

Grade 7 ELA & Math Performance Descriptors

This is the descriptors provided parents for each level of performance

Content Strand/Reporting Category Statements	
Reporting Category	Text
Reading for Information	Students make conclusions supported by details. They find the author’s point of view and purpose for writing a text (like to give an opinion). They look at an author’s claims and how they are supported. They examine how two authors present information on the same topic.
Reading for Literature	Students find the theme or main idea of a text. They analyze the structure of a story, poem, or play. They examine how characters are developed by an author. They compare and contrast a fictional and non-fictional text on the same topic.
Writing and Language	Students write to argue a position or give information using facts and support. They write about real or imagined experiences and events. They quote or summarize information from many sources. They figure out the meaning of new words. They spell correctly and use correct grammar.

What These Results Mean	
Reporting Category	Text
Reading for Information – Below Mastery	Your student may have trouble summarizing the events or ideas in a text; determining an author’s purpose for writing a text; finding the evidence an author uses to support his or her claims; understanding the difference between the literal and figurative meaning of a word or phrase.
Reading for Information – At/Near Mastery	Your student often correctly summarizes a text; finds main ideas; shows how individuals influence the events or ideas given in a text; determines an author’s point of view and how it is different from others; shows how authors writing on the same topic present information differently.

Reading for Information – Above Mastery	Your student gives a complete summary of a text; tells how an author’s word choice can affect the tone of a text; understands the difference between the points of view of many characters; judges whether an author’s claims are supported with evidence.
Reading for Literature – Below Mastery	Your student may have trouble summarizing the events of a story; telling the difference in the point of view of many characters; identifying the parts of a story or play (like setting); understanding the difference between a word’s literal and figurative meaning.
Reading for Literature – At/Near Mastery	Your student is often able to figure out the overall theme of a text; show how a story’s setting can affect the characters and plot; find similarities and differences in the parts of a story or play; understand words can have many meanings.
Reading for Literature – Above Mastery	Your student correctly uses details from a text to make conclusions; gives a complete summary of a text; tells how an author uses point of view to make characters different; finds similarities and differences between fictional and historical texts written about the same time period.
Writing and Language – Below Mastery	Your student may have trouble connecting a main idea and supporting details when writing for different purposes (like to make an argument or inform); using citations in research; spelling correctly; using commas correctly; understanding figures of speech (like literary references).
Writing and Language – At/Near Mastery	Your student often presents information clearly when writing for different purposes (like using an introduction, supporting details, conclusion); judges whether a source is useful when doing research; understands figures of speech; uses correct spelling and punctuation.
Writing and Language – Above Mastery	Your student uses clear language and organization when writing for different purposes (like to inform or make an argument); revises and edits his or her writing; uses and understands words and phrases with many meanings; uses correct spelling and punctuation.

AzMERIT ELA 6–11 Writing Essay Performance Text (Argumentative)

Dimension 1: Grades 6–11				
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	NS	Your student earned no score out of 4 possible points. Your student’s essay was incomplete or written in a foreign language. The response was confusing, off-topic, or unrelated to the purpose.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	1	Your student earned 1 out of 4 possible points. Your student’s essay may be related to the topic but may offer little relevant detail. It may be very short or have a major drift off-topic, or the claim may be confusing or unclear. The argument is not structured or organized. It does not use transitions effectively and may include unrelated ideas.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	2	Your student earned 2 out of 4 possible points. Your student’s essay sometimes stays on topic and may have minor drifts in focus. The claim may be somewhat unclear or unfocused. The argument has some structure but is not clearly organized. It does not use transitions effectively or connect ideas well. The essay may have a weak beginning and end.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	3	Your student earned 3 out of 4 possible points. Your student’s essay stays on topic and is focused. It has a clear claim and the context fits the purpose. The argument is well organized, uses transitions, and makes connections between ideas. It clearly develops ideas. The essay has a clear beginning and end.

ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	4	Your student earned 4 out of 4 possible points. Your student’s essay is on topic and focused. The response is well organized and develops claims that use details from supporting sources. Transitions are used consistently to vary sentences and explain relationships between ideas. Ideas are logically developed and are strongly connected from beginning to end.
Dimension 2: Grades 6–11				
ELA	Evidence/Elaboration	6–11 (Argumentative)	NS	Your student earned no score out of 4 possible points. Your student’s essay was difficult to read or written in a foreign language. The response was incomplete, off-topic, or unrelated to the purpose.
ELA	Evidence/Elaboration	6–11 (Argumentative)	1	Your student earned 1 out of 4 possible points. Your student’s essay did not give enough evidence to support the claim. It included very few facts or details from sources. It used information that was incorrect or not relevant. The ideas were confusing or unclear. The argument used simple language. It may have been unclear for the audience or purpose of the task.
ELA	Evidence/Elaboration	6–11 (Argumentative)	2	Your student earned 2 out of 4 possible points. Your student’s essay includes little support for the claim. Details from sources are included but support claims weakly. There are few references given and weak use of complex sentences. Ideas use simple, direct language. The use of vocabulary may be inappropriate for the audience and purpose.
ELA	Evidence/Elaboration	6–11 (Argumentative)	3	Your student earned 3 out of 4 possible points. Your student’s essay is well supported and uses facts and details as evidence to support the claim. It uses citations and some evidence from sources. It uses transitions to make connections between ideas. It includes general and specific vocabulary appropriate for the audience and fits the purpose of the task.

