



# 7<sup>th</sup> Grade Writing Pathways to Proficiency (ELA) Standards and Achievement Level Descriptors (ALD)

This document aligns the Oregon English Language Arts (ELA) learning targets with corresponding Oregon Writing ELA Standards. The document serves as a guide in understanding the different levels of proficiency as aligned to these learning targets. Educators can use this document as a tool in making connections between the ELA Writing Standards and the different resources available: Evidence Statements, Achievement Level Descriptors and Progressions, and Statewide Interim Assessment Resources to support instruction.

**STANDARDS:** Although the Writing Standards are divided into multiple writing purposes the processes of communication are closely connected to other standard categories, as reflected throughout this document.

<p><b>Opinion/Argumentative:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Informational/Expository:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Narrative:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
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- While the Standards delineate specific expectations in writing, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task in combination of other ELA category standards and other content areas.
- Additionally, this document includes the writing process connections in **research/inquiry** to investigate topics, and to analyze, integrate, and present information.

**LEARNING TARGETS:** Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

**EVIDENCE STATEMENTS:** Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

**ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS:** Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

**INTERIM ASSESSMENT RESOURCES:** A description of the statewide interim assessment resources connected to the identified learning target.

## WRITING - Students can produce effective writing for a range of purposes and audiences.

### COMPOSE FULL TEXTS – ARGUMENTATIVE

LEARNING TARGET	STANDARDS
Write full arguments about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	<p><b>7.W.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>7.W.1a</b> - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>7.W.1b</b> - Support claim(s) with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>7.W.1c</b> - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>7.W.1d</b>. Establish and maintain an appropriate style for content, purpose, and audience.</p> <p><b>7.W.1e</b>. Provide a concluding statement or section that follows from the argument presented.</p> <p><b>7.W.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>7.W.5</b> - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>7.W.8</b> - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>7.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

#### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS ARGUMENTATIVE**

*The student will write full arguments about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.*

**(Organization)** *The student will revise arguments by identifying improved organizational elements such as:*

- 1. providing an opening that establishes a clear claim and context for the argument*
- 2. organizing reasons and evidence to support the claim, building a logical argument\**
- 3. providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence*
- 4. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)*

**(Elaboration)** *The student will revise arguments by identifying the best use of elaboration techniques such as:*

- 1. referencing and/or integrating relevant and credible evidence to support claims*
- 2. acknowledging alternate or opposing viewpoints*
- 3. establishing/addressing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose*
- 4. deleting details that do not support the claim*

#### **ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS ARGUMENTATIVE**

- Students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
<p>Students should be able to provide <b>minimal evidence</b> that they can plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose and audience and organization of ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion.</p>	<p>Students should be able to provide <b>partial evidence</b> that they can plan, write, revise, and edit argument texts, partially demonstrating ability to state claims about topics or sources; partially attend to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.</p>	<p>Students should be able to provide <b>adequate evidence</b> that they can plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.</p>	<p>Students should be able to provide <b>thorough evidence</b> that they can plan, write, revise, and edit full argumentative texts, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; strategically organize ideas by stating a context and focus; include complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.</p>

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Brief Writes;</li> <li>• FIAB: Write and Revise Argumentative Text;</li> <li>• FIAB: Editing</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Write and Revise Argumentative Brief Writes Sample Items</a></li> <li>• <a href="#">Compose Argumentative Full Texts Sample Items</a></li> </ul>	<p>Interim Connections Playlist</p> <ul style="list-style-type: none"> <li>• <a href="#">Brief Writes</a>; <a href="#">Write and Revise Arguments</a>; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a>; <a href="#">Compose Full Argumentative (PT)</a></li> </ul>

**WRITING - Students can produce effective writing for a range of purposes and audiences.**

## COMPOSE FULL TEXTS – EXPLANATORY

LEARNING TARGET	STANDARDS
<p>Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p>	<p><b>7.W.2</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>7.W.2a</b> - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>7.W.2b</b> - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>7.W.2c</b> - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>7.W.2d</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>7.W.2e</b> - Establish and maintain an appropriate style for content, purpose, and audience.</p> <p><b>7.W.2f</b> - Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><b>7.W.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>7.W.5</b> - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>7.W.8</b> - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>7.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS INFORMATIONAL**

***The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.***

***(Organization)*** The student will **revise** explanatory text by **identifying** improved organizational elements such as

