

# Schoolwide Benchmark Assessment Plan

## Language Arts Standards

Test 1 September  
Test 2 November

Test 3 January  
Test 4 March

Test	Standard	Category	SEVENTH GRADE	
			Essential Language Standards	Kid Friendly Standards
1	1.1	Word Analysis, Fluency & Systematic Vocabulary Development	Identify idioms, analogies, metaphors, and similes.	1.1 I can tell the difference between and point out idioms, analogies, metaphors, and similes. (Ex. <u>Idiom</u> : That's a piece of cake. <u>Analogy</u> : Big:Small:: Large:Tiny. <u>Metaphor</u> : Love is a rose. <u>Simile</u> : Love is like a rose).
1	1.3	Word Analysis, Fluency & Systematic Vocabulary Development	Clarify word meanings through the use of definition, example, restatement, or contrast.	1.3 I can explain what a word means using the dictionary definition. I can use a word correctly in a sentence. I can explain what a word means using different words than those given in the dictionary. I can explain what a word means using words that mean the opposite. (Ex.: Big is not small).
1	2.5	Writing Applications (at least 500 to 700 words in each genre)	Write summaries of reading materials: Use student's own words, except for quotations. Reflect underlying meaning, not just superficial details.	2.5 I can write a summary of something I have read: using my own words, but including quotations from the text which I will insert into my own writing using the correct punctuation; clearly explain the purpose of the reading or the meaning that the author wanted the reader to understand.
2	2.3	Reading Comprehension (Focus on Informational Materials)	Analyze text that uses the cause-and-effect organizational pattern.	2.3 I can read a story that has a final result and point out what caused this to occur
2	1.2	Written and Oral English Language Conventions	Identify and use infinitives and participles and make clear references between pronouns and antecedents.	1.2 I can point out there are many infinitives in a sentence and give you the actual name of the person she, he, him, her refers to
2	1.4	Written and Oral English Language Conventions	Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	1.4 I can correctly use; quotation marks commas at the end of a dependent clause and all the rules of English in writing.
2	2.1*	Writing Applications (at least 500 to 700 words in each genre)	Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).	2.1 I can write made up stories or true stories about my own life: a. where a problem is presented and solved and the story has a clear beginning, middle, and end. b. where there are interesting characters and a clear location(s) in which the story is taking place. c. where I use different ways to make my story interesting.  For example: making my characters speak, making my

					<i>audience wonder what will happen next, and giving details about what is going on including the body movement and facial expression of my characters.</i>
<b>3</b>	<b>2.4</b>	Reading Comprehension (Focus on Informational Materials)	Identify and trace the development of an author's argument, point of view, or perspective in text.	<b>2.4</b>	I can show you (point out) places in a story that point out the authors opinion about the story
<b>3</b>	<b>1.1</b>	Writing Strategies	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	<b>1.1</b>	I can write an organized essay using the 6 traits components taught in class so that the essay flows from paragraph to paragraph which will receive a score of 5 or 6
<b>3</b>	<b>1.7</b>	Writing Strategies	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	<b>1.7</b>	I can improve by writing my own composition after I've checked with another student or the teacher focusing the choice of words and exact words.
<b>3</b>	<b>2.2*</b>	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<i>Write responses to literature:</i> <i>a. Develop interpretations exhibiting careful reading, understanding, and insight.</i> <i>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</i> <i>c. Justify interpretations through sustained use of examples and textual evidence.</i>	<b>2.2</b>	<i>Write a response to literature:</i>  <i>a. write down what you thought about the reading</i> <i>b. gather evidence from the reading to support your views from the reading</i> <i>c. use the evidence gathered to strengthen your thoughts about the reading</i>
<b>3</b>	<b>2.4*</b>	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<i>Write persuasive compositions:</i> <i>a. State a clear position or perspective in support of a proposition or proposal.</i> <i>b. Describe the points in support of the proposition, employing well-articulated evidence.</i> <i>c. Anticipate and address reader concerns and counterarguments.</i>	<b>2.4</b>	<i>I can write a clear opinion on a given topic:</i>  <i>I can give evidence to support my opinion</i> <i>I can predict opposing opinions</i>
<b>4</b>	<b>2.6</b>	Reading Comprehension (Focus on Informational Materials)	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	<b>2.6</b>	I can look at things in the story that the author was to make me agree with him and tell you if the examples used are true or if they are unfair to the group being described
<b>4</b>	<b>3.4</b>	Literary Response and Analysis	Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	<b>3.4</b>	I can read and understand recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
<b>4</b>	<b>3.6</b>	Literary Response and Analysis	Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	<b>3.6</b>	I can read three or four different responses to one story and point out the sections of the story that caused the writer to have that response
<b>4</b>	<b>1.2</b>	Writing Strategies	Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	<b>1.2</b>	I can prove any thing that I write or say by pointing out examples and accepted research on the subject
<b>4</b>	<b>2.3*</b>	<i>Writing Applications (at least 500 to 700 words in each genre)</i>	<i>Write research reports:</i> <i>a. Pose relevant and tightly drawn questions about the topic.</i> <i>b. Convey clear and accurate perspectives on the subject.</i>	<b>2.3</b>	<i>Write research reports:</i> <i>a. I know how to write appropriate questions that are directly related to the topic</i> <i>b. I can create clear and accurate points of</i>

			<p>c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).</p> <p>d. Document reference sources by means of footnotes and a bibliography.</p>		<p>view (pro and con) on the subject or topic.</p> <p>c. I know how to include evidence found through the research process (a computer catalog, magazines, newspapers, dictionaries, etc.)</p> <p>d. I can document sources found through footnotes and a bibliography</p>
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\*Italicized standards may not be included in the Edusoft benchmark assessment, but will be included in the state STAR testing in the spring.