

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above-grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low-to-moderate complexity texts, the Level 2 student	For grade-appropriate, moderate-to-high complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
		<b>Reading: Literature</b>			
Range	7.RL.1	generally refers to the text to support analysis of what it says explicitly.	identifies textual evidence to support analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a complex inference or analysis of a text.
Range	7.RL.2	identifies a theme or central idea of a text; provides a basic sequence of events in a text.	identifies a theme or central idea of a text; provides a simple objective summary of a text.	determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text.	evaluates themes or central ideas and their development over the course of a text; provides a comprehensive objective summary of a text.
Range	7.RL.3	identifies particular elements of a story or drama (e.g., setting or characters).	explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	evaluates the impact of relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot).
Range	7.RL.4	with textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; describes the impact of rhyme and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes and evaluates the impact of rhyme and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Range	7.RL.5	describes a drama's or poem's form or structure (e.g., soliloquy, sonnet).	describes and identifies how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	analyzes and evaluates how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning and effectiveness.
Range	7.RL.6	describes the points of view of different characters or narrators in a text.	analyzes the points of view of different characters or narrators in a text.	analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.	analyzes how the author develops and contrasts the points of view of different, complex characters or narrators in a text and evaluates the effectiveness of the points of view.
Range	7.RL.7	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, and identifies the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, evaluating the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) and critiquing its use by its director.
Range	7.RL.9	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses or alters history.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	cites evidence from both a fictional portrayal of a time, place, or character and a historical account of the same period to support an analysis and evaluation of how authors of fiction use or alter history.
		<b>Reading: Informational Text</b>			
Range	7.RI.1	generally refers to the text to support analysis of what it says explicitly.	identifies textual evidence to support analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a complex inference or analysis of a text.
Range	7.RI.2	identifies a central idea of the text; provides a basic sequence of events or ideas in the text.	identifies two or more central ideas of the text; provides a simple summary of the text.	determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of the text.	evaluates two or more central ideas and their development over the course of the text; provides a comprehensive, objective summary of the text.
Range	7.RI.3	identifies the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	describes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	evaluates the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Range	7.RI.4	with textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in a text; identifies the impact of a specific word choice on meaning.	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of a specific word choice on meaning and tone.
Range	7.RI.5	describes the structure an author uses to organize a text; identifies the major sections of the text.	describes and identifies the structure an author uses to organize a text; describes how the major sections contribute to the whole and to the development of the ideas.	analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	evaluates the rhetorical effect of the structure an author uses to organize a text and analyzes how the major sections contribute to the whole and to the development of the ideas; articulates how a different text structure might impact the meaning of the text.
Range	7.RI.6	identifies an author's purpose in a text and what distinguishes his or her position from that of others.	identifies an author's point of view or purpose in a text and describes how the author distinguishes his or her position from that of others.	determines an author's point of view or purpose in a text and analyzes how the author distinguishes his or her position from that of others.	analyzes an author's point of view and purpose in a text; evaluates how effectively the author distinguishes his or her position from that of others.
Range	7.RI.7	generally compares and contrasts a text to an audio, video, or multimedia version of the text.	compares and contrasts a text to an audio, video, or multimedia version of the text, describing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, video, or multimedia version, evaluating each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) and providing specific evidence to support evaluation.
Range	7.RI.8	traces the argument and claim in a text, identifying the reasoning and evidence used to support the claim.	traces and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claim.	traces and evaluates the argument and specific claims in a text, assessing whether the reasoning and evidence is relevant and sufficient to support the claims.	explains and evaluates the argument and specific claims in a text; traces specific language in the text in an assessment of why or how not the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Range	7.RI.9	describes how two or more authors writing about the same topic shape their presentations of key information.	describes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	cites textual evidence in an evaluation of the different rhetorical effects of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
		<b>Writing</b>			
Range	7.W.1	writes arguments which includes a claim or extra-textual evidence. a. introduces claim(s) and organizes the reasons and evidence. b. supports claim(s) with reasoning and non-textual evidence, demonstrating a basic understanding of the topic or text. c. uses basic transitional words to link claim(s), reasons, and evidence. d. attempts to establish a formal style. e. provides a concluding statement or section.	writes arguments to support claims with extra-textual evidence to support a claim. a. introduces claim(s) and organizes the reasons and evidence logically. b. supports claim(s) with reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to link claim(s), reasons, and evidence. d. establishes formal style. e. provides a concluding statement or section that follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence. a. introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. establishes and maintains a formal style. e. provides a concluding statement or section that follows from and supports the argument presented.	writes arguments to support claims with clear reasons and relevant evidence. a. introduces solid claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text. c. uses precise words, phrases, and clauses to create cohesive lists among major sections of the essay and clarify the relationships among claim(s), reasons, and evidence. d. establishes and maintains a formal style and objective tone. e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.
Range	7.W.2	writes informative/explanatory text to describe a topic through the selection and organization of content. a. introduces a topic clearly; organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses basic transitions to link ideas and concepts. d. uses topic-appropriate language and vocabulary to inform. e. attempts a formal style. f. provides a concluding statement or section.	writes informative/explanatory text to explain a topic through the selection and organization of relevant content. a. introduces a topic clearly; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to create cohesion. d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic. e. establishes formal style. f. provides a concluding statement or section that follows from the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension. b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes and maintains a formal style. f. provides a concluding statement or section that follows from and supports the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information with a strongly developed focus through the selection, organization, and analysis of relevant content. a. introduces a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause and effect; includes formal formatting (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension. b. develops the topic with analysis of relevant facts, complex ideas, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. e. establishes and maintains a formal style and objective tone. f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.
Range	7.W.4-6	produces writing in which the development, organization, and style are appropriate to the task; develops writing by applying planning, revising, editing, or rewriting; editing should demonstrate basic command of language standards 1-3 up to and including grade 7; uses technology to produce writing.	produces clear writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed; editing should demonstrate basic command of language standards 1-3 up to and including grade 7; uses technology to produce writing and refer to sources.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing should demonstrate command of language standards 1-3 up to and including grade 7; uses technology to produce writing and cite sources.	produces well-developed and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, successfully addressing the intended purpose and audience; editing should demonstrate skillful command of language standards 1-3 up to and including grade 7; uses technology to produce writing and cite sources as well as connect ideas efficiently.

Range	7.W.7-8	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and reflects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused, and evaluative ideas; gathers relevant information from multiple sources; evaluates the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>Listening</b>					
Range	7.SL.2	identifies the main ideas and supporting details presented in diverse media and formats.	identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	analyzes and interprets the main ideas and supporting details presented in diverse media and formats and explains how the ideas clarify a topic, text, or issue under study.
Range	7.SL.3	delineates a speaker's argument and specific claims.	delineates a speaker's argument and specific claims, identifying the relevance of the evidence introduced.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	delineates a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence using real world application and/or rhetorical analysis.
<b>Language</b>					
Range	7.L.1	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking in the following areas: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking in the following areas: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of phrases and clauses in general and evaluates their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Range	7.L.2	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.
Range	7.L.3	attempts to use the conventions of language when writing, speaking, reading, or listening: a. incoherently chooses language that expresses ideas without wordiness and redundancy.	generally uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. attempts to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening: a. strategically chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Range	7.L.4	with textual support (e.g. context clues, embedded definitions), tentatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. incoherently verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Range	7.L.5	demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings: a. identifies some figures of speech (e.g., literary, biblical, mythological allusions) in context. b. uses the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words. c. incoherently distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: a. identifies figures of speech (e.g., literary, biblical, mythological allusions) in context. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g., literary, biblical, mythological allusions) in context. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).