

## Grade 7 Reading

The grade 7 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passages may be up to 1,500 words long and some passages may be paired with other, related passages. Literary text at this grade includes short stories, novel excerpts, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, and editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical instructions. Each performance level presumes mastery at previous levels.

### **Advanced**

Score range: 523 and above

At the beginning of the year, seventh-grade students performing at the Advanced level successfully use a variety of word-identification strategies and use an on grade-level and above grade-level reading vocabulary. Students at this level easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. They can identify the organizational structure and make inferences based on visual information, such as illustrations and diagrams. They demonstrate their overall comprehension of a text by summarizing essential information and supporting a summary with details from the text. When comparing two texts, they are able to compare the authors' styles and make connections between the texts or between the texts and real-world situations. In general, students at the Advanced level use a range of reading strategies and critical thinking skills to comprehend a variety of grade-level texts.

### **Proficient**

Score range: 467–522

At the beginning of the year, seventh-grade students performing at the Proficient level appropriately use a range of word-identification strategies and on grade-level reading vocabulary to understand text. Students at this level easily identify stated information and can infer, for example, the theme or central message and implied comparisons. They also make predictions about likely events if the text were extended. They connect or extend concepts to a new situation, compare the purpose or viewpoint of authors across two texts, and draw conclusions about an author's general style or approach to a topic. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension.

### **Basic**

Score range: 434–466

At the beginning of the year, seventh-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. When reading a variety of texts, they can identify a familiar

theme or a stated main idea and supporting details. They can make basic generalizations about the topic or summarize a key point or message. They are able to make simple inferences about an author's purpose or use of language. Students at this level demonstrate their overall understanding of text by making simple inferences or basic connections between a text and real-world or common experiences. In general, students at the Basic level demonstrate a general understanding of text at the literal level but experience some difficulty with understanding implied ideas or evaluating text. However, they may be able to demonstrate a wider variety of comprehension skills and strategies during classroom instruction with below grade-level texts or with grade-level texts if given assistance.

**Minimal Performance**  
Score range: 433 and below

At the beginning of the year, seventh-grade students performing at the Minimal Performance level have basic word-identification and comprehension strategies. When reading a variety of texts, they can identify stated information and make simple inferences. They can use text headings, subheadings, illustrations, and captions to locate information or to make simple predictions or inferences. They can identify an author's purpose for writing a text and a purpose for reading. Additionally, they are able to make basic connections among ideas or concepts within a text and simple predictions. In general, students at the Minimal Performance level demonstrate an incomplete understanding of text at a literal level and limited comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytic and evaluative thinking skills with below grade-level texts and with on grade-level texts if given assistance.