



ELA Item Specifications

GRADE 7

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Introduction

Arizona's Academic Standards Assessment (AASA) the statewide achievement test for Arizona students in Grades 3–8. AASA assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AASA will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AASA tests are computer based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative item types.

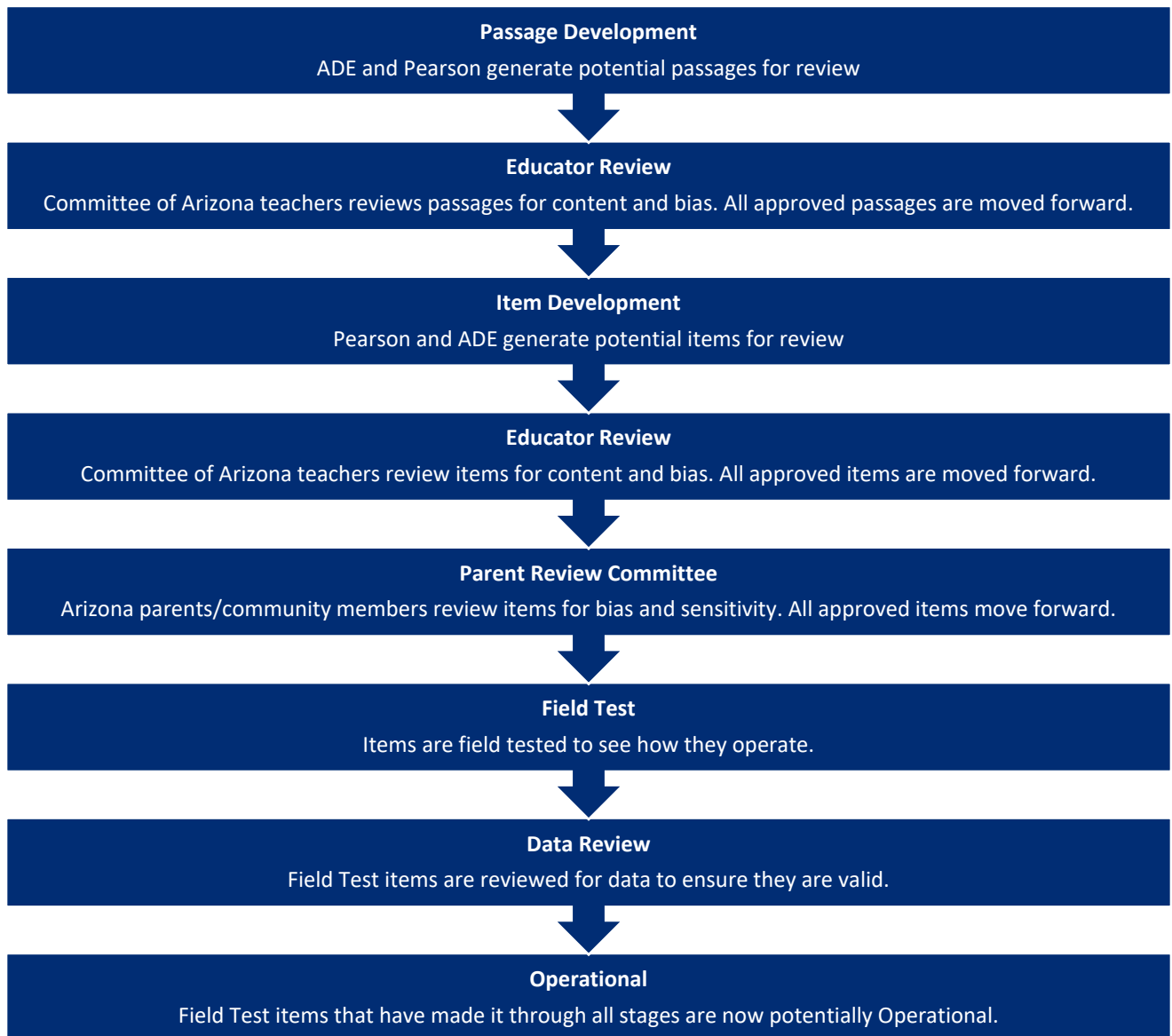
During the item-development process, all AASA items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AASA items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AASA Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. The document indicates the alignment of items with the Arizona English Language Arts Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts. These item specifications for AASA are intended to provide information regarding standards, item formats and response types. The descriptions of blueprints and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AASA has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AASA ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AASA is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

