Assessments

Arizona English Language Arts Performance Level Descriptors (For ACT)—English

The following descriptors represent the range of student performances on the ACT® English test that are associated with each performance level. Descriptors are organized according to categories from Arizona's English Language Arts Standards.

Category	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Production of Writing	Students performing at the *Minimally Proficient* level can evaluate writing to demonstrate understanding of familiar vocabulary; they also demonstrate the ability to determine the meaning and purpose of words, phrases, clauses, and simple figurative language. They are able to: ● Determine the meaning of familiar words and phrases in the context of a sentence (9-10.L.4) ● Determine appropriate introductory, concluding, and simple transition sentences and phrases in the context of a paragraph (9-10.W.2)	Students performing at the *Partially Proficient* level can evaluate writing to demonstrate understanding of familiar language, as well as some academic language; they also demonstrate the ability to determine the meaning and purpose of words, phrases, clauses, and simple figurative language. They are able to: ● Determine the meaning of somewhat familiar words and phrases in the context of a sentence (9-10.L.4) ● Determine the relevance of straightforward sentences in the context of a passage (9-10.L.6) ● Determine whether a passage has met a clearly specified primary purpose (9-10.L.6) ● Determine effective introductory, concluding, and transition sentences and phrases in the context of a paragraph (9-10.W.2) ● Determine logical transition words and phrases when a sequence of events is clearly indicated (9-10.W.2)	Students performing at the *Proficient* level can evaluate writing to demonstrate understanding of academic and domain-specific language; they also demonstrate the ability to determine the meaning and purpose of words, phrases, clauses, and figurative language. They are able to: ● Determine the meaning of words and phrases—including some academic and domain-specific vocabulary—in complex text (9-10.L.4) ● Determine the relevance of sentences and phrases in the context of a passage (9-10.L.6) ● Determine whether a passage has met a primary purpose (9-10.L.6) ● Determine logical transition words and phrases in complex sentences (9-10.W.2) ● Determine the most logical location to add a sentence to a paragraph (9-10.W.2) ● Determine the most logical order for a series of sentences in a paragraph (9-10.W.2)	Students performing at the *Highly Proficient* level can evaluate writing to demonstrate sophisticated understanding of academic and domain-specific language; they also demonstrate the ability to determine the meaning and purpose of words, phrases, clauses, and figurative language in complex text. They are able to: ● Determine the meaning of a word or phrase when the vocabulary and syntax are fairly sophisticated or include academic and domain-specific vocabulary (9-10.L.6) ● Determine the relevance of sophisticated sentences and phrases in the context of a complex passage (9-10.L.6) ● Determine logical transition words and phrases in sophisticated text (9-10.W.2) ● Determine the most logical location to add a complex sentence to a passage (9-10.W.2)

Category	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Knowledge of Language	Students performing at the *Minimally Proficient* level demonstrate limited knowledge of language when making choices for meaning and style. They are able to: ● Delete redundant and verbose material that occurs in a straightforward phrase or sentence (9-10.L.3) ● Recognize and correct language that is significantly too formal or informal for the style (e.g., tone/voice) (9-10.L.3)	Students performing at the *Partially Proficient* level use knowledge of language to make somewhat effective choices for meaning and style. They are able to: ● Revise or delete redundant and verbose material that occurs in a short phrase or sentence (9-10.L.3) ● Recognize and correct language that is noticeably too formal or informal for the style (e.g., tone/voice) (9-10.L.3)	Students performing at the *Proficient* level use knowledge of language consistently to make effective choices for meaning and style. They are able to: ● Revise or delete redundant and/or verbose material (9-10.L.3) ● Recognize and correct language that is subtly too formal or informal for the style (e.g. tone/voice) (10-10.L.3)	Students performing at the *Highly Proficient* level use knowledge of language to consistently make sophisticated choices for meaning and style. They are able to: ● Revise or delete verbose or redundant language in sophisticated sentences and phrases and/or language that is repeated elsewhere in the paragraph or passage (9-10.L.3) ● Analyze connotative and denotative meanings of multiple-meaning words (9-10.L.5)

Category	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Conventions of Standard English Grammar, Usage, and Mechanics	Students performing at the *Minimally Proficient* level demonstrate limited command of the conventions of standard English grammar, usage, and punctuation. They are able to: ● Ensure simple subject-verb agreement (9-10.L.1) ● Recognize and correct obvious errors in sentence structure (e.g. misplaced modifiers where the intended meaning is clear but misused; faulty subordination of clauses) (9-10.L.1) ● Use commas correctly to set off non-essential information in a sentence (9-10.L.1) ● Recognize and correct obviously unnecessary punctuation in sentences or clauses (9-10.L.2)	Students performing at the *Partially Proficient* level demonstrate inconsistent command of the conventions of standard English grammar, usage, and punctuation. They are able to: ● Ensure subject-verb agreement when there are compound subjects and/or compound verbs (9-10.L.1) ● Recognize and correct obvious errors in sentence structure (e.g. misplaced modifiers where the intended meaning is clear but misused; faulty subordination of clauses; incomplete sentences) (9-10.L.1) ● Correctly use simple parallel structure (9-10.L.1) ● Use apostrophes correctly to form possessive nouns and pronouns (9-10.L.2) ● Recognize and use correct punctuation to create a list of items or concepts (9-10.L.2)	Students performing at the *Proficient* level demonstrate consistent command of the conventions of standard English grammar, usage, and punctuation. They are able to: ● Ensure subject-verb agreement when there is text between the subject-verb or subject-verb order is inverted (9-10.L.1) ● Ensure pronoun-antecedent agreement, including in cases in which the pronoun and antecedent occur in separate clauses or sentences (9-10.L.1) ● Recognize and correct unclear and/or ambiguous pronouns; identify correct pronoun case (e.g. who vs. whom) (9-10.L.1) ● Identify the correct choice among familiar homonyms or words that are frequently confused (e.g. to/too; they're/there/their) (9-10.L.3) ● 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) (9-10.L.1) ● Correctly use complex parallel structure (9-10.L.1) ● Use punctuation, including semicolons, colons, dashes, and parentheses to vary sentence structures for meaning (9-10.L.2)	Students performing at the *Highly Proficient* level demonstrate thorough command of the conventions of standard English grammar, usage, and punctuation. They are able to: ● Ensure subject-verb agreement in challenging situations (e.g. when the subject is a noun phrase, noun clause, or an indefinite pronoun) (9-10.L.1) ● Recognize and correct unclear and/or ambiguous pronouns in complex phrases, clauses, or sentences and identify correct pronoun case (e.g. who vs. whom) (9-10.L.1) ● Identify the correct choice among sophisticated homonyms or words that are frequently confused (e.g. affect/effect; than/then; with/within) (9-10.L.3) ● Recognize and correct subtle errors in sentence structure (e.g. misplaced modifiers; complex run-on sentences; comma splices) (9-10.L.1) ● Use punctuation, including semicolons, colons, dashes, and parentheses to set off nonessential information in a sentence and /or eliminate ambiguity from complex sentences (9-10.L.2) ● Recognize and correct unnecessary punctuation (9-10.L.2)