

## ISTAR Grade 7 ELA Performance Level Descriptors (PLDs)

Developing Proficiency	Meeting Proficiency	Exceeding Proficiency
<p>A Developing Proficiency student demonstrates emerging engagement with low-complexity literature and nonfiction text and emerging writing skills.</p>	<p>A Meeting Proficiency student demonstrates proficient engagement with low- to moderately complex literature and nonfiction text, and emerging engagement with highly complex text. He/she displays writing skills in addition to skills defined under Developing Proficiency.</p>	<p>An Exceeding Proficiency student demonstrates exemplary engagement with low- to highly complex literature and nonfiction text. He/she displays writing skills in addition to skills defined under Meeting and Developing Proficiency.</p>
<b>Reading</b>		
<p><b>Text Complexity Definitions</b></p> <ul style="list-style-type: none"> <li>❖ <b>Low text complexity:</b> brief text with familiar ideas; short, simple sentences; and substantial graphic support</li> <li>❖ <b>Moderate text complexity:</b> longer text with more complex ideas, a mixture of simple and compound sentences, and some graphic support</li> <li>❖ <b>High text complexity:</b> longer text with more complex ideas and textual features, a variety of sentence structures including phrases and transition words, some grade-level or near grade-level vocabulary, and minimal graphic support</li> </ul>		
<p><b>While reading text with a <i>low complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• identify specific details and examples in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• identify the central idea in a work of literature.</li> <li>• use context to identify the meaning of words.</li> </ul>	<p><b>While reading a text with <i>low to moderate complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• use specific details and examples in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• provide a summary of a literature or nonfiction text.</li> <li>• determine the central idea or theme in a work of literature.</li> <li>• analyze the development of a central idea in a work of literature.</li> <li>• use context to identify the meaning of words or phrases.</li> </ul> <p><b>While reading a text with <i>high complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• identify specific details and examples in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• provide a summary of a literature or nonfiction text.</li> <li>• determine the central idea in a work of literature.</li> </ul>	<p><b>While reading a text with <i>low to high complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• use specific details and examples in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• use specific details and examples in a literature or nonfiction text to support inferences.</li> <li>• provide a summary of a literature or nonfiction text.</li> <li>• determine the central idea or theme in a work of literature.</li> <li>• analyze the development of a theme or central idea in a work of literature.</li> <li>• recognize details that support a claim in a nonfiction text.</li> <li>• analyze the interactions between individuals, events and ideas in a nonfiction text.</li> <li>• use context to identify the meaning of words or phrases.</li> </ul>

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Writing		
<p><b>AND in writing, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• make an appropriate word choice in a sentence.</li> <li>• identify a sentence based on simple mechanics.</li> </ul>	<p><b>AND in writing, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• use appropriate descriptive words to use in a sentence.</li> <li>• use appropriate transition words in a sequence of events.</li> <li>• recognize a simple sentence vs. sentence fragments.</li> </ul>	<p><b>AND in writing, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• recognize relevant evidence to support a claim.</li> <li>• provide an introductory sentence introducing the writer’s claims in an argument.</li> <li>• recognize correct subject-verb agreement.</li> <li>• recognize simple and compound sentences (vs. sentence fragments and run-on sentences).</li> </ul>