Item Development Process

AASA items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AASA.



Sample tests are available online for the ELA portion of AASA. The sample test can be accessed through Test Nav 8.0.

Test Construction Guidelines

The construction of the AASA assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AASA blueprint provides an overview of the distribution of items on the AASA according to the standards. Further, the AASA blueprint outlines the Depth of Knowledge distribution of items.

Blueprint

The AASA blueprint details specific information regarding the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

Grades 6-8 Reporting Category	Min.	Max.
Reading Standards for Literature	24%	31%
Reading Standards for Informational Text	30%	38%
<i>Reading for Informational Text</i>	30%	25%
<i>Listening Comprehension</i>	0%	13%
Writing and Language	30%	38%
<i>Writing</i>	17%	19%
<i>Language</i>	13%	19%

Listening Standards will only be assessed on the computer-based assessment.

Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks such as correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK level 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AASA.

Percentage of Points by Depth of Knowledge (DOK) Level				
Grade 7	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
	10%–20%	50%–60%	15%–25%	17%–19%

For more information on DOK, please visit <https://www.azed.gov/assessment/aasa>.

Item Formats

The AASA assessments are composed of item formats that include traditional multiple-choice items (MC), multiple-select items (MS), evidence-based select response two-part items (EBSR), and technology-enhanced items (TEI).

TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are six types of TEIs that may appear on the ELA Grade 6 computer-based assessment for AASA:

- Inline choice (IC)
- Gap Match / Gap Match Table (GM/GMT)
- Match – Table Grid (MTG)
- Hot Text (HT)
- Short Constructed Response (SCR)
- Writing Prompt (WP)

For paper-based assessments (including those for students with an IEP or 504 plan that specifies a paper-based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand scored.

See the table below for a description of each item type. Examples of each response item format described may be found in the AASA Sample Tests. The sample test can be accessed through Test Nav 8.0.

Item Type	Description
Multiple Choice (MC)	The student is directed to select one correct answer from among 4 options.
Multiple-Select (MS)	The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
Evidence-Based Selected Response (EBSR)	<p>Multiple Choice/Multiple Select Format: The student is directed to answer a “Part A” multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item or a “Part B” Multi-Select item (see below).</p> <p>Multiple Choice/TE Format: The student is directed to answer a “Part A” multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing a “Part B” TEI (see below).</p>

<p style="text-align: center;">Inline Choice (IC)</p>	<p>The student clicks a box which reveals a drop-down menu containing options. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.</p>
<p style="text-align: center;">Gap Match / Gap Match Table (GM/GMT)</p>	<p>Gap Match: Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format.</p> <p>Gap Match Table: Same as above except the drop zone is in a table format.</p> <p>For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.</p>
<p style="text-align: center;">Match – Table Grid (MTG)</p>	<p>The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.</p>
<p style="text-align: center;">Hot Text (HT)</p>	<p>Excerpted sentences from the text are presented in this item type. Certain words, phrases, or sentences are highlighted. This indicates that the text is selectable (“hot”). The student can then click on an option to select it.</p> <p>For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.</p>
<p style="text-align: center;">Short Constructed Response (SCR)</p>	<p>The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.</p>
<p style="text-align: center;">Writing Prompt (WP)</p>	<p>These items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.</p>

Stimulus Guidelines

Stimuli comprise a broad category of materials that can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AASA: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AASA has been approved by a committee of Arizona educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

Reading Passage stimuli will consist of one or more text passages. The passages may be informational or literary and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

Acceptable Word Count Ranges by Grade Level	
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200

Editing Task stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will read the passage and answer questions about the grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by an underline in the passage. The correction of each error will be worth 1 point.

