

# U-PASS English Language Arts Grade 10

## Proficiency Level Descriptors

### **Substantial**

Students performing at the substantial level consistently apply English language arts skills. They accurately use roots, connotation, antonyms, and context clues to understand vocabulary. In comprehending informational text, students effectively analyze the purpose and function of text features and structures, and they evaluate the reliability of electronic and other informational text. They efficiently draw conclusions based on explicit and implicit information. Students also consistently comprehend literary text by explaining literary elements, such as character development, setting, figurative language, and themes. Students effectively revise a written draft for supporting details, for organizational control, for appropriate voice and word choice, and for parallel sentence structures. They accurately edit grade-level spelling, punctuation and usage errors. Students skillfully use the process of inquiry to examine multiple points of view using a variety of sources, and they evaluate the accuracy and relevance of information.

### **Sufficient**

Students performing at the sufficient level generally apply English language arts skills appropriately. They use roots, connotation, antonyms, and context clues to understand vocabulary. In comprehending informational text, students analyze the purpose and function of text features and structures, and they evaluate the reliability of electronic and other informational text. They draw conclusions based on explicit and implicit information. Students also comprehend literary text by explaining literary elements, such as character development, setting, figurative language, and themes. Students revise a written draft for supporting details, for organizational control, for appropriate voice and word choice, and for parallel sentence structures. They edit grade-level spelling, punctuation and usage errors. Students use the process of inquiry to examine multiple points of view using a variety of sources, and they evaluate the accuracy and relevance of information.

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## Proficiency Level Descriptors

### **Partial**

Students performing at the partial level are inconsistent in the application of their English language arts skills. Their use of roots, connotation, antonyms, and context clues to understand vocabulary is not fully developed. In comprehending informational text, students occasionally recognize text features and structures, and they inconsistently evaluate the reliability of electronic and other informational text. They are beginning to draw conclusions based on explicit information. Students' ability to comprehend literary text by identifying basic literary elements, such as character development, setting, figurative language and themes, is not fully developed. Students may be able to revise portions of a written draft for supporting details, for organizational control, for appropriate voice and word choice, and for parallel sentence structures. They attempt to edit grade-level spelling, punctuation and usage errors. Students may have difficulty using the process of inquiry to examine multiple points of view using a variety of sources and to evaluate the accuracy and relevance of information.

### **Minimal**

Students performing at the minimal level are beginning to apply English language arts skills. They have a limited understanding of roots, connotation, antonyms, and context clues. They have minimal reading comprehension skills with most grade-level texts. In comprehending informational text, students often have difficulty recognizing text features and structures, and evaluating the reliability of electronic and other informational text. 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 examine multiple points of view and to recognize the relevance and accuracy of information is developing.