

English Language Arts
Grade 7

Grade 7 FSA English Language Arts	
Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the <i>Florida Standards</i> .
Level 2	<p><u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u></p> <ul style="list-style-type: none"> • identifies textual evidence to support a stated analysis of what a text says explicitly • identifies a theme and one or more central ideas of a text or diverse media and describes structural elements used to organize a text, including how sections contribute to the development of ideas in the text • provides details contained within a simple summary of a text • identifies particular elements in literary or informational texts and describes their interaction • uses explicit context clues and word parts to determine the meaning of words and phrases, including basic figurative, connotative, and technical meanings, and identifies their impact on meaning and tone • identifies how an author develops the points of view of different characters or narrators in a literary text, or identifies an author’s point of view or purpose and determines how the author supports his or her position in an informational text • traces and evaluates an explicit argument and claim in a text and identifies if sufficient evidence is used to support the claim • identifies similarities between two or more texts or media versions about the same topic using different evidence and identifies techniques that are unique to each medium • provides a claim or controlling idea, attempts to include a counterclaim when appropriate, uses an inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions • demonstrates basic command of the conventions of standard English grammar, usage, and mechanics

Level 3	<p><u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u></p> <ul style="list-style-type: none">• cites several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text• determines a theme or one or more central ideas in a text or diverse media and analyzes the structure used to organize a text and its development over the course of the text, including how major sections contribute to the whole• provides an objective summary of a text• analyzes the interaction between particular elements in literary or informational texts• uses context clues and word parts to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone• analyzes how an author develops and contrasts the points of view of different characters or narrators in a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text• traces and evaluates the argument and specific claims in a text or diverse media, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims• analyzes how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts• adequately sustains a claim or controlling idea, acknowledges a counterclaim when appropriate, includes a clear organizational structure, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure, uses adequate word choice, and demonstrates adequate use of conventions• demonstrates command of the conventions of standard English grammar, usage, and mechanics
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Level 4	<p><u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u></p> <ul style="list-style-type: none">• cites multiple examples of textual evidence to support a complex inference or analysis of a text• analyzes the development of a theme or one or more central ideas and their interaction with other elements throughout a text or diverse media and analyzes how structural elements, including shifts within a text, contribute to its meaning and the development of ideas• provides an objective summary of a text• analyzes the interaction between multiple elements in literary or informational texts to determine their influence on one another• analyzes word parts and context clues from more than one area of a text to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone• analyzes how an author develops and contrasts the points of view of different characters or narrators in a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text, citing textual evidence to support the analysis• evaluates the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims• analyzes how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts, including critiquing the use of specific techniques in multimedia• sustains a focused claim or controlling idea, addresses a counterclaim when appropriate, includes an effective organizational structure, provides relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, varies sentence structure with purposeful word choice to enhance meaning, and demonstrates strong command of conventions• demonstrates strong command of the conventions of standard English grammar, usage, and mechanics
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Level 5	<p><u>For grade-appropriate high complexity texts, a student performing at Level 5 typically</u></p> <ul style="list-style-type: none">• cites multiple examples of strong textual evidence to support a complex inference or analysis of a text• evaluates the development of an implicit theme or two or more central ideas and their interaction with other elements throughout a text or diverse media and evaluates how structural elements, including shifts within a text, contribute to its meaning and the development of ideas• provides a succinct, objective summary of a text• evaluates the interaction between multiple elements in literary or informational texts to determine their influence on the central meaning• analyzes word parts and implicit context clues from across a text to determine the meaning and impact of allusive words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone• analyzes how an author develops and contrasts the points of view of different characters or narrators throughout a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text, citing textual evidence to support the analysis• evaluates the argument and specific claims within or across texts, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims• evaluates how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts, including evaluating the effects of techniques unique to each medium and critiquing their use• thoroughly sustains a focused claim or controlling idea; fully addresses a counterclaim when appropriate; utilizes a purposeful organizational structure; provides specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts; purposefully employs sentence structure and word choice to enhance meaning; and demonstrates mastery of conventions• demonstrates mastery of the conventions of standard English grammar, usage, and mechanics
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Grade 7 FSA Mathematics	
Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the <i>Florida Standards</i> .
Level 2	<p>A student performing at Level 2 typically</p> <ul style="list-style-type: none"> • computes unit rates with ratios of one non-unit fraction and a whole number other than one • decides whether two quantities are in a proportional relationship • uses proportional relationships to solve ratio and percent problems in a mathematical context • uses number line or other manipulatives to solve mathematical problems involving rational numbers • identifies that the sum of a number and its opposite equals zero • applies properties of operations as strategies to add and subtract rational coefficients • factors and expands linear expressions with integer coefficients • rewrites an expression in a different form • solves mathematical problems posed with positive rational numbers • solves equations and inequalities of the form $px + q = r$ with integer coefficients and constants • computes actual lengths given a geometric figure and a scale factor and finds actual lengths given two geometric figures with some unknown side measure • draws polygons with given conditions • identifies the two-dimensional figure that results from a vertical or horizontal cut of a right rectangular prism or right rectangular pyramid • identifies the formula for the area and/or circumference of a circle • uses facts about angle relationships (supplementary, complementary, vertical, and adjacent) to find the unknown angle measure in a figure • finds the area of triangles, quadrilaterals, and regular polygons • finds the volume of cubes and right prisms • identifies that a random sample produces the most valid representation of the entire population • uses basic measures of central tendency to compare two different populations • makes approximations of probability for a chance event, understanding that the probability of a chance event is a number between 0 and 1 • determines a theoretical probability model of a simple event • determines the sample space for compound events