Acceptable Word Count Ranges by Grade Band	
Grade Band	Word Count Range
3–5	100–200
6–8	200–250

Listening Stimuli will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

Listening Timing		Passage Word Counts	
Grade Level	Minutes	Grade Level	Words
3	0.75–2.0	3	200–250
4	0.75–2.0	4	200–250
5	0.75–2.0	5	250–300
6	0.75–2.0	6	250–300
7	0.75–2.0	7	300–350
8	0.75–2.0	8	300–350

Writing stimuli will include a prompt that is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the computer-based test (CBT) and paper-based test (PBT) in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

CBT— On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

PBT— On the PBT students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. The Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

Arizona English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

7.RL.1– Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RL.2– Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

7.RL.3– Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

7.RL.4– Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including 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.

7.RL.5– Analyze the structure of a text, including how a drama or poem’s form or structure contributes to its meaning.

7.RL.6– Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7.RL.7– Compare and contrast 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).

7.RL.8– (Not applicable to literature)

7.RL.9– Compare and contrast 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.

Range of Reading and Level of Text Complexity

7.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

Reading Standards for Informational Text

Key Ideas and Details

7.RI.1– Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.2– Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

7.RI.3– Analyze 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).

Craft and Structure

7.RI.4– Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.

7.RI.5– Analyze 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.

7.RI.6– Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

7.RI.7– Compare and contrast 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).

7.RI.8– Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

7.RI.9– 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.

Range of Reading and Level of Text Complexity

7.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

Standards for Speaking and Listening

Comprehension and Collaboration

7.SL.2– Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

7.SL.3– Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Standards for Language

Conventions of Standard Language

7.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

7.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives.
- b. Use correct spelling.

Vocabulary Acquisition and Use

7.L.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- b. Use 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.
- c. Consult 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. Verify the preliminary determination of the meaning of a word or phrase.

7.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Standards for Writing

Text types and Purposes

7.W.1– Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

7.W.2– Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 7 ELA Item Specifications

Reading Literature

AZ.ELA.7.RL.1

Content Standard	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Stimuli Type	Reading Passage	
Content Limits	The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotes, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should ask for several pieces of evidence.	
Task Demand		Common Item Formats
<p>Select several pieces of textual evidence to support a statement from the text where both the statement and support are explicit.</p> <p>Select several pieces of textual evidence to support an inference from the text. The inference is provided by the item writer.</p> <p>Select several pieces of textual evidence to support an inference from the text. The student must draw the inference.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Refers to the text generally to support analysis of what the text says explicitly.	Identifies some textual evidence that supports analysis of what the text says explicitly.
Proficient	Highly Proficient
Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.

AZ.ELA.7.RL.2

Content Standard	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
Stimuli Type	Reading Passage	
Content Limits	The item may ask the student to determine a theme or central idea from a section of the passage or from the entire passage. The item may refer to themes and central ideas that are explicit or implicit in the text. Items may ask the student to summarize all or part of the text.	
Task Demand		Common Item Formats
<p>Determine a theme or central idea that is explicitly or implicitly stated.</p> <p>Analyze how a theme or central idea develops in a particular section of the text or over the course of the text.</p> <p>Analyze how an element of the text contributes to a theme or central idea’s development. The theme, idea, and/or the text element may be provided by the item writer.</p> <p>Summarize the text objectively.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies a theme or central idea of a text; provides a sequence of events in a text.	Identifies a theme or central idea of a text; provides a simple objective summary of a text.
Proficient	Highly Proficient
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 of a text and analyzes their development over the course of a text; provides a comprehensive, objective summary of a text.

