

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
Key Ideas and Textual Support/Vocabulary				
7.RL.2.1.a.1	Refer to details and examples in a text when explaining what the text says explicitly.	With supports, identify a detail or an example in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a moderate-complexity text when explaining what the text says explicitly.
7.RL.2.1.a.2	Refer to details and examples in a text when making inferences.	With supports, identify a detail or an example in a low-complexity text when making inferences.	Refer to details and examples in a low-complexity text when making inferences.	Refer to details and examples in a low- to moderate-complexity text when making inferences.
7.RL.2.2.a.1	Analyze the development of the theme or central idea over the course of the text.	With supports, identify a detail developing a stated central idea in a low-complexity literature text.	Identify a detail developing a stated central idea in a low-complexity literature text.	Determine how a detail develops a stated central idea or theme in a low- to moderate-complexity, literature text.
7.RL.2.2.a.2	Provide a detailed summary of a text.	With supports, identify a summary statement from a low-complexity text.	Recognize a detailed summary of a low-complexity text.	Provide a detailed summary of a low- to moderate-complexity text.
7.RL.2.3.a.1	Analyze how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot).	With supports, identify an element of a work of literature (e.g., setting, characters, or plot) in a low-complexity text.	Identify how particular elements of a work of literature interact (e.g., setting, characters or plot) in a low-complexity text.	Determine how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot) in a low-complexity text.
7.RN.2.1.a.1	Refer to details and examples in a text when explaining what the text says explicitly.	With supports, identify a detail or an example in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a low- to moderate-complexity text when explaining what the text says explicitly.
7.RN.2.1.a.2	Refer to details and examples in a text when making inferences.	With supports, identify a detail or an example in a low-complexity text when making inferences.	Refer to details and examples in a low-complexity text when making inferences.	Refer to details and examples in a low- to moderate-complexity text when making inferences.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6-8.LH.2.1.a.1	Cite specific textual evidence to support analysis of primary and secondary sources.	With supports, match details to primary and secondary sources in low-complexity texts.	Identify specific textual evidence to categorize for understanding primary and secondary sources in low-complexity texts.	Cite specific textual evidence to support analysis of primary and secondary sources in low- to moderate-complexity text.
6-8.LST.2.1.a	Cite specific textual evidence to support analysis of science and technical texts.	With supports, identify details in low-complexity science and technical texts.	Identify specific textual evidence to categorize for understanding low-complexity science and technical texts.	Cite specific textual evidence to support analysis of low- to moderate-complexity science and technical texts.
7.RN.2.2.a.1	Analyze the development of two or more central ideas over the course of the text.	With supports, identify a detail developing a stated central idea in a low-complexity, nonfiction text.	Identify a detail developing a stated central idea in a low-complexity, nonfiction text.	Determine how two or more details develop stated central ideas in a low- to moderate-complexity, nonfiction text.
7.RN.2.2.a.2	Provide a detailed, objective summary of a text.	With supports, identify an objective summary statement of a low-complexity text.	Recognize a detailed objective summary of a low-complexity text.	Provide a detailed objective summary of a low- to moderate-complexity text.
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.	With supports, identify an idea of a primary or secondary source; provide a summary of a low-complexity text.	Identify the central ideas or information of a primary or secondary source; provide an accurate summary of a low-complexity text distinct from prior knowledge or opinions.	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 of low- to moderate-complexity texts.
6-8.LST.2.2.a	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	With supports, determine a central idea or conclusion of a text; provide a summary of the low-complexity text.	Identify the central ideas or conclusions of a text; provide an accurate, objective summary of the low-complexity text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the low- to moderate-complexity text.
7.RN.2.3.a.1	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).	With supports, identify individuals, events, and ideas in a low-complexity text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Identify the interactions among individuals, events, and ideas in a low-complexity text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Determine the interactions among individuals, events, and ideas in a low- to moderate-complexity text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
7.RV.2.1.a.1	Use context to determine or clarify the meaning of words and phrases.	With supports, use explicit context to determine or clarify the meaning of words in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases of a low- to moderate-complexity text.
7.RV.2.2.a.1	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	With supports, match the relationship between two different words (e.g., synonym/antonym, analogy) in a low-complexity text.	Identify the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words in a low-complexity text.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words in a low- to moderate-complexity text.
7.RV.2.3.a.1	Distinguish among the connotations of words with similar denotations.	With supports, identify the connotations of words with similar denotations in a low-complexity text.	Identify the connotations of words with similar denotations in a low-complexity text.	Distinguish among the connotations of words with similar denotations in low- to moderate-complexity text.
7.RV.2.4.a.1	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	With supports, identify common, approaching grade level Greek or Latin affixes and roots as clues to the meaning of words in low-complexity texts.	Identify common, approaching-grade-level Greek or Latin affixes and roots as clues to the meaning of words in low-complexity texts.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a low- to moderate-complexity text.
