MI-Access Participation English Language Arts Assessment
Grade 7 Performance Level Descriptors

Grade 7	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students **who are emerging toward the performance standard,** with or without assistance, are typically able to demonstrate a **limited*** ability to…	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students **who attained the performance standard** are typically able to **independently***…	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students **who surpassed the performance standard** are typically able to **consistently**** and **independently***…
Claim 1	Use <u>narrative text</u> to: 1) Use concrete details to answer a simple *who*, *what*, or *where* question; 2) Identify the theme/main idea; 3) Identify what is the same between two characters when given a visual model to match. Use <u>informational text</u> to: 1) Use concrete details to answer a simple *who*, *what*, or *where* question; 2) Identify main idea; 3) Identify what is the same between two individuals; 4) Answer a simple question regarding a basic informational/functional text; 5) Identify the purpose of an informational/functional text. Understand <u>vocabulary</u>: 1) Use cues to recognize the meaning of a familiar word when paired with pictures/objects; 2) Identify the meaning of a word or phrase used in a given context given choices of words paired with pictures/objects; 3) Identify a word with the opposite meaning as a target word that appears in a short text.	Use <u>narrative text</u> to: 1) Use concrete details to answer a simple *who*, *what*, *where*, or *when* question; 2) Identify the theme/main idea; 3) Identify what is the same between two characters when given a visual model to match. Use <u>informational text</u> to: 1) Use concrete details to answer a simple *who*, *what*, *where*, or *when* question; 2) Identify main idea; 3) Identify what is the same between two individuals; 4) Answer a simple question regarding a variety of basic informational/functional text; 5) Identify the purpose of an informational/functional text. Understand <u>vocabulary</u>: 1) Use cues to recognize the meaning of a familiar word when paired with pictures; 2) Identify the meaning of a word or phrase used in a given context given choices of words paired with pictures/objects; 3) Identify a word with the opposite meaning as a target word that appears in a short text.	Use <u>narrative text</u> to: 1) Use concrete details to answer simple *who*, *what*, *where*, and *when* questions; 2) Identify the theme/main idea; 3) Identify what is the same between two or more characters when given a visual model to match. Use <u>informational text</u> to: 1) Use concrete details to answer simple *who*, *what*, *where*, or *when* questions; 2) Identify main idea; 3) Identify what is the same between two or more individuals; 4) Answer simple questions regarding a variety of basic informational/functional text; 5) Identify the purpose of an informational/functional text. Understand <u>vocabulary</u>: 1) Use cues to recognize the meaning of familiar words; 2) Identify the meaning of words or phrases used in a given context; 3) Identify words with the opposite meaning as a target word that appears in a short text.
Claim 2	Provide a detail, paired with a picture, about a person/character, while preparing to write/communicate about an event or personal experience; Differentiate if a sentence is a statement or a question.	Provide a detail, paired with a picture, about a person/character, while preparing to write/communicate about an event or personal experience; Differentiate if a sentence is a statement or a question.	Provide details, paired with pictures, about a person/character, while preparing to write/communicate about an event or personal experience; Differentiate if sentences are statements or questions.
Claim 3	Select one detail from information presented orally or through other media; Identify the correct use of language to communicate effectively with familiar people.	Select one or more details from information presented orally or through other media; Identify the correct use of language to communicate effectively with familiar people.	Select two or more details from information presented orally or through other media; Identify the correct use of language to communicate effectively with a variety of audiences.
Claim 4	Select a fact, detail or other piece of information that relates to a given topic; Identify a word or phrase paired with a picture that describes the feelings of a person/character in a text.	Select a fact, detail or other pieces of information that relates to a given topic; Identify a word or phrase paired with a picture that describes the feelings of a person/character in a text.	Select facts, details or other pieces of information that relate to a given topic; Identify words or phrases that describe the feelings of a person/character in a text.

*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student
**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better