

EPAS English Standards for Transition Matched to PASS Language Arts Grade Levels

Strand	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Topic Development in Terms of Purpose and Focus		<p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete obviously irrelevant material from an essay</p> <p style="text-align: center;"><i>Grades 6, 7, 8, 9</i></p>	<p>Identify the main theme or topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p style="text-align: center;"><i>Grades 7, 8, 9, 10</i></p>	<p>Identify the focus of a simple essay, applying that knowledge to each paragraph's function and determining if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to introduce or summarize the essay and to accomplish a fairly straightforward and limited purpose</p> <p style="text-align: center;"><i>Grades 9, 10, 11, 12</i></p>	<p>Identify both the focus and purpose of a fairly involved essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, or the need to add supporting detail or delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle purpose such as emphasis and to express meaning through connotation</p> <p style="text-align: center;"><i>Grades 10, 11, 12</i></p>	<p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p style="text-align: center;"><i>Grades 11, 12</i></p>
Organization, Unity, and Coherence	Recognize blatantly illogical conjunctive adverbs	<p>Select the most logical place to add a sentence in a paragraph</p> <p style="text-align: center;"><i>Grades 7, 8, 9</i></p>	<p>Use a conjunctive adverb or phrase to express a straightforward logical relationship, such as chronology</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p style="text-align: center;"><i>Grades 7,8,9,10,11,12</i></p>	<p>Use conjunctive adverbs or phrases to create subtle logical connections between sentences, such as cause-effect</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph</p> <p>Provide a transition between paragraphs when the essay is fairly straightforward</p> <p style="text-align: center;"><i>Grades 9, 10, 11</i></p>	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences in a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p style="text-align: center;"><i>Grades 9, 10, 11, 12</i></p>	<p>Consider the need for introductory sentences or transitions, basing decisions on a complete understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p style="text-align: center;"><i>Grades 11, 12</i></p>

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Word Choice in Terms of Style, Tone, Clarity, and Economy	<p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise ambiguous pronouns that create obvious sense problems (e.g., meaning or logic)</p> <p style="text-align: right;"><i>Grades 6, 7, 8</i></p>	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that violate the essay's tone</p> <p style="text-align: right;"><i>Grades 7, 8, 9</i></p>	<p>Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled")</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p style="text-align: right;"><i>Grades 8, 9, 10</i></p>	<p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct pronouns that have vague referents</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: right;"><i>Grades 9, 10, 11</i></p>	<p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p style="text-align: right;"><i>Grades 10, 11, 12</i></p>	<p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p> <p style="text-align: right;"><i>Grades 11, 12</i></p>
Sentence Structure and Formation	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p style="text-align: right;"><i>Grades 6, 7, 8</i></p>	<p>Use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments</p> <p>Correct glaringly inappropriate shifts in verb tense or voice</p> <p style="text-align: right;"><i>Grades 7, 8, 9</i></p>	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing relative pronouns, dangling or misplaced modifiers)</p> <p style="text-align: right;"><i>Grades 8, 9, 10</i></p>	<p>Revise to avoid faulty placement of phrases and coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p style="text-align: right;"><i>Grades 9, 10, 11</i></p>	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p style="text-align: right;"><i>Grades 10, 11, 12</i></p>	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p style="text-align: right;"><i>Grades 11, 12</i></p>

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Conventions of Usage	<p>Solve such basic usage problems as whether to use a comparative or a superlative adjective and which word to use in such pairs as <i>past</i> or <i>passed</i></p> <p style="color: green; text-align: center;"><i>Grades 6, 7, 8</i></p>	<p>Solve such basic grammatical problems as whether to use an adverb or an adjective form; how to form comparative and superlative adjectives; how to ensure straightforward subject-verb and pronoun-antecedent agreement; and when to use the contraction <i>it's</i></p> <p style="color: green; text-align: center;"><i>Grades 7, 8, 9</i></p>	<p>Identify the past and past participle forms of irregular but commonly used verbs and identify idiomatically appropriate prepositions in terms of their context</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p style="color: green; text-align: center;"><i>Grades 8, 9, 10</i></p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p style="color: green; text-align: center;"><i>Grades 9, 10, 11</i></p>	<p>Avoid the pitfalls of hypercorrection, correctly using reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronoun <i>who</i> rather than <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p style="color: green; text-align: center;"><i>Grades 10, 11, 12</i></p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p style="color: green; text-align: center;"><i>Grades 11, 12</i></p>

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Conventions of Punctuation	<p>Delete commas that create basic sense problems (e.g., between two parts of a compound noun, between verb and direct object)</p> <p style="text-align: center;"><i>Grades 6, 7, 8</i></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p style="text-align: center;"><i>Grades 7, 8, 9</i></p>	<p>Use commas to set off basic parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p style="text-align: center;"><i>Grades 8, 9, 10</i></p>	<p>Use punctuation to set off complex parenthetical phrases or adverbial phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of the entire sentence (e.g., between compound sentence elements joined by a conjunction)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p style="text-align: center;"><i>Grades 9, 10, 11</i></p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p style="text-align: center;"><i>Grades 10, 11, 12</i></p>	<p>Use a colon to introduce an example or an elaboration</p> <p style="text-align: center;"><i>Grades 11, 12</i></p>