AZ.ELA.7.RL.3

Content Standard	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
Stimuli Type	Reading Passage	
Content Limits	The item should not be general or overarching questions about the elements of the story. The item may focus on the interaction of two or more story elements. The item should address characterization, including character traits, emotions, and motivations.	
Task Demand		Common Item Formats
<p>Select textual evidence to support an inference about the interaction of two or more elements in a story.</p> <p>Analyze how two or more elements interact in the story.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text • Short Constructed Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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).
Proficient	Highly Proficient
Analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Evaluates the relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact.

AZ.ELA.7.RL.4

Content Standard	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including 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.
Stimuli Type	Reading Passage
Content Limits	The item should not focus on dictionary word meanings but should focus on how a words or phrase functions within the context of the passage. The item should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. The item should not focus on describing the rhymes or sounds of a verse or drama, but rather how these elements influence a certain section of the passage.
Task Demand	Common Item Formats
Determine the meaning of a word or phrase and/or select other words or phrases in the text that provide clues to the meaning. Analyze the impact of a rhyme or repetition of sound on a particular section of the text. Analyze the impact of figurative language on the passage.	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Hot Text • Gap Match / Gap Match Table

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	Distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; describes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.
Proficient	Highly Proficient
Determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in 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, and assesses their effectiveness; analyzes and evaluates the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.

AZ.ELA.7.RL.5

Content Standard	Analyze the structure of a text, including how a drama or poem’s form or structure contributes to its meaning.
Stimuli Type	Reading Passage
Content Limits	The item should not simply ask students to describe the structure of the text, but should focus on the way structure influences meaning. The item may refer to the structure of an entire piece or the structure of a particular section. The item may ask about varying form or structure within a text or to identify where a shift in structure occurs. The item may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.
Task Demand	Common Item Formats
Analyze how an element of structure contributes to the text’s meaning, or how the text’s meaning has been influenced or created by its structure. Determine the structure of the text, or a part of the text, and analyze how it contributes to the overall meaning of the text.	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Match – Table Grid • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the structure of a text in a drama or poem.	Describes the structure of a text, including how a drama's or poem’s form or structure generally contributes to its meaning.
Proficient	Highly Proficient
Analyzes the structure of a text, including how a drama's or poem’s form or structure contributes to its meaning.	Analyzes and evaluates the structure of a text, including how a drama’s or poem’s form or structure contributes to its meaning and impact.

AZ.ELA.7.RL.6

Content Standard	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Stimuli Type	Reading Passage
Content Limits	The item should not simply ask students to identify points of view, but should focus on how the author develops and contrasts characters' perspectives or viewpoints throughout the text. The item may ask about one or more characters or narrators. The item may ask how different literary elements effect the development of a character's point of view.
Task Demand	Common Item Formats
<p>Select textual evidence to support an inference about how the author develops and/or contrasts perspectives in the text.</p> <p>Analyze how the author develops and/or contrasts the points of view of characters or narrators in the text.</p> <p>Determine the points of view of two characters and/or narrators and analyze how the author develops these points of view.</p>	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Match – Table Grid • Hot Text • Gap Match / Gap Match Table

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the points of view of different characters or narrators in a text.	Explains the differences in points of view of different characters or narrators in a text.
Proficient	Highly Proficient
Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyzes and evaluates the effectiveness of how an author develops and contrasts the points of view of different complex characters or narrators in a text.

