

Grade 7 Reading

The grade 7 reading assessment presents a variety of 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, editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical instructions.

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 to understand a variety of grade-level texts. They use context clues and information about word origins or roots to determine the meaning of unfamiliar words, and they can identify the implied meaning of figurative language. When given information about the meaning of a Greek or Latin root word, they can use knowledge of affixes to determine the meaning of unfamiliar words. Additionally, they can determine the meaning of a word based on its location and function in a sentence.

Students at this level easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. When reading literary texts, in addition to identifying stated information about story elements, students at this level make inferences and predictions about events and characters. They can identify how a character is revealed and developed. Students at this level are able to infer the main conflict as well as compare the theme or characters in two texts and support the comparison with text-based information.

When reading informational texts, students performing at this level can infer the main purpose of a text, the organizational structure used, and implied cause and effect relationships, and they can identify examples of statements of fact or opinion. They are able to 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 and by determining whether statements or generalizations are true.

When reading either literary or informational text, students are

able to identify why a text is fiction or nonfiction based on its characteristics and evaluate the credibility of information in a text. Students at this level further demonstrate comprehension by analyzing and evaluating an author's style and use of literary techniques. They can infer the purpose for, or intended effect of, an author's use of language, including figurative language. Additionally, they can evaluate an author's effectiveness in achieving a given purpose and provide relevant, text-based information to support the evaluation. 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. They use context clues and prior knowledge to interpret figurative language or what is implied by a specific word or phrase as used in a text. They are able to use information about word origins to identify other words with the same root. Additionally, students use a dictionary or thesaurus entry and context clues to determine the meaning of an unfamiliar or multiple-meaning word.

When reading literary texts, students at this level easily identify stated information about story elements. They can infer the theme or central message, implied comparisons, and make inferences about characters' actions and motives or relationships among characters. They also make predictions about likely events if the text were extended. When reading informational texts, students are able to identify stated or implied main ideas and distinguish among ideas or details that are more or less important in terms of supporting the main idea

When reading either literary or informational texts, students at this level are able to infer the author's purpose for writing the text. They identify stated or implied cause and effect relationships or comparisons and contrasts. They also are able to complete a graphic organizer to represent the sequence of events or steps in a process. When summarizing information in a text, they provide some relevant, text-based information to support the summary. Students' ability to analyze text and make connections is evident. They connect or extend concepts in an informational text 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. They are able to use context clues to determine the meaning of similes, metaphors, or unfamiliar words, and they can identify how word meaning changes when familiar or common affixes are added. Additionally, they are able to use knowledge of familiar words to determine the meaning of compound words and use a dictionary to determine the meaning of unfamiliar words used in a text.

When reading literary texts, students can identify a common or familiar theme, identify story elements and make simple inferences about characters' actions, motives, and feelings and draw conclusions about what a character learns. When reading poetry, they can identify stated information about the speaker. When reading informational texts, students at this level identify a stated main idea and details that support the main idea. They can distinguish between fact and opinion, and make basic generalizations about the topic or summarize a key point or message. Students use text features such as headings, subheadings, illustrations, or diagrams to locate specific information or to make simple predictions about what information is contained in the text or portion of text.

With both literary and informational texts, students at the Basic level are able to identify the genre, the author's purpose, and the author's point of view. Students' ability to analyze text by understanding an author's use of language is developing; they are able to make simple inferences about an author's purpose in using specific, descriptive language or comparisons and identify an example of an author's use of words or phrases to achieve a given purpose. Additionally, they are able to identify the meaning of a literary device or figurative language, such as simile, metaphor, personification, hyperbole, or imagery. 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. They use clear context clues, illustrations, and graphics to determine the meaning of words or phrases in grade-level texts. They can identify synonyms and antonyms of familiar words or determine the meaning of words with familiar roots and affixes, and they can identify how the meaning of a word changes when an affix is added. Students at this level can use a dictionary to locate a word and its meaning

Students at this level are able to distinguish between fiction, nonfiction, and poetry and identify more specific genres of fiction. When reading literary texts, they can identify stated information about story elements and make simple inferences. When reading informational and everyday texts, they can identify the topic and main idea, recall stated information, and summarize a key point or message in the text. They can use text headings, subheadings, illustrations, and captions to locate information or to make simple predictions or inferences.

When reading either literary or informational texts, students at this level can identify an author's purpose for writing a text and a purpose for reading. They are able to sequence events and complete a graphic organizer to represent the sequence of major events or steps in a process. They can identify the meaning of a familiar simile or metaphor as it is used in the text. 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 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