1. *introducing and clearly stating a focus (thesis)*
2. *previewing what is to follow*
3. *maintaining a clear focus*
4. *organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)*
5. *providing appropriate transitional strategies for coherence and to clarify relationships*
6. *providing a conclusion that is related to and supports the information or explanation presented*

***(Elaboration)*** The student will **revise** explanatory text by **identifying** the best use of elaboration techniques such as

1. *referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and examples) appropriate for the required form (essay, report, etc.)*

2. *using precise and domain-specific language to inform or explain*
3. *establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose*
4. *deleting the details that do not support the thesis/controlling idea*

**ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS INFORMATIONAL**

Students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration; and provide an appropriate conclusion.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can plan, write, revise, and edit full yet simple informational/explanatory texts on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for coherence; include minimal evidence and elaboration; and develop a minimal conclusion.	Students should be able to provide <b>partial evidence</b> that they can plan, write, revise, and edit informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence, citing evidence and elaboration; and provide a conclusion.	Students should be able to provide <b>adequate evidence</b> that they can plan, write, revise, and edit full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration; and provide an appropriate conclusion.	Students should be able to provide <b>thorough evidence</b> that they can plan, write, revise, and edit full, complex informational/explanatory texts on a topic, thoroughly attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration; and provide a well-developed, effective conclusion.

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Brief Writes</li> <li>• IAB Revision</li> <li>• IAB Performance Task</li> <li>• FIAB: Write and Revise Explanatory Texts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Write and Revise Explanatory Brief Writes Sample Items</a></li> <li>• <a href="#">Compose Explanatory Full Texts Sample Items</a></li> </ul>	<p>Interim Connections Playlist</p> <ul style="list-style-type: none"> <li>• <a href="#">Brief Writes</a>; <a href="#">Write and Revise Explanatory</a> ; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a></li> </ul>

**WRITING - Students can produce effective writing for a range of purposes and audiences.**

**COMPOSE FULL TEXTS – NARRATIVE**

LEARNING TARGET	STANDARDS
<p>Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).</p>	<p><b>7.W.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>7.W.3a</b> - Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.*</p> <p><b>7.W.3b</b> - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>7.W.3c</b> - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>7.W.3d</b> - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>7.W.3e</b> - Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>7.W.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>7.W.5</b> - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>7.W.8</b> - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>7.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

**EVIDENCE STATEMENTS: COMPOSE FULL TEXTS NARRATIVE**

*The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).*

**(Organization)** *The student will write or revise organized narratives that engage and orient the reader by*

1. *providing an opening that establishes a context and/or setting and/or point of view*
2. *providing an opening that introduces a narrator and character(s)*
3. *organizing narrative with a logical sequence of events/experiences*
4. *using transition strategies to convey sequence, establish pacing, signal time or setting shifts*
5. *providing closure that follows logically from the narrative*

**(Elaboration)** *The student will use information provided in a stimulus to write and revise narratives that apply narrative techniques such as*

1. *including dialogue to convey events/experiences*
2. *including descriptive details and sensory language to convey events/experiences precisely*
3. *identifying details that should be deleted because they are inconsistent with the rest of the narrative*

### ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS NARRATIVE

- Students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can write narrative text demonstrating use of narrative techniques, loose chronology, and occasional transitional strategies for coherence; use descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including an underdeveloped conclusion.	Students should be able to provide <b>partial evidence</b> that they can write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion.	Students should be able to provide <b>adequate evidence</b> that they can write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Students should be able to provide <b>thorough evidence</b> that they can write well-developed narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.

### INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Brief Writes</li> <li>• IAB: Revision</li> <li>• FIAB: Write and Revise Narrative Texts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Write and Revise Narrative Brief Writes Sample Items</a></li> <li>• <a href="#">Compose Narrative Full Texts Sample Items</a></li> </ul>	Interim Connections Playlist <ul style="list-style-type: none"> <li>• <a href="#">Brief Writes</a>; <a href="#">Write and Revise Narratives</a>; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a></li> </ul>

## WRITING - Students can produce effective writing for a range of purposes and audiences.

### WRITING (All Purpose Types): LANGUAGE AND VOCABULARY USE

LEARNING TARGET	STANDARDS
Strategically use precise language and vocabulary (including academic words,	<b>7.W.2d</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.

domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	<p><b>7.W.3d</b> - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>7.L.3a</b> - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>7.L.6</b> - Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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**EVIDENCE STATEMENTS:**

1. The student will identify and use the best on- or below-grade-level academic domain-specific, construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/explanatory writing.
2. The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing.
3. The student will identify and use the best word or words to precisely convey events, experiences or ideas in a text.
4. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely, emotions, or states of being that are basic to a particular topic and specific to a writing purpose.
5. The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.

