

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, 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. *The descriptions provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
<p>Advanced</p> <p>523 and above</p>	<p>At the beginning of the year, students at the Advanced level demonstrate in-depth understanding of academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues and information about word roots and affixes to determine the meaning of unfamiliar words. ▪ interpreting the implied meaning of figurative language. ▪ using context clues, information about word origins and roots or information about the meaning of Greek or Latin root words, and knowledge of affixes to determine the meaning of unfamiliar words. ▪ determining the meaning of a word based on its location and function in a sentence in addition to context clues. ▪ drawing conclusions about characters based on stated information in a portion of or throughout a text or poem. ▪ identifying how information about a character is revealed in a literary text. ▪ using stated details to identify a true statement about an informational text. ▪ interpreting stated details to identify a cause and effect relationship. ▪ identifying the relative location of events in a literary text or steps in a process in informational or everyday text. ▪ making inferences about events and characters in poetry and making predictions. ▪ comparing the main message or characters in two texts and supporting the comparison with text-based information. ▪ making inferences about the main conflict in a literary text. ▪ inferring the main purpose of an informational text. ▪ summarizing essential information in an everyday text and providing text-based details to support the

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	<p>summary.</p> <ul style="list-style-type: none"> ▪ making inferences based on information presented through visual information, such as illustrations and diagrams. ▪ making inferences about the organizational structure used in a text. ▪ inferring implied cause and effect relationships in informational text. ▪ identifying why a text is fiction or nonfiction based on its characteristics. ▪ making inferences about an author's style based on use of language and explaining the effect of an author's use of figurative language. ▪ making comparisons or connections across text and connections with real-world situations and between a given text and prior experience based on information in a text and text features. ▪ distinguishing between fact and opinion in informational text and identifying examples of each. ▪ evaluating an author's effectiveness in achieving a given purpose and providing text-based information to support the evaluation. ▪ analyzing and comparing the style of two authors of related texts. ▪ evaluating the credibility of information in a text. ▪ analyzing an author's word choice to determine the specific purpose of a sentence or portion of text. ▪ analyzing an author's use of figurative language to infer the author's purpose or intent.
<p>Proficient 467–522</p>	<p>At the beginning of the year, students at the Proficient level demonstrate competency in the academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues and prior knowledge to interpret figurative language or what is implied by a specific word or phrase as used in a text. ▪ using knowledge of and given information about word origins to identify other words with the same root. ▪ using a dictionary or thesaurus entry and context clues to determine the meaning of an unfamiliar or multiple-meaning word as used in a text. ▪ identifying information about characters in a literary text. ▪ identifying stated cause and effect relationships or implied comparisons in an everyday text. ▪ identifying an implied main idea in an informational text. ▪ completing a graphic organizer to represent the sequence of events in a literary text or steps in a process in an informational text. ▪ drawing conclusions about relationships between characters, their actions, and motives. ▪ inferring the implied theme or central message of a literary text. ▪ summarizing information in a literary text and providing some relevant, text-based information to

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	<p>support the summary.</p> <ul style="list-style-type: none"> ▪ analyzing a cause and effect relationship in an informational text. ▪ inferring the author's purpose for writing an informational text. ▪ identifying implied comparisons in a poem. ▪ extending a theme or general message of a literary text to real-world or common experiences. ▪ making predictions about likely events if a literary text were extended. ▪ connecting or extending concepts in an informational text to a new situation. ▪ distinguishing between ideas that are more or less important in terms of their support of a main idea. ▪ drawing conclusions based on information in a text. ▪ comparing the purpose or viewpoint of authors of two texts. ▪ drawing conclusions about the author's general style or approach to the topic.
<p>Basic 434–466</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of similes and metaphors or unfamiliar words. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ using knowledge of familiar words to determine the meaning of unfamiliar compound words used in text. ▪ using a dictionary to identify the meaning of an unfamiliar word. ▪ identifying stated information about the speaker in a poem. ▪ identifying stated information about characters' actions, motives, and feelings. ▪ identifying the stated main idea in an informational text and details that support a main idea. ▪ using text features such as headings, subheadings, illustrations, or diagrams to locate specific information in a text. ▪ recalling the order of some events or details in a text. ▪ identifying a common or familiar theme in a literary text. ▪ drawing simple conclusions about what a character does or learns. ▪ identifying the implied main idea of informational texts and recalling stated details. ▪ using information in a text to make simple inferences or to draw simple conclusions. ▪ making simple generalizations about the topic of an informational text. ▪ making inferences about an author's purpose in using specific, descriptive language or comparisons in a poem ▪ identifying an example of an author's use of words or phrases to achieve a given purpose. ▪ identifying the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or

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	<p>imagery.</p> <ul style="list-style-type: none"> ▪ making basic connections between a text and real-world or common experiences. ▪ identifying an author's purpose or point of view. ▪ identifying a clear example of an author's use of words or phrases to achieve a given purpose.
<p>Minimal Performance 433 and below</p>	<p>At the beginning of the year, students at the Minimal Performance level demonstrate very limited academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ identifying synonyms and antonyms of familiar words. ▪ using clear context clues, illustrations, graphics, and prior knowledge to determine meanings of words or familiar similes. ▪ identifying the meaning of words with familiar roots and affixes and how word meaning changes when frequently-used affixes are added. ▪ using a dictionary to determine the meaning of a familiar word as used in a text. ▪ identifying stated information about story elements. ▪ identifying the main topic, recalling stated information, and summarizing a key point or message in a text. ▪ using stated details to sequence events. ▪ making simple inferences and predictions from literary text. ▪ making simple inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics. ▪ distinguishing between fiction, nonfiction, and poetry and identifying more specific types of fiction and nonfiction genres. ▪ identifying an author's purpose for writing a given text and a purpose for reading an informational text. ▪ identifying the meaning of a familiar simile or metaphor, as used in a text. ▪ making basic connections among ideas or concepts within a text and simple predictions based on information in a literary text. ▪ identifying a true statement about information in a text.