7.RV.3.1.a.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	With supports, match the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity texts.	Identify the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low- to moderate-complexity text.
7.RV.3.1.a.2	Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play.	With support, identify rhymes or repetitions of sounds of the poem, story, or play in low-complexity text.	Identify the use of rhymes or repetitions of sounds that affect the tone of the poem, story, or play in a low-complexity text.	Determine how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play in a low- to moderate-complexity text.
7.RV.3.2.a.1	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings.	With supports, match the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Identify the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low- to moderate-complexity text.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
7.RV.3.2.a.2	Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.	With support, identify figurative, connotative or technical terms in low-complexity text.	Identify the use of figurative, connotative or technical terms that affect the meaning or tone of low-complexity text.	Determine how the use of figurative, connotative or technical terms affect the meaning or tone of a low- to moderate-complexity text.
6-8.LH.3.1.a.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.	With supports, match the meaning of words and phrases of specific vocabulary related to history/social studies of a low-complexity text.	Identify the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low-complexity text.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low- to moderate-complexity text.
6-8.LST.3.1.a	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.	With supports, match 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.	Identify 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.	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.
7.RV.3.3.a.1	Interpret figures of speech in context.	With supports, match figures of speech in context in low-complexity text.	Identify figures of speech in context in low-complexity text.	Interpret figures of speech in context in a low- to moderate-complexity text.
Structural Elements/Connection of Ideas/Media Literacy				
7.ML.2.1.a.1	Interpret the various ways in which events are presented.	Using supports, identify the ways that events are presented according to the medium.	Compare information presented among different mediums.	Interpret the various ways in which events are presented using multiple mediums.
7.ML.2.1.a.2	Interpret the various ways information is communicated by visual image-makers to influence the public.	Using supports, identify ways that information is communicated.	State how information is communicated by visual image-makers to influence the public.	Explain how visual image-makers use multiple mediums (soundtrack, pictures, videos, etc.) in an attempt to influence the public.
7.ML.2.2.a.1	Analyze the ways that the media uses words and images to attract the public's attention.	Using supports, identify the ways that the media uses images to attract the public's attention.	Identify the ways that the media uses words and images to attract the public's attention.	Explain how the media uses words and images to attract the public's attention.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
7.RL.3.1.a.1	Examine how the structure of a work of literature adds to its meaning.	Identify a structural element (climax, conflict, etc.) in a text of low complexity with visual supports.	Identify how a structural element of literature adds meaning to a low- to moderate-complexity text.	Examine how the structure of a work of literature adds to its meaning within a moderately complex text.
7.RL.3.2.a.1	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	Recognize how an author uses point of view within a text of low complexity with visual supports.	Compare and contrast the points of view between the narrator and characters in a low- to moderate-complexity text.	Analyze how an author develops a point of view of a narrator or characters and be able to compare and/or contrast the points of view within a moderately complex text.
7.RN.3.2.a.1	Analyze the structure an author uses to organize a text.	Recognize text structures using visual supports in a text of low complexity.	Identify an author's choice of structure in a low- to moderate-complexity text.	Describe an author's choice of structure for a given moderately complex text and state the effect of that choice on the text.
7.RN.3.2.a.2	Analyze how the structure contributes to the whole and to the development of the ideas.	Using supports (outline, graphic organizer, etc.), locate aspects of structure in text of low complexity.	Identify how ideas are developed in a low- to moderate-complexity text.	Describe how the structure of low- to moderate-complexity text helps a reader understand the development of ideas.
6-8.LH.3.2.a.1	Describe how a text presents information (e.g., sequentially, comparatively, causally).	With supports, identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Identify how a text of low to moderate complexity presents information (e.g., sequentially, comparatively, causally).	Describe how a text presents information (e.g., sequentially, comparatively, causally).
6-8.LST.3.2.a	Describe 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.	Using supports, identify the structure of a low-complexity text.	Identify the structure and how major sections contribute to the whole in a low- to moderate-complexity text.	Describe 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.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
7.RN.3.3.a.1	Determine an author's perspective or purpose in a text.	Identify an author's perspective or purpose in a text of low complexity.	Identify an author's perspective or purpose in a low- to moderate-complexity text.	Identify an author's perspective or purpose in a moderately complex text.
6-8.LH.3.3.a.1	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, match aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, label 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 text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6-8.LST.3.3.a	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify an author's purpose for discussing an experiment in a text of low complexity.	Identify an author's purpose for discussing an experiment in a text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
7.RN.3.3.a.2	Analyze how the author distinguishes his or her position from the positions of others.	Identify an author's position, using supports, with a text of low complexity.	Distinguish characteristics of an author's position from that of another perspective in a low- to moderate-complexity text.	Analyze how the author distinguishes his or her position from that of another's perspective in a text of moderate complexity.