Level 3

A student performing at Level 3 typically

- computes unit rates associated with two fractions
- identifies the constant of proportionality (unit rate) in tables, diagrams, and/or graphs
- models a proportional relationship using an equation when given a table or graph, including the origin, or a verbal description
- explains what any point (x, y) on the graph of a proportional relationship means in terms of the situation and identifies the unit rate when given the point $(1, r)$, where r is the unit rate
- uses proportional relationships to solve multistep ratio and percent problems in context
- explains subtraction as adding the additive inverse
- shows $p + q$ as the number located a distance $|q|$ from p in a positive or negative direction
- explains that division by zero is undefined
- shows that $-(q/p) = (-p)/q = p/(-q)$; converts a rational number to a decimal using long division and knows that the rational number terminates in 0 or eventually repeats
- solves real-world multistep problems posed with rational numbers, using tools strategically
- shows that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related
- applies properties of operations, conversions between forms, as appropriate, and assesses the reasonableness of answers to solve problems
- given a model, solves real-world or mathematical problems involving equations and inequalities of the form $px + q = r$, $p(x + q) = r$, and $px + q < r$, $px + q > r$, with integer coefficients and p as a benchmark fraction; interprets inequality solutions in the context of the problem
- computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale
- constructs geometric shapes given a combination of angle and side conditions; notices when conditions determine a unique triangle, more than one triangle, or no triangle
- identifies the two-dimensional figure that results from a vertical or horizontal cut of a three-dimensional figure
- uses the formulas and solves problems for the area and circumference of a circle given radius or diameter, or vice versa, given a graphic representation in a real-world context
- uses facts about angle relationships to write and solve multistep equations for an unknown angle in a figure
- solves real-world problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons, volume and surface area of cubes and right prisms
- uses statistical data to draw inferences about a population based on representative samples
- uses measures of central tendency and/or variability to draw comparisons about two different populations

Mathematics
Grade 7

	<ul style="list-style-type: none"> • identifies the probability of a chance event as equally likely or unlikely (0.5) • calculates and represents experiment-based and theoretical probability as a fraction, decimal, or percent • designs a simulation to generate frequencies for compound events
<p>Level 4</p>	<p><u>A student performing at Level 4 typically</u></p> <ul style="list-style-type: none"> • models proportional relationships in a graph to solve complex, multistep ratio and percent problems with mixed numerals in context of equations and/or verbal descriptions • analyzes the reasonableness of solutions • justifies and expands complex linear expressions • justifies and computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale • recognizes equivalent expressions given in a problem context and explains the key terms and factors of the problem for each expression • creates a model from a real-world problem using rational numbers and justifies a solution, using tools strategically • creates a model with integer coefficients and absolute value of p • solves problems involving scaled drawings of two-dimensional geometric figures by creating appropriate scales • explains the conditions of a unique triangle, one triangle, no triangle, or more than one triangle • describes and/or draws the two-dimensional figure from a slice • without graphic representations, uses facts about angle relationships to write and solve multistep equations to find the measures of the unknown angles in polygons and/or solve surface area or volume of composite three-dimensional figures • generates estimates or predictions • draws comparative inferences about two populations in any context using measures of variability • justifies the comparisons and connections of the relative frequencies to the theoretical probability of an event • uses and compares observed frequencies to create a probability model for the data of a chance process where outcomes may not be uniform while explaining possible sources of any discrepancies

Level 5	<p><u>A student performing at Level 5 typically</u></p> <ul style="list-style-type: none">• extends the given representation or creates a different representation that would represent the same proportional relationship• models a representation with a context that would represent a given proportional equation• creates equivalent proportional equations that could be used to solve the same ratio/percent problem in context• justifies the steps taken to add or subtract rational numbers; analyzes for errors as necessary• interprets products and quotients of rational numbers in a real-world context• creates a story problem to model a given number sentence• analyzes for errors in the use of properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients• creates equivalent expressions given in a problem context and explains the key terms and factors of the problem for each expression• given a real-world problem, creates and solves a model using rational numbers, using tools strategically• analyzes errors in a problem with a real-world context• creates a model and solves real-world or mathematical problems using equations and inequalities with rational coefficients and explains what the solution means• analyzes and justifies the conditions for a unique triangle, more than one triangle, or no triangle• solves real-world problems using the relationship between circumference and area of a circle to solve multistep, and volume and surface area of three-dimensional shapes• justifies the most representative sampling method for a situation• justifies why the experimental probability approaches the theoretical probability as the relative frequency of an event increases• compares and justifies the experimental and theoretical probability in a given situation including simulations of compound events to see which best predicts the probability
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