

CITYWIDE LEARNING STANDARDS

GRADE LEVEL SUMMARY:

English Language Arts, History & Social Studies,
Mathematics, Science & Technology

Thomas W. Payzant - Superintendent
September, 2003

Grade 7

BPS CITYWIDE LEARNING STANDARDS: GRADE 7

INTRODUCTION



Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

Thinking includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

Questioning includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

Communicating means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

Students will...

- Read, write, and think a lot about topics and ideas of interest to them.
- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.

- Create ongoing summaries or syntheses.
- Build on their understandings by sharing and discussing them with others.
- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

The Habits of Mind and Work

The following habits enable effective learning and are essential to students' success in school. Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self-respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

ENGLISH LANGUAGE ARTS – GRADE 7



Discussion and Oral Presentation

The student will be able to:

- Use agreed-upon rules for informal and formal discussions in large and small groups such as Book Club, Literature Circles and Buddy Reading.
- Facilitate discussion groups independent from the teacher; identify and practice techniques to improve group productivity such as discussion guidelines, setting time limits for speakers and deadlines for decision-making.
- Organize and present ideas in a logical order.
- Ask for clarification when others' responses are unclear.
- Actively listen, respond to, and build on ideas generated during group discussions.
- Use information to inform or change their perspectives.
- Support their responses with evidence or details; expect and request the same of others.
- Summarize and evaluate what they have learned from the discussion.
- Evaluate the productivity of group discussion using group created criteria and make suggestions to address the needs of the group.
- Give oral presentations for a variety of purposes, using teacher-made criteria that demonstrate consideration of audience, purpose and content.
- Create an appropriate guide to prepare, improve, and assess presentations.
- Use assessment criteria to prepare their presentations.
- Listen critically and express opinions in oral presentations.
- Distinguish between fact and opinion.
- Compare and contrast points of view.
- Gather relevant information for a research project or composition through interviews.
- Conduct interviews for research projects and writing.

Language

Students will be able to:

- Determine the meaning of unfamiliar words using knowledge word parts and context clues.
- Recognize that a word performs different functions according to the position in the sentence.
- Understand how the features of word dictionaries and thesauruses help them determine pronunciations, meanings, alternate word choices, and parts of speech of words.
- Identify the eight basic parts of speech.
- Expand or reduce sentences during oral and written responses.
- Demonstrate appropriate use of formal and informal language.
- Identify differences between oral and written language patterns.
- Recognize common irregularly spelled words by sight.
- Use letter-sound knowledge to decode written English.
- Read grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and understanding.
- Understand how language is used for different purposes: creative expression, description, explaining, and persuading.
- Identify and analyze sensory details and figurative language.
- Identify and analyze the author's use of dialogue and description.

- Recognize organizational structures of informational/expository texts.

Reading and Literature

Students will be able to:

- Demonstrate fluency and understanding when reading different grade-level appropriate text.
- Select books for independent reading.
- Use before, during, and after reading strategies to enhance their comprehension of different texts.
- Use background knowledge to make inferences and predictions and to make personal connections with what is being read.
- Set a purpose for reading.
- Ask questions to clarify information.
- Summarize information to check understanding.
- Visualize information in text to support comprehension.
- Identify and analyze the topic and main idea of different texts.
- Use knowledge of text features and organization structure to make meaning of what is being read.
- Monitor their learning; understand when comprehension breaks down, knowing and using self-correcting strategies to make meaning of what is being read.
- Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
- Identify and analyze the characteristics of various genres as forms chosen by an author to accomplish a purpose.
- Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.
- Locate and analyze elements of plot and characterization; use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.
- Identify and use knowledge of common textual features and organizational structures.
- Recognize use of arguments for and against an issue.
- Distinguish between the concepts of theme in literary work and author's purpose in expository text.
- Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry.
- Identify and analyze imagery and figurative language.
- Identify and analyze how an author's use of words creates tone and mood.
- Identify conventions in epic tales.
- Identify and analyze similarities and differences in mythologies from different cultures.
- Develop and present characters explaining how the artistic choices made.