7.RN.4.1.a.1	Trace the argument and specific claims in a text.	Identify the argument in a text, with supports, in a text of low complexity.	Identify the argument and identify specific claims supporting the argument in a low- to moderate-complexity text.	Trace the argument and identify the specific claims in a moderately complex text.
7.RN.4.1.a.2	Evaluate the claim or argument to determine if they are relevant and supported by evidence.	Using supports, identify the claim or argument in a text of low complexity.	Identify the claim or argument and supporting evidence in a low- to moderate-complexity text.	Explain how evidence supports a claim or argument within a moderately complex text.
7.RN.4.1.a.3	Distinguish claims or arguments that are supported by evidence from those that are not.	Using supports, identify the claim or argument in a text of low complexity.	Identify evidence that supports or does not support a claim or argument within a low-to-moderately complex text.	Categorize evidence as either supporting a claim or argument or not within a moderately complex text.
6-8.LH.4.2.a.1	Distinguish among fact, opinion, and reasoned judgment in a text.	Using supports, identify facts and opinion in a text of low complexity.	Identify facts, opinions, and reasoned judgments in a low- to moderate-complexity text.	Distinguish among fact, opinion, and reasoned judgment in a moderately complex text.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6-8.LST.4.2.a	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Using supports, identify facts and speculation in a text of low complexity.	Identify facts, reasoned judgments, and speculation in a low- to moderate-complexity text.	Differentiate among facts, reasoned judgment based on research findings, and speculation in a text of moderate complexity.
6-8.LH.4.1.a.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Match visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Categorize visual information (e.g., charts, graphs, photographs, videos, or maps) to use with other information in print and digital texts.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6-8.LST.4.1.a	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Match quantitative or technical information expressed in words in a text and a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Categorize quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Writing				
7.W.3.1.a.1	Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims in an argument.	Identify a writer's introductory claim using supports	Provide an introduction. Supports may be used.	Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims in an argument.
7.W.3.1.a.2	Introduce claim(s), acknowledge alternate or opposing claims in an argument, and use appropriate organizational structures in an argument.	Identify an opposing claim to a writer's claim. Students rely on supports.	Introduce claim(s), acknowledge alternate or opposing claims in an argument.	Introduce claim(s), acknowledge alternate or opposing claims in an argument, and use appropriate organizational structures in an argument.
7.W.3.1.a.3	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text in an argument.	Identify the topic or text in an argument, using support.	Identify relevant evidence to support claims.	Support claim(s) with relevant evidence from credible sources to demonstrate an understanding of the topic or text in an argument.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
7.W.3.1.a.4	Establish and maintain a consistent style and tone appropriate to purpose and audience.	Identify a purpose and/or audience to use. Supports are used.	Establish style and tone appropriate to purpose and audience.	Establish and maintain a consistent style and tone appropriate to purpose and audience.
7.W.3.1.a.5	Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence in an argument.	Select transition words when given options from which to choose and support.	Use transitions when arguing a claim.	Use effective transitions to clarify the relationships among claim(s), reasons, and evidence in an argument.
7.W.3.1.a.6	Provide a concluding statement or paragraph that follows from and supports the argument presented.	Identify a writer's concluding statement using supports	Provide a concluding statement for the argument.	Provide a concluding paragraph or statement that restates and supports the argument.
7.W.3.1.a.7	Write arguments in a variety of forms.	Using supports and examples, identify different forms of argumentative writing.	Identify appropriate forms of written arguments. Student may prewrite some elements on an argumentative topic but does not produce a complete composition.	Write arguments in a variety of forms.
6-8.LH.5.1.a.1	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content	Write arguments focused on discipline-specific content.
6-8.LST.5.1.a	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content	Write arguments focused on discipline-specific content.
7.W.3.2.a.1	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.,	Given visual clues, recognize information relevant to a given topic.	Introduce a topic and provide a preview of information that is to follow.	Introduce a topic clearly, previewing the ideas, concepts, and information that is to follow. Utilize strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g.,

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
	headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension in informative compositions.			charts, tables), and multimedia when useful.
7.W.3.2.a.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in informative compositions.	Choose facts, details, and information from options that would develop a given topic.	Identify relevant facts, examples, and details that develop the topic of an informative composition.	Develop the topic of an informative composition with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
7.W.3.2.a.3	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in informative compositions.	Select transition words when given options from which to choose.	Use transitions in an informative composition.	Use appropriate transitions to clarify the relationships among ideas and concepts in informative compositions.
