

U-PASS English Language Arts Grade 11

Proficiency Level Descriptors

Substantial

Students performing at the substantial level consistently apply English language arts skills. They accurately determine word meaning through roots and contextual inferences. In comprehending and evaluating informational text, students consistently analyze the purpose of external text features and the effectiveness of internal text structures. They efficiently draw conclusions based on explicit and implicit information. Students also consistently comprehend literary text by analyzing literary elements including plot structures, setting, character traits, figurative language, and themes. Students effectively revise a written draft to support and advance a thesis and to demonstrate organizational control, consistent voice, appropriate word choice, and parallel sentence structures. They accurately edit grade-level spelling, punctuation and usage errors. Students skillfully use the process of inquiry to determine the relevance and accuracy of information and to differentiate between primary and secondary sources.

Sufficient

Students performing at the sufficient level generally apply English language arts skills appropriately. They determine word meaning through roots and contextual inferences. In comprehending and evaluating informational text, students analyze the purpose of external text features and the effectiveness of internal text structures. They draw conclusions based on explicit and implicit information. Students also comprehend literary text by analyzing literary elements including plot structures, setting, character traits, figurative language, and themes. Students revise a written draft to support and advance a thesis and to demonstrate organizational control, consistent voice, appropriate word choice, and parallel sentence structures. They edit grade-level spelling, punctuation and usage errors. Students use the process of inquiry to determine the relevance and accuracy of information and to differentiate between primary and secondary sources.

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Partial

Students performing at the partial level are inconsistent in the application of their English language arts skills. They ineffectively use roots and contextual inferences to determine word meaning. In comprehending informational text, students occasionally recognize the purpose of external text features and the effectiveness of internal text structures. They are beginning to draw conclusions based on explicit information. Students' ability to comprehend literary text by recognizing basic literary elements including plot structures, setting, character traits, figurative language, and themes is not fully developed. Students may be able to revise portions of a written draft to support and advance a thesis and to demonstrate organizational control, consistent voice, appropriate word choice, and parallel sentence structures. They attempt to edit grade-level spelling, punctuation and usage errors. Students have difficulty using the process of inquiry to determine the relevance and accuracy of information and to differentiate between primary and secondary sources.

Minimal

Students performing at the minimal level are beginning to apply English language arts skills. They have a limited ability to determine word meaning through roots and contextual inferences. They have minimal reading comprehension skills with most grade-level texts. In comprehending informational text, students often have difficulty recognizing external text features and internal text structures. They identify some fundamental elements of literature, such as character, plot, setting, figurative language, and simple themes. Students have a limited understanding of appropriate revisions, and they identify few grade-level spelling, punctuation and usage errors. Their ability to use the process of inquiry to determine the relevance and accuracy of information and to identify primary and secondary sources is developing.