

META-PR Alterna 2016

General Academic Performance Level Descriptors of Puerto Rico

Seventh Grade

English

The student has access to standards-based instruction and is assessed using authentic materials that are aligned to the grade-level standards and indicators that have been modified to reduce the level of complexity. Additional supports have been incorporated, including technological assistance, adaptations, and/or modifications.

Performance of Listening, Reading, and Writing skills at the required grade level should be demonstrated during evaluation.

The skills that are required for students to demonstrate performance during the evaluation of English as a Second Language and which are a representation of the grade-level indicators are:

- Ask relevant questions, add relevant information, and paraphrase key ideas. (7.L.1.a)
- Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories). (7.R.9.L)
- Identify connotative language in informational texts. (7.R.4.I)
- Write short reports on a variety of topics of personal interest using at least one source. (7.W.6)

Advanced	Proficient	Basic	Pre-basic
<p>The student exhibits superior understanding and consistent high performance when applying and explaining the required targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to be demonstrated during assessment. The student is able to use critical thinking and more complex skills, including problem-solving strategies and making inferences and comparisons, to demonstrate content knowledge. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates solid performance in most activities when applying the required targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to demonstrate performance during assessment. Performance is primarily independent and accurate, and while occasional errors are committed, they do not interfere with the student's conceptual understanding. The student is able to integrate information, comprehend details, and understand relationships. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates limited and inconsistent performance of the targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to demonstrate performance during assessment. Frequent errors reflect reduced conceptual understanding. The student recognizes concepts, but does not exhibit the ability to apply general knowledge and skills to novel stimuli. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student's performance demonstrates minimal understanding of the targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to demonstrate performance during evaluation. Even when provided supports numerous errors indicate the student's poor conceptual understanding. The student does not demonstrate basic content knowledge or skills when attempting to use authentic materials and tools or appropriate grade and content-area vocabulary in the completion of these tasks.</p>

Performance Level Descriptors

Advanced	Proficient	Basic	Pre-basic
<p>The student with superior understanding will:</p> <ul style="list-style-type: none"> • Ask relevant questions, add relevant information, and fluently paraphrase key ideas after a variety of class discussions. • Effectively compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories). • Correctly identify connotative word meanings in a variety of informational texts. • Write correct, well-structured short reports on a variety of topics of personal interest using at least one source. 	<p>The student with significant competence will:</p> <ul style="list-style-type: none"> • Ask relevant questions, add relevant information, and proficiently paraphrase key ideas after a variety of class discussions. • Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories). • Identify connotative word meanings in informational texts. • Write short reports on a variety of topics of personal interest using at least one source. 	<p>The student with conceptual limitations will:</p> <ul style="list-style-type: none"> • Ask relevant questions, add relevant information, and occasionally paraphrase key ideas after a variety of class discussions. • Identify literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories). • Define connotative word meanings in informational texts. • Write a simple short report of four or more sentences on a variety of topics of personal interest using at least one source. 	<p>The student will minimally:</p> <ul style="list-style-type: none"> • Recognize paraphrased selected key ideas after a class discussion. • Recognize literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories). • Recognize connotative word meanings in informational texts. • Recognize short reports on a variety of topics of personal interest using at least one source.