

## MI-Access Supported Independence English Language Arts Assessment Grade 7 Performance Level Descriptors

Grade 7	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content claims, students <b>who are emerging toward the performance standard</b> , with or without assistance, are typically able to demonstrate a <b>limited*</b> ability to...	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content claims, students <b>who attained the performance standard</b> are typically able to <b>independently**</b> ...	Based on the Essential Elements using the Medium level of the Michigan Range of Complexity, across all content claims, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently**</b> ...
Claim 1	Use <u>narrative text</u> to: 1) Use concrete details to answer a question or make a prediction; 2) Identify one detail that relates to the theme/main idea when theme/main idea is provided; 3) Identify which story element is associated with a given story element. Use <u>informational text</u> to: 1) Use concrete details to answer a question or make a prediction; 2) Identify one detail that relates to the main idea when the main idea is provided; 3) Identify which text element is associated with a given text element; 4) Identify an informational/functional text; 5) Select a word that shows how the author feels about the topic. Understand <u>vocabulary</u> : 1) Use context clues to determine the meaning of a familiar word paired with a picture/object; 2) Identify correct word (from commonly confused words) to use in a given context; 3) Identify a word with the opposite meaning as a target word that appears in text.	Use <u>narrative text</u> to: 1) Use concrete details to answer a question and/or make a prediction; 2) Identify one detail that relates to the theme/main idea when theme/main idea is provided; 3) Identify which story element is associated with a given story element. Use <u>informational text</u> to: 1) Use concrete details to answer a question and make a prediction; 2) Identify one detail that relates to the main idea when the main idea is provided; 3) Identify which text element is associated with a given text element; 4) Identify a variety of informational/ functional texts and/or text patterns; 5) Select a word/phrase that shows how the author feels about the topic of a text or identify why the author most likely wrote it. Understand <u>vocabulary</u> : 1) Use context clues to determine the meaning of a familiar word paired with a picture/object; 2) Identify correct word (from commonly confused words) to use in a given context; 3) Identify a word with the opposite meaning as a target word that appears in text.	Use <u>narrative text</u> to: 1) Use concrete details to answer questions and make predictions; 2) Identify one or more details that relate to the theme/main idea; 3) Identify which story elements are associated with given story elements. Use <u>informational text</u> to: 1) Use concrete details to answer questions and make predictions; 2) Identify one or more details that relate to the main idea; 3) Identify which text elements are associated with given text elements; 4) Identify a variety of informational/ functional texts and/or text patterns; 5) Select words/phrases that show how the author feels about the topic of a text and/or identify why the author most likely wrote it. Understand <u>vocabulary</u> : 1) Use context clues to determine the meaning of familiar words paired with pictures/objects; 2) Identify correct words (from commonly confused words) to use in given contexts; 3) Identify words with the opposite meaning as target words that appear in text.
Claim 2	Provide details about one person/character or one action/happening that occurred during an event or personal experience, while preparing to write/communicate about it; Identify capital letters and/or basic punctuation (periods and question marks).	Provide details about one person/character or one action/happening that occurred during an event or personal experience, while preparing to write/communicate about it; Identify capital letters and/or basic punctuation (periods and question marks).	Provide details about one or more persons/characters or one or more actions/happenings that occurred during events or personal experiences, while preparing to write/communicate about them; Identify capital letters and/or basic punctuation (periods, question marks, exclamation points, and commas).
Claim 3	Distinguish whether a piece of information shared by a speaker is a fact; Identify correct use of language to communicate effectively for different purposes.	Distinguish whether a piece of information shared by a speaker is a fact; Use language to communicate effectively with a variety of audiences and for different purposes.	Distinguish whether pieces of information shared by speakers are facts; Use language to communicate effectively with a variety of audiences and for different purposes.
Claim 4	Select a fact, detail, or other piece of information that relates to a given topic; Identify a word or phrase 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 a phrase that describes the feelings of the people/characters in a text.	Select facts, details, and/or other pieces of information that relate to given topics; Identify words or phrases that describe the feelings of the people/characters in texts.
<p><b>*May include students using standard accommodations as determined by their Individualized Education Program</b></p> <p><b>**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</b></p>			