Dodge City Middle School
2010-2011 – Reading Grade 7

- **Red Indicators Below 60% = Constitutes the Construction of SMART Goals**
- **Blue Indicator Below 80% = Check for Understanding**
- **Black Indicators At 80% or Above = Celebrate Proficiency**

2011   DCMS -   - Reading - Grade = 7 Cut Score =

R.7.1.3.1 Avg = 82 ; ▲ Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison contrast, clue words) from sentences or paragraphs.

R.7.1.3.3 Avg = 89 ; ▲ Determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.

R.7.1.3.4 Avg = 74 ; ▲ Identifies and determines the meaning of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.

R.7.1.4.2 Avg = 74 ; ▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/ illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.

R.7.1.4.5 Avg = 64 ; ▲ Uses information from the text to make inferences and draw conclusions.

R.7.1.4.6 Avg = 60 ; ▲ Analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.

R.7.1.4.7 Avg = 76 ; ▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.

R.7.1.4.8 Avg = 77 ; ▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.

R.7.1.4.9 Avg = 62 ; ▲ Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.

R.7.1.4.10 Avg = 73 ; ▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.

R.7.1.4.11 Avg = 59 ; ▲ Explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.

R.7.1.4.14 Avg = 68 ; ▲ Identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).

R.7.1.4.15 Avg = 77 ; ▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

R.7.2.1.1 Avg = 59 ; ▲ Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

R.7.2.1.2 Avg = 76 ; ▲ Identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

R.7.2.1.3 Avg = 74 ; ▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.