AZ.ELA.7.RL.7

Content Standard	Compare and contrast 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).
Stimuli Type	Reading Passage
Content Limits	The item must ask about the text version and its multimedia counterpart. The item should focus on the unique techniques of a medium. The item may focus on one or more techniques and their effects.
Task Demand	Common Item Formats
<p>Analyze the effect of a technique from a non-text source.</p> <p>Select textual evidence to support an inference about the two sources from different mediums.</p> <p>Analyze the effect of a technique from a non-text source and how it compares or contrasts with the original text.</p> <p>Determine which technique creates a certain effect in a non-text source and how this effect contributes to similarities and differences between the non-text source and its textual counterpart.</p>	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Gap Match / Gap Match Table • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies similarities or differences between a written story, drama, or poem and 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).
Proficient	Highly Proficient
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).	Analyzes and critiques an audio, filmed, staged, or multimedia version of a written story, drama or poem as compared to its written version; evaluates the impact and effectiveness of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

AZ.ELA.7.RL.9

Content Standard	Compare and contrast 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.	
Stimuli Type	Reading Passage	
Content Limits	The item should focus on the time, place, or character of both pieces rather than more general or overarching ideas. The item should focus on the similarities or differences between the two pieces. The item may ask about author’s intent with regards to the use or alteration of history.	
Task Demand		Common Item Formats
<p>Compare or contrast an element(s) of the texts and analyze how this similarity or difference impacts the fictional text.</p> <p>Draw a conclusion about how the fiction author uses or alters history and support this inference with evidence from both texts</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Gap Match / Gap Match Table • Hot Text • Match – Table Grid • Short Constructed Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies similarities or differences between 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; identifies how an author of fiction alters history.
Proficient	Highly Proficient
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.	Compares and contrasts, then analyzes, a fictional portrayal of a time, place, or character and a historical account of the same period to understand and evaluate how authors of fiction use or alter history.

Reading Informational Texts

AZ.ELA.7.RI.1

Content Standard	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Stimuli Type	Reading Passage	
Content Limits	The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotes, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should ask for several pieces of evidence.	
Task Demand		Common Item Formats
<p>Select several pieces of textual evidence to support a statement from the text where both the statement and support are explicit.</p> <p>Select several pieces of textual evidence to support a statement from the text where the statement and/or support are implicit.</p> <p>Select several pieces of textual evidence to support an inference from or about the text.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multi-Select • Evidence-based Selected Response • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Refers to the text generally to support analysis of what the text says explicitly.	Identifies some textual evidence that supports analysis of what the text says explicitly.
Proficient	Highly Proficient
Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.

AZ.ELA.7.RI.2

Content Standard	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
Stimuli Type	Reading Passage	
Content Limits	The item may refer to central ideas that are explicit or implicit in the text. The item may ask the student to determine central ideas from a section of the passage or from the entire passage. The item may ask the student to summarize all or part of the text.	
Task Demand		Common Item Formats
<p>Determine two or more central ideas that are explicitly or implicitly stated in the text.</p> <p>Analyze how two or more central ideas develop in a particular section of the text or over the course of the text.</p> <p>Determine two or more central ideas and analyze how they develop in a particular section of the text or over the course of the text.</p> <p>Summarize the text objectively</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies a central idea of the text; provides a basic sequence of events or ideas in a text.	Identifies two or more central ideas of a text; provides a summary of a text.
Proficient	Highly Proficient
Determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of a text.	Evaluates two or more central ideas and analyzes their development over the course of the text; provides a comprehensive, objective summary of a text.

AZ.ELA.7.RI.3

Content Standard	Analyze 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).
Stimuli Type	Reading Passage
Content Limits	The item should not be general or overarching questions about individuals, events, or ideas in a text. The item should focus on the interaction of two or more individuals, events, or ideas in a text.
Task Demand	Common Item Formats
Select textual evidence to support how individuals, events, or ideas interact in the text. Analyze how two or more individuals, events, or ideas interact in the text.	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text • Short Constructed Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies some of 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).	Determines 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).
Proficient	Highly Proficient
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).	Analyzes and evaluates complex relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

