

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

Production of Writing

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

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 Grammar, Usage, and Mechanics

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
Students performing at the <i>Minimally Proficient</i> level are developing skills for understanding claims and integrating knowledge and ideas from across texts and multiple texts. They are working toward being able to demonstrate the skills identified at the <i>Partially Proficient</i> 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	