English Proficiency Scale

The following proficiency scales for English describe generalized ability in 2 categories of increasing proficiency: college prep and honors/advanced-level. The domains below are deemed to be core competencies — i.e., involved in most of the work in a discipline at any one time; additional proficiency scales like these can be created for any performance task a student may encounter.

Like the divisional Portrait of the Graduate, these scales should be used as an important piece when deciding on placement levels for students, course design, and assessment complexity. As always, students should be recommended for levels that will, in the estimation of the teacher/department, cause the most learning and allow students to progress at an appropriately challenging pace.

Note that the progressions described below tend to move from the concrete to the abstract, from simple to complex, and from work more dependent on intervention to work that can be done independently. It is critically important to note, however, that independence from teacher intervention should not be a core driver when describing proficiency; students need, and should expect, support from expert teachers at any level.

English Proficiency Scale

Competency/Ability	On-Level	Honors and Beyond
WRITING		
Critical Analysis	I can draft and revise a piece of writing that articulates a clear idea, with supporting evidence from a primary text or other source and by my own reasoning, in ways that acknowledge my audience's prior knowledge and makes a convincing case for my position.	I can draft and revise a piece of writing that articulates a clear idea, with supporting evidence from a primary text or other source and by my own reasoning, that adjusts for a range of audiences and that manipulates tone, diction, and form to evoke intellectual and emotional responses (I include, and refute, arguments against my thesis, as appropriate for assessments).
Creative/Narrative	I can tell a plausible, cogent story — personal, fictional — that utilizes a range of narrative devices to achieve effects for the reader: e.g., conflict, rising action, climax, denouement I can produce stories with an awareness of the theme or themes I wish to communicate I can manipulate language to produces intended effects in my reader	I can tell a plausible, cogent story — personal, fictional — that utilizes a range of literary devices — conflict, rising action, climax, denouement; I can manage, mix, and control elements like tone, mood, voice to produce a range of effects on the reader. I can use literary devices to create opportunities for implicit and explicit meaning, innuendo, compression, displacement I can produce stories with an awareness of the theme or themes I wish to communicate

English Proficiency Scale

Descriptive	I can describe events, processes, and other phenomena with precision through the careful deployment of vocabulary, diction, and voice. I can utilize sensory descriptions to achieve a desired effect in my writing. I can edit my writing to prioritize main ideas, subordinate secondary information, and identify personal bias as much as possible.	I can describe events, processes, and other phenomena with precision through the careful deployment of vocabulary, diction, and voice. I can utilize sensory descriptions to achieve a desired effect in my writing. I can edit my writing to prioritize main ideas, subordinate secondary information, and eliminate personal bias as much as possible.
Informational	I can organize and communicate information to serve the needs of my audience	I can organize and communicate information to serve the needs of my audience I can draft and edit my writing to control for tone and bias I can adjust my vocabulary, diction, and tone to meet the needs of a variety of audiences
READING		
	I can decode a text by reading for: denotative and connotative meaning (vocabulary); explicit and implicit (subtextual) meaning (sentences, story); effects (tone, mood, point of view). I can notice, track, and analyze patterns and details and generalize ideas about those details I can read and analyze texts for main ideas and identify supporting ideas.	I can decode texts of wide-ranging complexity by reading for: denotative and connotative meaning (vocabulary); explicit and implicit (subtextual) meaning (sentences, story); effects (tone, mood, point of view). I can notice, track, and analyze patterns and details and generalize ideas about those details I can analyze overt and subtle patterns, plot, and

English Proficiency Scale

	I can make evidence-based claims about the theme of a text.	narrative techniques to identify the author's theme or theme in a work of complex literature I can analyze a text with an ability to identify literary/rhetorical devices an author uses to produce effects in a text I can analyze — and communicate — not only what a work may mean, but how a work makes meaning: e.g., how content and form combine to produce effects on a reader
SPEAKING		
	I can effectively address an audience by utilizing gesture, facial expression, body language, and eye contact to achieve desired responses I can control the pace, variety, tone, and clarity of my speech to achieve desired responses in my audience	I can analyze audience reaction and responses while addressing my audience I can utilize and adjust (in advance and while performing) gesture, facial expression, body language, and eye contact to achieve desired responses in my audience I can control and adjust (in advance and while performing) the pace, variety, tone, and clarity of my speech to achieve desired responses in my audience I can design the form of my delivery — through pacing, pausing, tone variety, and presence — of language to produce a wide range of desired responses in my audience