AZ.ELA.7.RI.4

Content Standard	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.
Stimuli Type	Reading Passage
Content Limits	The item should not focus on dictionary word meanings but should focus on how a words or phrase functions within the context of the text. The item should focus on words and phrases that have figurative, connotative, or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text.
Task Demand	Common Item Formats
<p>Determine the meaning of a word or phrase as it is used in the text.</p> <p>Determine the meaning of a word or phrase and/or identify other words or phrases in the text that provide clues to the meaning.</p> <p>Analyze the impact of word choice on the text’s meaning or tone.</p> <p>Determine the meaning of a word or phrase and analyze its impact on the text.</p>	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the literal or figurative meaning of words and phrases as they are used in a text; recognizes that a specific word choice has an impact on meaning and tone.	Distinguishes between literal, figurative, connotative, and technical meanings of words and phrases as they are used in a text; describes the impact of a specific word choice on meaning and tone.
Proficient	Highly Proficient
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 effect of a specific word choice on meaning and tone.

AZ.ELA.7.RI.5

Content Standard	Analyze 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.
Stimuli Type	Reading Passage
Content Limits	The item should focus on the way structure develops ideas or influences meaning. The item may refer to the structure of an entire piece or the structure of a particular section. The item may ask about varying form or structure within a text or to identify where a shift in structure occurs.
Task Demand	Common Item Formats
Determine the structure or structural elements of the text. Analyze how structure contributes to the text’s meaning.	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Describes the structure an author uses to organize a text; identifies the major sections of the text.	Determines the structure an author uses to organize a text; describes how the major sections contribute to the structure of the whole text or to the development of the ideas.
Proficient	Highly Proficient
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 effectiveness 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; can articulate how a different text structure might impact the meaning of the text.

AZ.ELA.7.RI.6

Content Standard	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
Stimuli Type	Reading Passage	
Content Limits	The item may ask about one or more viewpoints. The item may ask about how the author develops a distinct point of view or purpose in the text.	
Task Demand		Common Item Formats
<p>Select textual evidence to support an inference about the author’s point of view or purpose in the text.</p> <p>Determine the author’s point of view or purpose and how the author distinguishes his or her position from others.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.
Proficient	Highly Proficient
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 to accomplish his or her purpose.

AZ.ELA.7.RI.7

Content Standard	Compare and contrast 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).	
Stimuli Type	Reading Passage	
Content Limits	The item must ask about the text version and its multimedia counterpart. The item should focus on the unique techniques of each medium. The multimedia source does not have to be a “version” of the text but can simply involve similar subject matter.	
Task Demand		Common Item Formats
Analyze a text and its multimedia equivalent by comparing and contrasting each medium’s portrayal of the subject.		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Short Constructed Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies similarities or differences between a text and an audio, video, or multimedia version of the text.	Compares and contrasts a text to an audio, video, or multimedia version of the text, identifying how each medium portrays the subject (e.g., how the delivery of a speech affects the impact of the words).
Proficient	Highly Proficient
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).	Evaluates the effectiveness and impact of a text as compared to an audio, filmed, staged, or multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

AZ.ELA.7.RI.8

Content Standard	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Stimuli Type	Reading Passage
Content Limits	The item should not ask the student to simply identify the argument or claims in the text. The item may ask students to trace the argument or specific claims in a section of the text or throughout the whole text. The item may focus on evaluating how effective, persuasive, or biased an argument or claim is. The item may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. The item should not focus on irrelevant or inappropriate evidence.
Task Demand	Common Item Formats
Analyze an assessment of the author’s reasoning or use of evidence in the text. Select textual evidence to trace an explicit argument or claim in the text. Determine whether reasoning is sound and/or evidence is relevant and sufficient in the text.	<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Traces the argument and a 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 claims.
Proficient	Highly Proficient
Traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Explicates and evaluates the argument and specific claims in a complex text; cites specific language or examples in the text in an assessment of whether or not the reasoning is sound and the evidence is relevant and sufficient to support the claims.