Composition

Students will be able to:

- Maintain a process for collecting ideas for writing from different texts and sources (dialogue, artifacts, memories, images, etc.).
- Distinguish between writing for different purposes and for different audiences.
- Understand and analyze different genres and organizational structures.
- Monitor their selection of appropriate genres and organizational structures for drafts.

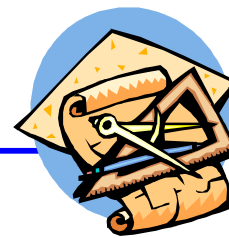
- Monitor their selection of appropriate strategies for developing ideas into drafts.
- Monitor their selection of appropriate strategies for revising the organization and ideas in drafts.
- Demonstrate effective use of language for talking about pieces of writing (e.g. craft, focus, structure, genre, voice, audience).
- Write stories or scripts with well-developed characters, setting, dialogues, clear conflict and resolution, and sufficient descriptive detail.
- Write poems using poetic techniques, figurative language, and graphic elements.
- For informational/expository writing: write reports based on research that includes quotations, footnotes or endnotes, and a bibliography.
- Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.
- Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.
- Improve word choice by using dictionaries or thesauruses.
- Use knowledge of types of sentences (*simple, compound, complex*), correct mechanics (*comma after introductory structures*), correct usage (*pronoun reference*), sentence structure (*complete sentences, properly placed modifiers*), and standard English spelling when writing and editing.
- Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).
- Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. (See Key Question requirement.)
- Apply and evaluate their steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:
- Differentiate between primary and secondary source materials;
- Differentiate between paraphrasing and using direct quotes in a report;
- Organize and present research using Grades 7-8 Learning Standards in the Composition Strand as a guide for writing;
- Document information and quotations and use consistent format for footnotes or endnotes; and
- Use standard MLA or APA format to document sources.
- Use established criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.

Media

Students will be able to:

- Analyze the techniques used in different media to effect on the reader's or viewer's emotions
- Create media presentations and written reports on the same subject and compare the differences in effects of each medium.
- Use criteria to assess the effectiveness of media presentations.

MATH: GRADE 7



Number Sense and Operations:

Students will...

- *Understand numbers, ways of representing numbers, relationships among numbers, and number systems.*
- *Understand meanings of operations and how they relate to one another.*
- *Compute fluently and make reasonable estimates.*

They will...

- Compare, order, estimate, and translate among integer, fractions and mixed numbers (i.e., rational numbers), decimals and percents.
- Continue to recognize, compare, order and graph integers and rational numbers on a number line; locate a number between two given numbers.
- Differentiate between types of numbers (whole and real numbers, integers, rational and irrational number)
- Define, compare, order, and apply frequently used irrational numbers, such as $\sqrt{2}$ and Π .
- Continue to reinforce computations with fractions(decimals, percents, ratio and proportion) and real numbers(integers, rationals, irrationals)
- Use ratios and proportions in the solution of problems, in particular, problems involving unit rates, scale factors, and rate of change.
- Understand and apply ratio and proportion to probability and geometry to solve numerical and algebraic problems.
- Represent numbers in scientific notation, and use them in calculations and problem situations.
- Recognize and write in exponential notation.
- Demonstrate an understanding of absolute value, e.g., $|-3| = |3| = 3$.
- Apply the rules of powers and roots to the solution of problems. Extend the Order of Operations to include positive integer exponents and square roots.
- Identify and use place value in exponential, standard, and expanded form(including negative, positive, and zero powers) and apply then in meaningful problem solving situations.
- Understand, use and perform four fundamental arithmetic operations on whole numbers, fractions, decimals, percents and integers: use order of operations.
- Demonstrate an understanding of the properties of arithmetic operations on rational numbers. Use the associative, commutative, and distributive properties; properties of the identity and inverse elements (e.g., $-7+7 = 0$; $\frac{3}{4} \times \frac{4}{3} = 1$); and the notion of closure of a subset of the rational numbers under an operation (e.g., the set of odd integers is closed under multiplication but not under addition).
- Use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems, e.g., multiplying by $\frac{1}{2}$ or 0.5 is the same as dividing by 2.
- Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1).
- Estimate the outcomes of operations on whole numbers, fractions, decimals and percents and scientific notation.
- Determine when an estimate rather than an exact answer is appropriate and apply in problems.

