using effective organizational strategies and concepts; include purposeful formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic thoroughly with relevant facts, definitions, concrete details, quotations, or other information and specific examples from various sources and texts. • Consistently use a variety of appropriate transitions to create cohesion and logically clarify the relationships among ideas and concepts. • Choose clearly appropriate language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Maintain a well-established style that is clearly appropriate to purpose and audience. • Provide a concluding statement or section that directly follows from and thoroughly supports the information or explanation presented.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.5.2	Write informative texts, including analyses of historical events.	Write informative texts, recounting historical events.	Write informative texts, with limited analysis of historical events.	Write informative texts, including analyses of historical events.	Write informative texts, including in-depth analyses of historical events.
6-8.LST.5.2	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including minimal scientific procedures/ experiments or some technical processes that include details from data and/or research.	Write informative texts, including scientific procedures/ experiments or some technical processes that include details and conclusions drawn from data and/or research.	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	Write informative texts, including evaluations of scientific procedures/ experiments or technical processes that include precise and concise descriptions and conclusions drawn from data and research.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce the reader by presenting a context and introducing a narrator and/or characters. • Organize an event sequence using a limited amount of transition words to convey sequence from one time frame or setting to another. • Make some attempt at narrative techniques, develop a limited number of experiences, events, and/or characters. • Use words, phrases, and details to attempt to capture the action, experiences and events. • Provide an ending that inconsistently follows from narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and minimally orient the reader by presenting a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds logically, using a variety of transition words or clauses to convey sequence from one time frame or setting to another. • Use narrative techniques, to develop a limited number of experiences, events, and/or characters. • Use related words and phrases, descriptive details, and sensory language to attempt to capture the action, experiences, and events. • Provide an ending that follows from narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, and description, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by thoroughly establishing a context and point of view and clearly introducing a narrator and/or characters. • Organize an event sequence that clearly unfolds naturally and logically, using a variety of skillful transition words, phrases, and clauses to convey sequence and precisely signal shifts from one time frame or setting to another. • Use purposeful narrative techniques, and vivid description, to fully develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and effective sensory language to capture the action and convey cohesive experiences and events. • Provide a coherent ending that directly follows from and reflects clearly on the narrated experiences or events.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. 	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
6-8.LH.6.1	<p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<p>Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.</p>	<p>Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.</p>	<p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.</p>	<p>Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.</p>
6-8.LST.6.1	<p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.</p>	<p>Plan and develop; draft; revise using reference materials; rewrite; attempt a different approach; and edit to produce new writing.</p>	<p>Plan and develop; draft; revise using related reference materials; rewrite; attempt a different approach; and edit to produce and strengthen writing that is clear.</p>	<p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent.</p>	<p>Plan and develop; draft; effectively revise using appropriate reference materials; rewrite; using a new approach; and skillfully edit to produce and strengthen writing that is clear, concise, and coherent.</p>

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Begin to formulate a basic research question. • Gather information from multiple sources, using general search terms and attempt to annotate sources. • Assess the credibility and accuracy of some sources. • Incorrectly quote or paraphrase information and conclusions of others. • Inconsistently avoid plagiarism and follow a standard format for citation. • Ineffectively present information, choosing from a variety of simple formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a basic research question. • Gather information from multiple sources, using search terms, and annotate sources. • Assess the credibility and accuracy of most sources. • Occasionally quote or paraphrase the information and conclusions of others. • Occasionally avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of simple formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats. 	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a complex research question. • Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully, and annotate sources appropriately. • Assess the credibility and accuracy of each source. • Effectively quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Effectively present information, choosing from a variety of formats.
6-8.LH.7.1	<p>Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating additional basic questions that allow for limited exploration.</p>	<p>Conduct short research assignments and tasks to answer a basic question, drawing on several sources and generating related questions that allow for additional exploration.</p>	<p>Conduct short research assignments and tasks to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Conduct short research assignments and tasks to answer a complex question, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.</p>

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LH.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or Chicago).	Gather information from multiple sources, using general search terms effectively; and attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw facts from informational texts that generally connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
6-8.LST.7.1	Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating additional basic questions that allow for limited exploration.	Conduct short research assignments and tasks to answer a basic question or test a basic hypothesis, drawing on several sources and generating related questions that allow for additional exploration.	Conduct short research assignments and tasks to answer a question, or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short research assignments and tasks to answer a complex question, or test a complex hypothesis, drawing on several sources and generating additional related, focused questions that allow for additional avenues of in-depth exploration.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
6-8.LST.7.2	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).	Gather information from multiple sources, using general search terms effectively; and attempt to annotate sources; assess the credibility and accuracy of some sources; and incorrectly quote or paraphrase the data and conclusions of others while inconsistently avoiding plagiarism and following a standard format for citation.	Gather information from multiple sources, using search terms; annotate sources; assess the credibility and accuracy of most sources; and occasionally quote or paraphrase the data and conclusions of others while occasionally avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant and in-depth information from multiple sources, using search terms effectively and purposefully; annotate sources appropriately; assess the credibility and accuracy of each source; and effectively quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.LST.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	Draw facts from informational texts that generally connect to the analysis, reflection, and research.	Draw explicit evidence from informational texts to partially support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw complex evidence from informational texts to thoroughly support analysis, reflection, and research.
7.W.6.1b	Verbs – Recognizing and correcting problems with subject/verb agreement.	Verbs – Recognizing common problems with subject/verb agreement.	Verbs – Recognizing and correcting common problems with subject/verb agreement.	Verbs – Recognizing and correcting problems with subject/verb agreement.	Verbs – Recognizing and correcting problems with complex subject/verb agreement.
7.W.6.1d	Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.	Phrases and Clauses – Recognizing common misplaced and dangling modifiers.	Phrases and Clauses – Recognizing and correcting common misplaced and dangling modifiers.	Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.	Phrases and Clauses – Recognizing and correcting complex misplaced and dangling modifiers.
7.W.6.1e	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	Usage – Writing simple, compound, and complex sentences; recognizing common sentence fragments and run-ons; rarely varying sentence patterns for meaning, reader interest, and style.	Usage – Writing simple, compound, and complex sentences; recognizing and correcting common sentence fragments and run-ons; occasionally varying sentence patterns for meaning, reader interest, and style.	Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	Usage – Effectively writing a variety of simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; logically varying sentence patterns for meaning, reader interest, and style.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7.W.6.2b	Punctuation – Using commas with subordinate clauses.	Punctuation – Rarely using commas with subordinate clauses.	Punctuation – Occasionally using commas with subordinate clauses.	Punctuation – Using commas with subordinate clauses.	Punctuation – Using commas with challenging subordinate clauses
Speaking and Listening					
7.SL.3.1	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.	Identify a clearly stated main idea and related supporting details presented in diverse media and formats.	Describe a main idea and identify supporting details presented in diverse media and formats and explain how the ideas relate to a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	Analyze complex main ideas and relevant supporting details presented in diverse media and formats and evaluate how well the ideas clarify a topic, text, or issue under study.
7.SL.3.2	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Identify a speaker’s argument and specific claim.	Identify a speaker’s argument and specific claims, evaluating the accuracy related to the claim.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker’s argument and specific claims in a more complex work, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.