ELA	Evidence/Elaboration	6–11 (Argumentative)	4	Your student earned 4 out of 4 possible points. Your student’s essay is on topic and focused. It uses evidence to effectively support the claim. The evidence is cited and smoothly integrated into the essay. The essay uses transitions to develop and connect ideas. It clearly states ideas. It uses words that are clearly appropriate for the audience and purpose.
Dimension 3: Grades 6–11				
ELA	Conventions/Editing	6–11 (Argumentative)	0	Your student earned 0 out of 2 possible points. Your student’s essay shows a lack of understanding of sentence formation and other conventions. There are many mistakes in spelling, punctuation, and capitalization. These mistakes make the meaning or point of the response unclear.
ELA	Conventions/Editing	6–11 (Argumentative)	1	Your student earned 1 out of 2 possible points. Your student’s essay may be off-topic and show little to no organization. It may show some correct use of language rules and conventions. There are few mistakes in the essay, but they may confuse the meaning. There is inconsistent use of punctuation, capitalization, and spelling rules.
ELA	Conventions/Editing	6–11 (Argumentative)	2	Your student earned 2 out of 2 possible points. Your student’s essay shows a strong understanding of sentence formation and other conventions. The response is clear but has some minor mistakes. It correctly uses punctuation, capitalization, and spelling rules.

Grade 7 Math

Content Strand/Reporting Category Statements	
Reporting Category	Text
Ratio and Proportional Relationships	Students solve problems with ratios, rates, and percents. They identify and describe proportional relationships between two numbers using ratios, rates, graphs, and equations. They interpret graphs, tables, equations, diagrams, and verbal explanations of proportional relationships.
Expressions and Equations	Students apply properties of operations to add, subtract, factor, and expand linear expressions. They write equivalent expressions to highlight numerical relationships. They solve multistep real-life problems. They interpret word problems and create simple equations and inequalities.
The Number System	Students solve problems by applying properties of operations to add, subtract, multiply, and divide numbers, including positive, negative, and fractional numbers. They represent relationships between positive and negative numbers on number lines. They convert fractions to decimals.
Geometry, Statistics, and Probability	Students interpret scale drawings and 3-D figures. They draw geometric shapes and construct triangles. They know formulas for area and volume and solve for unknown angles. They use random sampling of populations to make inferences. They express the probability of a chance event.

What These Results Mean

Reporting Category	Text
Ratio and Proportional Relationships – Below Mastery	Your student may have trouble computing unit rates from ratios of fractions; determining if the relationship between two numbers is proportional and defining the unit rate; using proportional relationships to solve simple ratio and percent problems.
Ratio and Proportional Relationships – At/Near Mastery	Your student is often able to compute fractional unit rates from ratios of fractions; determine if the relationship between two numbers is proportional and define the unit rate; use proportional relationships to solve multistep ratio and percent problems.
Ratio and Proportional Relationships – Above Mastery	Your student almost always computes fractional unit rates from ratios of fractions; creates new figures that are proportional to given figures; creates equivalent proportional equations to solve ratio and percent problems.
Expressions and Equations – Below Mastery	Your student may have trouble applying properties of operations to add, subtract, factor, and expand linear expressions; explaining the meaning of an expression in a context; solving equations that include coefficients (like 4 in $4x^y$).
Expressions and Equations – At/Near Mastery	Your student is often able to apply properties of operations to add, subtract, factor, and expand linear expressions; explain the meaning of an expression; solve equations and inequalities with coefficients; understand that equivalent expressions can show how to solve a problem.
Expressions and Equations – Above Mastery	Your student almost always applies properties of operations to add, subtract, factor, and expand linear expressions; creates and explains equivalent expressions; models math problems using equations and inequalities with rational coefficients; explains what solutions mean in a context.

The Number System – Below Mastery	Your student may have trouble adding, subtracting, multiplying, or dividing rational numbers; solving math problems involving positive and negative numbers by using a number line.
The Number System – At/Near Mastery	Your student is often able to add, subtract, multiply, or divide rational numbers; recognize the sum of a number and its opposite equals zero; convert fractions into decimals; solve math problems with positive, negative, and fractional numbers, and check if the result is reasonable.
The Number System – Above Mastery	Your student almost always correctly interprets the sums, differences, products, and quotients of rational numbers in a real-world context; converts fractions into decimals, including repeating decimals; translates word problems into equations and equations into word problems.
Geometry, Statistics, and Probability – Below Mastery	Your student may have trouble finding the lengths of scaled figures; identifying geometric shapes; recognizing the formulas for circles; finding measures of angles; finding the areas and volumes of figures; identifying mean, median, and mode; understanding and determining probability.
Geometry, Statistics, and Probability – At/Near Mastery	Your student is often able to find the lengths of scaled figures; construct geometric shapes; find circumferences of circles and measures of angles; find the areas and volumes of real-world figures; use mean, median, and mode to make comparisons; understand and determine probability.
Geometry, Statistics, and Probability – Above Mastery	Your student almost always correctly explains the relationship between scaled figures; knows if conditions will create one or more triangles, or none at all; understands and uses geometric relationships; understands and uses relationships between experimental and theoretical probability.