- Use estimation to solve problems involving money, length area, perimeter, and volume.
- Apply a variety of methods to check reasonableness of results.
- Select and use appropriate operations – addition, subtraction, multiplication, division, and positive integer exponents – to solve problems with rational numbers (including negatives).

Patterns, Relations and Algebra

Students will...

- *Understand patterns, relations and functions.*
- *Represent and analyze mathematical situations and structures using algebraic symbols.*
- *Use mathematical models to represent and understand quantitative relationships.*
- *Analyze change in various contexts.*

They will...

- Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and when possible, symbolic expressions. Include arithmetic and geometric progressions.
- Describe, and develop patterns using numbers, variables, and geometric figures.
- Develop patterns into algebraic forms (functions, relations, general term).
- Describe and represent patterns using models, tables, graphs, simple rules, and manipulatives
- Develop and apply the idea of a function as a certain sort of relationship between quantities.
- Use patterns and functions to solve problems.
- Use patterns involving integers and positive rational numbers to solve problems.
- Use a calculator to graph ordered pairs and convert numerical patterns from tables to graphs.
- Evaluate simple algebraic expressions for given variable values, e.g., $3a^2 - b$ for $a=3$ and $b=7$.
- Demonstrate an understanding of the identity $(x)(y)=xy$. Use this identity to simplify algebraic expressions, e.g., $(2)(x+2) = 2x - 4$.
- Continue to use concrete and abstract models to understand and describe the mathematical processes underlying the operations of addition, subtraction, multiplication, and division (and their relationship with one another) on fractions, decimals, and integers.
- Develop and apply key concepts such as variable, equivalence, order, and inverse in the context of number, algebra, and geometry; use order of operations on algebraic expressions.
- Create and use symbolic expressions; relate them to verbal, tabular, graphic representations.
- Identify the slope of a line as a measure of its steepness and as a constant rate of change from its table of values, equation, or graph. Apply the concept of slope to the solution of problems.
- Use calculators, computers, concrete manipulatives, and real life situations to explore and describe linear relationships and to solve simple linear equations.
- Represent real-life situations to solve linear equations.
- Identify the roles of variables within an equation, e.g., $y=mx+b$, expressing y as a function of x with parameters m and b .
- Set up and solve linear equations and inequalities with one or two variables, using algebraic methods, models, and/or graphs.
- Form and manipulate equations or inequalities to solve problems involving geometry, probability, and statistics.
- Solve and graph solutions to inequalities.
- Explain and analyze—both quantitatively and qualitatively, using pictures, graphs, charts, or equations—how a change in one variable results in a change in another variable in functional

relationships, e.g., $C = \pi d$, $A = \pi r^2$ (A as a function of r), $A_{\text{rectangle}} = lw$ ($A_{\text{rectangle}}$ as a function of l and w).

- Use linear equations to model and analyze problems involving proportional relationships. Use technology as appropriate.
- Understand how algebra is used in the real world (as it relates to ratio and proportion).
- Use tables and graphs to represent and compare linear growth patterns. In particular, compare rates of change and x - and y -intercepts of different linear patterns.
- Use and find a function rule from a table of data, graphs and rules.

Geometry

Students will...

- *Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.*
- *Specify locations and describe spatial relationships using coordinate geometry and other representational systems.*
- *Apply transformations and use symmetry to analyze mathematical situations.*
- *Use visualization, spatial reasoning, and geometric modeling to solve problems.*

They will...