7.W.3.2.a.4	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions.	Given visual prompts/support, identify the language and content-specific vocabulary appropriate to a given informative topic.	Use language and content-specific vocabulary in an informative composition.	Use language and content-specific vocabulary to clearly express ideas in an informative composition. Express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions
7.W.3.2.a.5	Establish and maintain a style appropriate to purpose and audience in informative compositions.	Identify purpose and/or audience using visuals for support in informative compositions.	Establish style appropriate to purpose and audience in informative compositions.	Establish and maintain a style appropriate to purpose and audience in informative compositions.
7.W.3.2.a.6	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.	Identify a writer's concluding statement in an informative composition when given supports.	Provide a concluding statement for the topic in an informative composition.	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
7.W.3.2.a.7	Write informative compositions on a variety of topics.	When given supports, identify informative writing.	Write informative sentences on a variety of topics.	Write informative compositions on a variety of topics.
6-8.LH.5.2.a.1	Write informative texts, including analyses of historical events.	When given supports, identify historical events as topics for informative compositions.	Identify historical events as topics for informative compositions.	Write informational texts that analyze historical events.
6-8.LST.5.2.a	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	When given supports, identify scientific or technical procedures for informative compositions.	Identify scientific or technical procedures for informative compositions.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
7.W.3.3.a.1	Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.	With supports, identify the narrator and/or characters in narrative compositions.	Provide the point of view of the narrator, and/or characters in narrative compositions.	Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.
7.W.3.3.a.2	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one timeframe or setting to another in a narrative composition.	Develop an event sequence using pictures.	Develop an event sequence that connects ideas and/or events.	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one timeframe or setting to another in a narrative composition.
7.W.3.3.a.3	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.	With supports, identify the events, experiences, or characters in narrative compositions.	Provide events and characters in narrative compositions.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.
7.W.3.3.a.4	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative compositions.	With support, choose representations from an experience or event from narrative compositions.	Describe experiences and events in narrative compositions.	Use precise words and phrases, details, and/or sensory language to convey experiences and events in narrative compositions.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
7.W.3.3.a.5	Provide an ending that follows from and reflects on the narrated experiences or events in narrative compositions.	Identify the conclusion of a narrative composition when given supports.	Provide an ending in a narrative composition.	Provide an ending that follows from the events in narrative compositions.
7.W.3.3.a.6	Write narrative compositions in a variety of forms.	When given supports, identify different forms of narrative writing.	Identify appropriate forms of written narratives. Student may prewrite some elements on a topic but does not produce a complete composition.	Write narrative compositions in a variety of forms.
7.W.6.1b.a.1	Recognize and correct problems with subject/verb agreement.	Select the correct visual or verbal prompt that matches the given subject/verb pattern.	Recognize problems with subject/verb agreement.	Recognize and correct problems with subject/verb agreement.
7.W.6.1d.a.1	Recognize and correct misplaced and dangling modifiers.	Using support, recognize a misplaced and dangling modifier.	Recognize misplaced and dangling modifiers.	Recognize and correct misplaced and dangling modifiers.
7.W.6.1e.a.1	Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	Match simple and compound sentences when given support.	Use correct simple and compound sentences.	Use simple, compound, complex, and compound-complex sentences within writing when appropriate.
7.W.6.1e.a.2	Recognize and correct sentence fragments and run-ons.	Recognize correctly written sentences, given supports.	Recognize sentence fragments and run-ons.	Recognize and correct sentence fragments and run-ons.
7.W.6.1e.a.3	Vary sentence patterns for meaning, reader interest, and style.	Identify different patterns of sentences that describe a visual prompt, using given supports.	Use a variety of sentence patterns in writing.	Vary sentence patterns for meaning, reader interest, and style.
7.W.6.2b.a.1	Use commas with subordinate clauses.	Identify that a sentence contains a subordinate clause, given supports.	Label sentences as having independent or dependent clauses.	Use commas with subordinate clauses.

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

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
Speaking and Listening				
7.SL.3.1.a.1	Evaluate main ideas and supporting details presented in diverse media and formats for accuracy.	Using supports, identify main ideas presented in diverse media and formats.	Using supports, identify main ideas and supporting details presented in diverse media and formats.	Interpret main ideas and supporting details presented in diverse media and formats for accuracy.
7.SL.3.1.a.2	Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text, or issue.	Using supports, identify main ideas and supporting details presented in diverse media and formats.	Using supports, match main ideas with supporting details presented in diverse media and formats to clarify a topic, text, or issue.	Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text, or issue.
7.SL.3.2.a.1	Evaluate main ideas of a speaker for accuracy.	Using supports, identify main ideas of a speaker.	Identify main ideas of a speaker for accuracy.	Evaluate main ideas of a speaker for accuracy.
7.SL.3.2.a.2	Explain how main ideas and supporting details of a speaker clarify a topic, text or issue.	Using supports, identify main ideas, and supporting details of a speaker.	Match main ideas with supporting details of a speaker to clarify a topic, text, or issue.	Explain how main ideas and supporting details of a speaker clarify a topic, text, or issue.