AZ.ELA.7.RI.9

Content Standard	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.	
Stimuli Type	Reading Passage	
Content Limits	The item should ask about both texts, but may focus on one more than the other. The item should focus on key information, evidence, and facts. The item should focus on the differences between the two texts, rather than the similarities.	
Task Demand		Common Item Formats
Contrast the authors' emphasis on evidence and/or interpretation of facts and analyze how this impacts each author's presentation of the same information.		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text • Short Constructed Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.
Proficient	Highly Proficient
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 used by two or more authors writing about the same topic and how they shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Listening

AZ.ELA.7.SL.2

Content Standard	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	
Stimuli Type	Listening Stimuli	
Content Limits	Items may ask students to analyze the main ideas and supporting details of a stimulus presented in audio or visual form. Students may also be asked to explain how these help clarify the stimulus' topic.	
Task Demand		Common Item Formats
<p>Analyze an audio or visual stimulus to determine main ideas and supporting details.</p> <p>Interpret an audio or visual stimulus, and explain how the main ideas and supporting details are used to clarify the stimulus's topic.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the main ideas and supporting details presented in diverse media and formats.	Explains the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.
Proficient	Highly Proficient
Analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study.	Analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how well the ideas clarify a topic, text, or issue under study.

AZ.ELA.7.SL.3

Content Standard	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
Stimuli Type	Listening Stimuli	
Content Limits	Items may ask students to trace the argument or specific claims made by a speaker in sections of the stimulus or throughout the whole stimulus. The item may focus on evaluating how relevant and/or sufficient the reasoning and evidence is. The item should not ask the student to simply identify the argument or claims made by the speaker.	
Task Demand		Common Item Formats
<p>Select evidence to trace an argument or claim in the stimulus. The item writer may or may not provide the argument to be traced.</p> <p>Determine which claims in a stimulus are supported by reasoning or evidence.</p> <p>Determine whether evidence is sufficient and relevant to the claim.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Selected Response • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies a speaker's argument and specific claims.	Explains a speaker’s argument and specific claims, identifying the relevance of the evidence introduced.
Proficient	Highly Proficient
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, rhetorical analysis, or examination of discourse style.

Language

AZ.ELA.7.L.1

Content Standard	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.	
Task Demand		Common Item Formats
Apply rules of standard English grammar and usage.		<ul style="list-style-type: none"> • Multiple Choice • Evidence-Based Select Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas:</p> <ol style="list-style-type: none"> a. recognizes the function of phrases and clauses in general and their function in specific sentences. b. relies on simple, compound, and complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence. 	<p>Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas:</p> <ol style="list-style-type: none"> a. identifies 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 relationships among ideas. c. places phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.
Proficient	Highly Proficient
<p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> 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. 	<p>Demonstrates correct application and command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> a. analyzes the function of phrases and clauses in general and explains their function in specific sentences. b. makes informed choices among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. effectively places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

AZ.ELA.7.L.2

Content Standard	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Use correct spelling.	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on punctuation and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.	
Task Demand		Common Item Formats
Apply rules of standard English punctuation and spelling.		<ul style="list-style-type: none"> • Multiple Choice • Evidence-Based Select Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. inconsistently uses a comma to separate coordinate adjectives. b. spells below-grade-level words correctly.	Demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives. b. spells most grade-level words correctly.
Proficient	Highly Proficient
Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives. b. spells grade-level words correctly.	Demonstrates correct application and command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives. b. spells above-grade-level words correctly.

AZ.ELA.7.L.4

<p>Content Standard</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). b. Use 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. c. Consult 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. Verify the preliminary determination of the meaning of a word or phrase. 	
<p>Stimuli Type</p>	<p>Reading Passage</p>	
<p>Content Limits</p>	<p>Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>	
<p>Task Demand</p>		<p>Common Item Formats</p>
<p>Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select • Evidence-based Select Response • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using at least one strategy:</p> <ol style="list-style-type: none"> 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, below-grade Greek or Latin affixes and roots as clues to the meaning of a word. 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. 	<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using one or more strategies:</p> <ol style="list-style-type: none"> 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.
Proficient	Highly Proficient
<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> 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. 	<p>Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> 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.

