English Language Arts

Assessment Anchors and Eligible Content
Aligned to the Pennsylvania Core Standards

Grade

7

Pennsylvania System of School Assessment

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

Reporting Category

The Assessment Anchors are organized into seven Reporting Categories. The Reporting Categories for Grade 7 are listed below.

- o A = Literature Text
- o B = Informational Text
- o A-K and B-K = Key Ideas and Details
- o A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- o A-V and B-V = Vocabulary Acquisition and Use
- o D = Conventions of Standard English
- o E = Text-Dependent Analysis

Revised Assessment Anchor Reporting Categories

Reporting Category C=Writing: Assessment Anchors E07.C.1 (Text Types and Purposes) has shifted from the statewide accountability test to the local level. English Language Arts Standard 1.4 Writing continues to be assessed by the ELA PSSA test in reporting categories D=Conventions of Standard English and E=Text-Dependent Analysis.

Assessment Anchor

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

Anchor Descriptor

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

Eligible Content

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

Reference

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

Pennsylvania System of School Assessment

Dual Reporting for Reporting Categories A and B

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details (Key Ideas)	Craft and Structure/Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (Vocabulary)
A: **Literature Text**	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.2.1.2	A-V.4.1.2
	A-K.1.1.3	A-C.2.1.3	
		A-C.3.1.1	
B: **Informational Text**	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.2.1.3	
		B-C.3.1.1	
		B-C.3.1.2	

Reporting Information for Reporting Categories D and E

Reporting Categories	Descriptors		
	Grammar and Usage	**Capitalization, Punctuation, and Spelling**	**Conventions**
D: **Conventions of Standard English** **(Writing)**	D.1.1.1	D.1.2.1	D.2.1.1.1
	D.1.1.2	D.1.2.2	D.2.1.1.2
	D.1.1.3	D.1.2.3	D.2.1.1.3
	D.1.1.4	D.1.2.4	D.2.1.1.4
	D.1.1.5		D.2.1.1.5
	D.1.1.6		
	D.1.1.7		
	D.1.1.8		
	D.1.1.9		
E: **Text Dependent Analysis** **(Reading/Writing)**	**Analysis, Reflection, and Research**		
	E.1.1.1		
	E.1.1.2		
	E.1.1.3		
	E.1.1.4		
	E.1.1.5		
	E.1.1.6		

E07.A Literature Text

ASSESSMENT ANCHOR	
E07.A-K.1	**Key Ideas and Details**

DESCRIPTOR		ELIGIBLE CONTENT	
E07.A-K.1.1	Demonstrate understanding of key ideas and details in literature.	**E07.A-K.1.1.1**	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
		E07.A-K.1.1.2	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.
		E07.A-K.1.1.3	Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

Reference:

CC.1.3.7.A 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.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

E07.A Literature Text

ASSESSMENT ANCHOR	
E07.A-C.2	**Craft and Structure**

DESCRIPTOR	ELIGIBLE CONTENT
E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	**E07.A-C.2.1.1** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
	E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of 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.

Reference:

CC.1.3.7.D   Determine an author's purpose in a text and explain how it is conveyed in a text.

CC.1.3.7.E   Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.7.F   Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

E07.A Literature Text

Reporting Category

ASSESSMENT ANCHOR	
E07.A-C.3	**Integration of Knowledge and Ideas**

DESCRIPTOR		ELIGIBLE CONTENT	
E07.A-C.3.1	Demonstrate understanding of connections within, between, and/or among texts.	**E07.A-C.3.1.1**	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.

Reference:

CC.1.3.7.H   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.

ASSESSMENT ANCHOR	
E07.A-V.4	**Vocabulary Acquisition and Use**

DESCRIPTOR	ELIGIBLE CONTENT
E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	**E07.A-V.4.1.1** 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 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
	E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	a. Interpret figures of speech (e.g., literary 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*).

