U-PASS English Language Arts Grade 9

Proficiency Level Descriptors

Substantial

Students performing at the substantial level consistently apply English language arts skills. They accurately use roots, connotation, denotation, sentence structure, and context clues to understand vocabulary. In comprehending informational text, students effectively analyze the purpose of text features and structures and distinguish relevant from interesting information. They infer meaning from implicit information. Students also consistently comprehend literary text by explaining how character, conflict, setting, and plot work together to create meaning, by identifying figurative language, and by making connections between themes and real-life events. Students consistently revise a written draft for effective leads and conclusions, for appropriate voice and word choice, and for compound and complex 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 from primary and secondary sources and to determine the credibility of those sources.

Sufficient

Students performing at the sufficient level generally apply English language arts skills appropriately. They use roots, connotation, denotation, sentence structure, and context clues to understand vocabulary. In comprehending informational text, students analyze the purpose of text features and structures and distinguish relevant from interesting information. They infer meaning from implicit information. Students also comprehend literary text by explaining how character, conflict, setting, and plot work together to create meaning, by identifying figurative language, and by making connections between themes and real-life events. Students revise a written draft for effective leads and conclusions, for appropriate voice and word choice, and for compound and complex sentence structures. They edit grade-level spelling, punctuation and usage errors. Students use the process of inquiry to examine multiple points of view from primary and secondary sources and to determine the credibility of those sources.

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Partial

Students performing at the partial level are inconsistent in the application of their English language arts skills. Their use of roots, connotation, denotation, sentence structure, and context clues to understand vocabulary is not fully developed. In comprehending informational text, students occasionally recognize text features and structures; they may be able to distinguish relevant from interesting information. They are beginning to recognize implicit information in text. Students' ability to comprehend literary text by explaining how character and conflict, setting, and plot work together to create meaning, by identifying figurative language, and by making connections between themes and real-life events is not fully developed. Students may be able to revise portions of a written draft for effective leads and conclusions, for appropriate voice and word choice, and for compound and complex 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 from primary and secondary sources and to determine the credibility of those sources.

Minimal

Students performing at the minimal level are beginning to apply English language arts skills. They have limited understanding of roots, connotation, denotation, sentence structure, 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 frequently confuse relevant and interesting information. 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 identify and gather multiple points of view, to determine the credibility of sources, and to identify primary and secondary sources is developing.