**Student Personal Learning Goals – AZ High School ELA ENGLISH aligned with ACT ELA assessment**

**Production of Writing**

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
|  | **All skills in Emerging level of understanding** | **All skills in Developing level of understanding** | **All skills in Developing level of understanding and Proficient level of understanding** |
| I can determine the meaning of familiar words and phrases in the context of a sentence | I can determine the meaning of somewhat  familiar words and phrases in the context of a sentence. | I can determine the meaning of words and phrases—including some academic and domain-specific vocabulary—in complex text | I can determine the meaning of a word or phrase when the vocabulary and syntax are fairly sophisticated or include academic and domain-specific vocabulary |
| I can determine appropriate introductory,  concluding, and simple transition sentences and phrases in the context  of a paragraph | I can determine the relevance of straightforward sentences in the context of a passage | I can determine the relevance of sentences and phrases in the context of a passage | I can determine the relevance of  sophisticated sentences and phrases in the context of a complex passage |
|  | I can determine whether a passage has met a clearly specified primary purpose | I can determine whether a passage has met a primary purpose | I can determine logical transition words and phrases in sophisticated text. |
|  | I can determine effective introductory, concluding, and transition sentences and phrases in the context of a paragraph. | I can determine logical transition words and phrases in complex sentences. | I can determine the most logical location to add a complex sentence to a passage |
|  | I can determine logical transition words and  phrases when a sequence of events is clearly indicated. | I can determine the most logical location to add a sentence to a paragraph |  |
|  |  | I can determine the most logical order for a series of sentences in a paragraph |  |

**Knowledge of Language**

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
|  | **All skills in Emerging level of understanding** | **All skills in Developing level of understanding** | **All skills in Developing level of understanding and Proficient level of understanding** |
| I can delete redundant and verbose material that occurs in a straightforward phrase or sentence | I can revise or delete redundant and verbose material that occurs in a short phrase or sentence. | I can revise or delete redundant and/or verbose material. | I can revise or delete verbose or  redundant language in sophisticated sentences and phrases and/or language that is repeated elsewhere in the paragraph or passage |
| I can recognize and correct language that is significantly too formal or informal for the style (e.g., tone/voice) | I can recognize and correct language that is noticeably too formal or informal for the style (e.g., tone/voice) | I can recognize and correct language that is subtly too formal or informal for the style (e.g. tone/voice) | I can analyze connotative and denotative meanings of multiple-meaning words |

**Conventions of Standard English Grammer, Usage, and Mechanics**

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| Students performing at the *Minimally Proficient* level are developing skills for understandingclaims and integrating knowledge and ideas from across texts and multiple texts. They are working toward being able to demonstrate theskills identified at the *Partially Proficient* level | **All skills in Emerging level of understanding** | **All skills in Developing level of understanding** | **All skills in Developing level of understanding and Proficient level of understanding** |
| I can ensure simple subject-verb agreement | I can ensure subject-verb agreement when there are compound subjects and/or compound verbs | I can ensure subject-verb agreement when there is text between the subject-verb or subject-verb order is inverted | I can ensure subject-verb agreement in challenging situations (e.g. when the subject is a noun phrase, noun clause, or an indefinite pronoun) |
| I can recognize and correct obvious errors  in sentence structure (e.g. misplaced modifiers where the intended meaning is clear but misused; faulty subordination of clauses) | I can recognize and correct obvious errors  in sentence structure (e.g. misplaced modifiers where the intended meaning is clear but misused; faulty subordination of clauses) | I can ensure pronoun-antecedent agreement, including in cases in which the pronoun and antecedent  occur in separate clauses or  sentences | I can recognize and correct unclear and/or ambiguous pronouns in complex phrases, clauses, or sentences and identify correct pronoun case (e.g. who vs. whom) |
| I can use commas correctly to set off non-essential information in a sentence | I can correctly use simple parallel structure | I can recognize and correct unclear and/or ambiguous pronouns; identify correct  pronoun case (e.g. who vs. whom) | I can identify the correct choice among sophisticated homonyms or words that are frequently confused (e.g. affect/effect; than/then; with/within) |
| I can recognize and correct obviously  unnecessary punctuation in sentences or clauses | I can use apostrophes correctly to form possessive nouns and pronouns near the claim being made | I can identify the correct choice among familiar homonyms or words that are frequently confused (e.g. to/too; they’re/there/their) | I can recognize and correct subtle errors in sentence structure (e.g. misplaced modifiers; complex run-on sentences; comma splices) |
|  | I can recognize and use correct punctuation to create a list of items or  concepts | I can recognize and correct errors in sentence structure (e.g. misplaced modifiers where the intended meaning is clear but misused; incomplete sentences, run-on sentences and/or comma splices). | I can use punctuation, including  semicolons, colons, dashes, and  parentheses to set off nonessential  information in a sentence and /or  eliminate ambiguity from complex  sentences |
|  |  | I can correctly use complex parallel structure | I can recognize and correct unnecessary punctuation |
|  |  | I can use punctuation, including semicolons, colons, dashes, and parentheses to vary sentence structures for meaning |  |