Reference:

CC.1.3.7.F   Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.I   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

E07.B Informational Text

ASSESSMENT ANCHOR		
E07.B-K.1	**Key Ideas and Details**	

DESCRIPTOR		ELIGIBLE CONTENT	
E07.B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	**E07.B-K.1.1.1**	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
		E07.B-K.1.1.2	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.
		E07.B-K.1.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

Reference:

CC.1.2.7.A 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.

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

ASSESSMENT ANCHOR		
E07.B-C.2	**Craft and Structure**	

DESCRIPTOR		ELIGIBLE CONTENT	
E07.B-C.2.1	Demonstrate understanding of craft and structure in informational texts.	**E07.B-C.2.1.1**	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.
		E07.B-C.2.1.2	Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
		E07.B-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

Reference:

CC.1.2.7.D 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.

CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

ASSESSMENT ANCHOR	
E07.B-C.3	**Integration of Knowledge and Ideas**

DESCRIPTOR		ELIGIBLE CONTENT	
E07.B-C.3.1	Demonstrate understanding of connections within, between, and/or among informational texts.	**E07.B-C.3.1.1**	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.
		E07.B-C.3.1.2	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.

Reference:

CC.1.2.7.H   Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I   Analyze how two or more authors present and interpret facts on the same topic.

E07.B Informational Text

ASSESSMENT ANCHOR	
E07.B-V.4	**Vocabulary Acquisition and Use**

DESCRIPTOR	ELIGIBLE CONTENT
E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	**E07.B-V.4.1.1** 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 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Determine the meaning of technical words and phrases used in a text. **E07.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary 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*).

Reference:

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

CC.1.2.7.J Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

E07.D Conventions of Standard English

ASSESSMENT ANCHOR	
E07.D.1	**Conventions of Standard English**

DESCRIPTOR		ELIGIBLE CONTENT	
E07.D.1.1	Demonstrate command of the conventions of standard English grammar and usage.	**E07.D.1.1.1**	Explain the function of phrases and clauses in general and their function in specific sentences.
		E07.D.1.1.2	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
		E07.D.1.1.3	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
		E07.D.1.1.4	Recognize and correct inappropriate shifts in pronoun number and person.*
		E07.D.1.1.5	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
		E07.D.1.1.6	Recognize and correct inappropriate shifts in verb tense.*
		E07.D.1.1.7	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
		E07.D.1.1.8	Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they're*).*
		E07.D.1.1.9	Ensure subject-verb and pronoun-antecedent agreement.*

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E07.D Conventions of Standard English

ASSESSMENT ANCHOR	
E07.D.1	**Conventions of Standard English**

DESCRIPTOR		ELIGIBLE CONTENT	
E07.D.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	**E07.D.1.2.1**	Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
		E07.D.1.2.2	Spell correctly.
		E07.D.1.2.3	Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*
		E07.D.1.2.4	Use punctuation to separate items in a series.*

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E07.D Conventions of Standard English

Reporting Category

ASSESSMENT ANCHOR		
E07.D.2	**Knowledge of Language**	

DESCRIPTOR	ELIGIBLE CONTENT
E07.D.2.1 Use knowledge of language and its conventions.	**E07.D.2.1.1** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
	E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*
	E07.D.2.1.3 Maintain consistency in style and tone.*
	E07.D.2.1.4 Choose punctuation for effect.*
	E07.D.2.1.5 Choose words and phrases for effect.*

Reference:

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.E   Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.K   Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities..
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.Q   Write with an awareness of the stylistic aspects of writing.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.

E07.E Text-Dependent Analysis

ASSESSMENT ANCHOR

E07.E.1 **Evidence-Based Analysis of Text**

DESCRIPTOR		ELIGIBLE CONTENT	
E07.E.1.1	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	**E07.E.1.1.1**	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		E07.E.1.1.2	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
		E07.E.1.1.3	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
		E07.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		E07.E.1.1.5	Establish and maintain a formal style.
		E07.E.1.1.6	Provide a concluding section that follows from and supports the analysis presented.

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.H Introduce and state an opinion on a topic.

E07.E Text-Dependent Analysis | Reporting Category

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.