- Analyze, apply, and explain the relationship between the number of sides and the sums of the interior and exterior angle measures of polygons.
- Classify figures in terms of congruence and similarity, and apply these relationships to the solution of problems.
- Demonstrate an understanding of the relationships of angles formed by intersecting lines, including parallel lines cut by a transversal.
- Identify, draw, and describe line segments, rays, angles using letters and measuring angles with a protractor.
- Identify and draw basic geometric figures (point, line, plane, intersect, line segment, endpoint, ray, and angles, vertex of an angle and side of an angle)
- Use a straightedge, compass, or other tools to formulate and test conjectures, and to draw geometric figures.
- Predict the results of transformations on unmarked or coordinate planes and draw the transformed figure, e.g., predict how tessellations transform under translations, reflections, and rotations.
- Continue to explore, identify and use transformations such as flips, turns, rotations, translations and composite transformations.
- Identify three-dimensional figures (e.g., prisms,) by their physical appearance, distinguishing attributes, and spatial relationships such as parallel faces.
- Recognize and draw two-dimensional representations of three-dimensional objects, e.g., nets, projections, and perspective drawings.
- Relate geometric shapes and ideas to the measurement, ratio and proportion.

Measurement

Students will...

- *Understand measurable attributes of objects and the units, systems, and processes of measurement.*
- *Apply appropriate techniques, tools, and formulas to determine measurements.*

They will...

- Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.
- Choose appropriate units of measurement and supply the concept of accuracy at predetermined levels.
- Use customary and metric units for length, mass and capacity.
- Describe and use estimates and actual measurements in real life situations.
- Understand the process and relate measurement to number, data, and geometry.
- Use powers of ten to metric measurement and scientific notation.
- Given the formulas, convert from one system of measurement to another. Use technology as appropriate.
- Demonstrate an understanding of the concepts and apply formulas and procedures for determining measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms, cylinders, and spheres. Use technology as appropriate.
- Use ratio and proportion (including scale factors) in the solution of problems, including problems involving similar plane figures and indirect measurement.
- Recognize and draw symmetric, similar, and congruent figures and solve problems using similarity of figures.
- Develop and apply formulas for area, perimeter, and volume for standard figures, objects, and for figures both 2D and 3D.
- Use models, graphs, and formulas to solve simple problems involving rates, e.g., velocity and density.

Data Analysis, Statistics and Probability

Students will,,,

- *Formulate questions that can be answered with data and collect, organize and display relevant data to answer them.*
- *Select and use appropriate statistical methods to analyze data.*
- *Develop and evaluate inferences and predictions that are based on data.*
- *Understand and apply basic concepts of probability.*

They will...

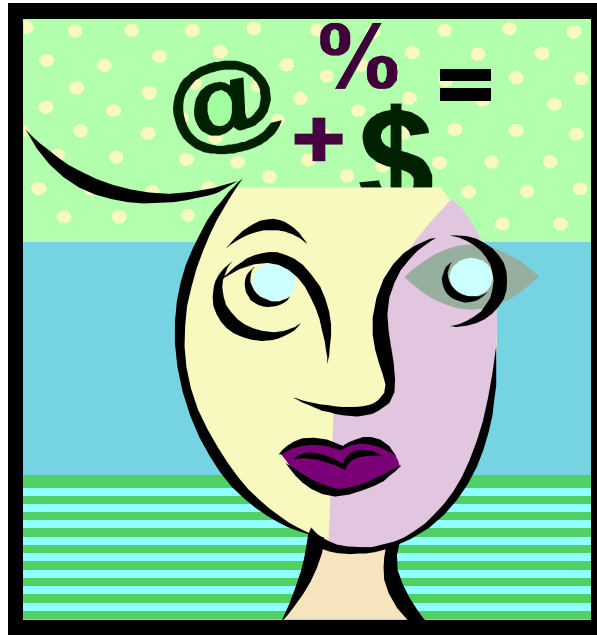
- Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample, e.g., convenience sampling, responses to a survey, random sampling.
- Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatterplots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts.
- Create simple algorithms to solve problems.
- Use counting techniques (tree diagram, permutation and combination techniques) to determine the number of outcomes for situations.
- Investigate the benefits of simple circuits and networks.
- Use logic and inductive reasoning to make predictions related to a series of statements.
- Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.