AZ.ELA.7.L.5

Content Standard	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 	
Stimuli Type	Reading Passage	
Content Limits	<p>Items may ask students to interpret figures of speech in context. Items may ask students to relate words to one another. Items may ask students to distinguish the connotations of words with similar meanings. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>	
Task Demand		Common Item Formats
<p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Use relationships between specific words (e.g., synonym/antonym, analogy) to help interpret their meaning</p> <p>Distinguish among the connotations of words with similar definitions.</p>		<ul style="list-style-type: none"> • Multiple Choice • Multiple Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> a. inconsistently identifies figures of speech (e.g., literary, religious, and mythological allusions) in context. b. inconsistently identifies the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words. c. inconsistently identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 	<p>Demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> a. identifies figures of speech (e.g., literary, religious, and mythological allusions) in context. b. identifies the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Proficient	Highly Proficient
<p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> a. interprets figures of speech (e.g., literary, religious, 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). 	<p>Demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context to evaluate the effect of diction upon the text. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to evaluate the effect of diction upon the text. c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) to evaluate the effect of diction upon the text.

Writing

AZ.ELA.7.W.1

Content Standard	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an argumentative essay.
Task Demand	Common Item Formats
<p style="text-align: center;">Directions Template</p> <p>Write a multi-paragraph argumentative essay in which you support a claim about whether . . . Use information from the sources in your essay.</p> <p>Manage your time carefully so that you can do the following actions:</p> <ul style="list-style-type: none"> • Read the sources. • Plan your response. • Write your response. • Revise and edit your response. <p>Be sure to include the following tasks:</p> <ul style="list-style-type: none"> • Include a claim. • Address counterclaims. • Use evidence from multiple sources. • Avoid overly relying on one source. <p>Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.</p>	<ul style="list-style-type: none"> • Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes arguments that include a claim supported by extratextual evidence:</p> <ol style="list-style-type: none"> a. introduces claim(s) and organizes the reasons and evidence. b. supports claim(s), demonstrating a basic understanding of the topic or text. c. uses transitional words to link claim(s), reasons, and evidence. d. writes in an informal style. e. provides a concluding statement or section. 	<p>Writes arguments to support claims with reasons and evidence:</p> <ol style="list-style-type: none"> a. introduces claim(s) and organizes the reasons and evidence logically. b. supports claim(s) with reasoning and evidence from the text (extratextual evidence may occasionally be present) that demonstrate an understanding of the topic or text. c. uses words, phrases, and clauses to link claim(s), reasons, and evidence. d. establishes a formal style, but does not consistently maintain it. e. provides a concluding statement or section that follows from the argument presented.
Proficient	Highly Proficient
<p>Writes arguments to support claims with clear reasons and relevant evidence:</p> <ol style="list-style-type: none"> 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. 	<p>Writes clear arguments to support claims with logical reasoning and relevant evidence:</p> <ol style="list-style-type: none"> a. introduces supportable 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 links among major sections of the essay and clarify the relationships among claim(s), reasons, and evidence. d. establishes and maintains a formal style and an objective tone. e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes informative/explanatory text to describe a topic through the selection and organization of content:</p> <ol style="list-style-type: none"> a. introduces a topic; attempts an organization of 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 about or describe the topic. e. uses an informal style. f. provides a concluding statement or section. 	<p>Writes informative/explanatory text to explain a topic through the selection and organization of relevant content:</p> <ol style="list-style-type: none"> 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 aid 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 vocabulary to inform about or explain the topic. e. establishes a formal style, but does not consistently maintain it. f. provides a concluding statement or section that follows from the information or explanation presented.
Proficient	Highly Proficient
<p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ol style="list-style-type: none"> 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. 	<p>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:</p> <ol style="list-style-type: none"> 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 an objective tone. f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.