**ACHIEVEMENT LEVEL DESCRIPTORS:**

- Students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use, <b>with significant support (e.g., with suggestions for use of resources)</b> , basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.	Students should be able to use, <b>with minimal support (e.g., with resources)</b> , some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.	Students should be able to <b>adequately</b> use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.	Students should be able to <b>thoroughly</b> use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.

**INTERIM ASSESSMENT RESOURCES:**

<p><b>Interim Assessment Block:</b></p> <ul style="list-style-type: none"> <li>• FIAB: Language and Vocabulary Use</li> </ul>	<p><b>Sample Items:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Language and Vocabulary Use Sample Items</a></li> </ul>	<p><b>Tools for Teachers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Language and Vocabulary Use</a></li> </ul>
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**WRITING - Students can produce effective writing for a range of purposes and audiences.**

**WRITING (All Purpose Types): EDIT**

<b>LEARNING TARGET</b>	<b>STANDARDS</b>
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Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	<p><b>7.L.1 (including 7.L1a – 7.L1c)</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>7.L.2 (including 7.L2a – 7.L2b)</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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**EVIDENCE STATEMENTS:**

1. *The student will identify, edit to correct, and/or edit for correct use of grammar usage, spelling, capitalization, and punctuation.*

**ACHIEVEMENT LEVEL DESCRIPTORS:**

- **Students should be able to provide adequate evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to <b>provide minimal evidence</b> that they can write or edit texts, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Students should be able to <b>provide partial evidence</b> that they can write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Students should be able to <b>provide adequate evidence</b> that they can write or edit texts, demonstrating an adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Students should be able to <b>provide thorough evidence</b> that they can write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).

**INTERIM ASSESSMENT RESOURCES:**

<b>Interim Assessment Block:</b> • FIAB: Editing	<b>Sample Items:</b> • <a href="#">Edit Sample Items</a>	<b>Tools for Teachers:</b> Interim Connections Playlist • <a href="#">Editing</a>
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**WRITING/RESEARCH - Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**

**WRITING/RESEARCH: Interpret & Integrate Information; Analyze Information/Sources; Research / Inquiry**

LEARNING TARGET	STANDARDS
Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<p><b>7.W.7</b> - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>7.W.8</b> - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>7.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>7.W.10</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**EVIDENCE STATEMENTS: WRITING/RESEARCH**

**(Analyze / Integrate Information):** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.

1. The student will analyze information within and among sources of information.
2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

**(Evaluate Information / Sources):** Distinguish relevant/irrelevant information.

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.
3. The student will evaluate the relevance of information from multiple sources to support research.

**(Use Evidence):** Cite evidence to support opinions and ideas.

1. The student will cite evidence to support arguments, ideas, or analyses.

**ACHIEVEMENT LEVEL DESCRIPTORS:**

- Students should be able to provide adequate evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources, provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources, and provide adequate evidence that they can generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
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<p>Students should be able to <b>provide minimal evidence</b> that they can analyze 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>provide minimal evidence</b> they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources, and <b>provide minimal evidence</b> that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.</p>	<p>Students should be able to <b>provide partial evidence</b> that they can analyze 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>provide partial evidence</b> that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources, and <b>provide partial evidence</b> that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.</p>	<p>Students should be able to <b>provide adequate evidence</b> that they can analyze 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>provide adequate evidence</b> that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources, and <b>provide adequate evidence</b> that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.</p>	<p>Students should be able to <b>provide thorough evidence</b> that they can analyze 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>provide thorough evidence</b> that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources, and <b>provide thorough evidence</b> that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.</p>
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**INTERIM ASSESSMENT RESOURCES:**

<p><b>Interim Assessment Block:</b></p> <ul style="list-style-type: none"> <li>• IAB: Research</li> <li>• FIAB: Research: Analyze Information</li> <li>• FIAB: Research: Interpret and Integrate</li> <li>• FIAB: Research: Use Evidence</li> </ul>	<p><b>Sample Items:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Research Inquiry Sample Items</a></li> </ul>	<p><b>Tools for Teachers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Research</a></li> <li>• <a href="#">Research: Analyze Information</a></li> <li>• <a href="#">Research: Interpret and Integrate</a></li> <li>• <a href="#">Research: Use Evidence</a></li> </ul>
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