- Analyze survey data to make predictions and to solve problems.
- Read and interpret statistical data to make predictions, inferences, and decisions.
- Use tree diagrams, tables, organized lists, basic combinations (“fundamental counting principle”), and area models to compute probabilities for simple compound events, e.g., multiple coin tosses or rolls of dice.
- Carry out probability experiments, discuss the results.
- Conduct experiments to determine experimental probabilities and construct a table to establish theoretical probabilities and compare two results.

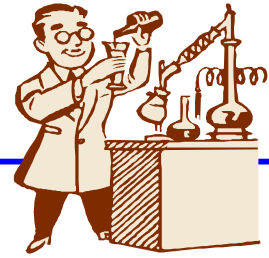
Discussion, Presentation, Composition

Students will be able to...

- Use agreed upon rules to participate in discussions in large and small groups.
- Express ideas in an organized way.
- Explain their mathematical thinking in writing.
- Maintain a system for collecting, referring to, and sharing their work.



SCIENCE & TECHNOLOGY: GRADE 7



Topic: Varieties of Life on Earth

Classification

Students will be able to:

- Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.

Structure and Function of Cells

Students will be able to:

- Recognize that all organisms are composed of cells and that many organisms are single-celled (unicellular), e.g. bacteria yeast. In these single celled organisms, one cell must carry out all of the basic functions of life
- Compare and contrast plants and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplast, mitochondria, and vacuoles).
- Recognize that within cells, many of the basic functions of organisms (e.g. extracting energy from each food and getting rid of waste) are carried out. The way in which cell function is similar in all living organisms.

Reproduction and Heredity

Students will be able to:

- Recognize that heridity information is contained in genes located in chromosomes of each cell.

Evolution and Biodiversity

Students will be able to:

- Recognize that evidence drawn from geology, fossils, and comparative anatomy provides the basis of the theory of evolution.
- Relate the extinction of species to a mismatch of adaptation and the environment
- Living Things and Their Environment
- Explain how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.
- Recognize that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later used, or used by other organism.

Topic: Earth, Rocks, Geological Events

Mapping the Earth

Students will be able to:

- Recognize, interpret, and be able to create models of the earth's common physical features in various mapping represantations, including contour maps.

Earth's Structure

Students will be able to:

- Describe the layers of solid earth, including the lithosphere, the hot convecting mantle, and the dense metallic core.
- Heat Transfer in the Earth's System
- Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere.

Earth's History

Students will be able to:

- Describe how movement of the earth's crustal plates cause both slow changes in the earth's surface (e.g. formation of mountains and ocean basins) and rapid ones (e.g. volcanic eruptions and earthquakes).
- Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering.

Topic: Forces and Motion

Motion of Objects

Students will be able to:

- Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed.

Forms of Energy

Students will be able to:

- Graph and interpret distance vs. time graphs for constant speed.
- Differentiate between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

Topic: Technology/Engineering Design

Materials, Tools and Machines

Students will be able to:

- Identify appropriate materials, tools, and machines to solve problems.

Engineering Design

Students will be able to:

- Identify and explain the steps of the engineering design process.
- Demonstrate methods of representing solutions to a design problem.

Topic: Scientific Inquiry

Use of Tools

Students will be able to:

- Use simple tools such as rulers, magnifiers, balances, thermometers, graduated cylinders, etc to observe and measure things carefully.

Experimentation

Students will be able to:

- Design and conduct simple science experiments using appropriate equipment and measuring tools. Some questions may be posed by the student and some will be posed by the teacher.
- Predict, observe, classify and record results clearly in journals or logs.
- Communicate scientific procedures and explanations using presentations, charts, simple graphs, discussions and writing.
- Develop descriptions, explanations, predictions, and models using evidence.
- Compare results and explanations with scientific knowledge.

Discussion & Presentation

Students will be able to...

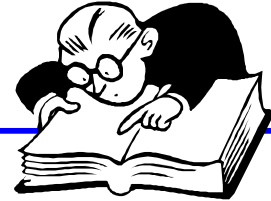
- Participate in formal and informal discussions in large and small groups, using agreed upon rules to conduct and facilitate them
- Organize and present their thoughts in a logical manner
- Support their ideas with evidence or details; expect and request the same of others
- Actively listen, respond to, and build on ideas generated during discussions
- Use the information to inform or change their perspectives
- Ask for clarification when others' responses are unclear
- Summarize and evaluate what they have learned from the discussion
- Evaluate the productivity of discussions using established criteria; make suggestions to improve the discussions
- Give oral presentations, using established criteria to prepare, assess, and improve their presentations

Composition

Students will be able to...

- Write frequently in response to readings, other presentations, and observations (e.g., summaries, questions, reactions, connections, predictions, reports).
- Maintain a system for collecting, referring to, and sharing their thoughts, observations, writings, illustrations, and other work.
- Write occasional, brief research reports to extend their knowledge beyond classroom presentations; include a clear focus and supporting details
- Write, share, assess, and revise frequent responses to MCAS-like, open response (key) questions posed by the teacher

PERFORMANCE STANDARDS: GRADE 7



All Subjects

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any subject-area assessments that may be developed and administered by each school.

Reading & Writing

1. Reading:

Citywide Assessments: Students are expected to meet minimum competency benchmarks on one of the following assessments.

- Scholastic Reading Inventory (minimum competency: lexile 875; grade level proficiency: lexile 990)
- Qualitative Reading Inventory (level 6.0)
- Flynt-Cooter Reading Assessment (level 7.0)

Students enrolled in the *Transition Bilingual Program* are expected to meet the following minimum competency benchmarks in English:

- Stage 2: Lexile 600, Scholastic Reading Inventory (level 17) or 65%, ESL CRT Reading
- Stage 3: Lexile 690, Scholastic Reading Inventory (level 17)
- Stage 4: Lexile 780, Scholastic Reading Inventory (level 17)
- Stage 5: Lexile 875, Scholastic Reading Inventory (level 17)

English/Native Language Arts: Students are expected to read and respond to a minimum of 20 books or "book equivalents" (e.g., series of periodicals or articles, manuals, collections of essays or poetry) each year. These works must be from multiple genres, including fiction and non-fiction. At least ten of the works must be whole books, fiction and non-fiction. Three of these ten books should be selected from a list of 10-15 books developed by the teacher, in collaboration with his or her colleagues.

To ensure that students' reading experiences are challenging and diverse, the literature in each teacher-developed list, and each student's three selections, must be rigorous, explore diverse and relevant themes through complex characters, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The one or two books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

2. Writing: *English/Native Language Arts*

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, or comparable school-developed alternatives; levels 3-6 on MCAS ELA Composition Scoring Guide) on at least one independently written piece of *Expository Writing* and one

independent *Response to Literature* (Key Question) by the close of the school year. Centrally-developed, MCAS-like, open-response questions will be administered to students in the fall and winter to assess students' progress.

- b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing, and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.
3. Performance on reading and writing assessments should be factored into students' grades.

Mathematics

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on:

- o Citywide, BPS Math Tasks administered each marking term
- o Citywide, BPS mid- and end-of-year assessments in mathematics

Performance on these assessments should be factored into students' final grades.

Science/Technology & History/Social Studies

Students are expected to meet minimally acceptable standards (level 2-4) on open-response questions aligned with the learning standards. Centrally developed questions will be administered in the winter and spring to assess students' progress. Scoring will be completed using centrally developed, MCAS-like rubrics. Students' performance on these assessments should be factored into students' final grades.

Massachusetts Comprehensive Assessment System (MCAS)

Students are expected to earn a passing score (levels 2-4) on the *English Language Arts* and *ELA Composition* assessments administered in the spring. Performance on these assessments is not factored into a student's final grade.

