| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
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| **I. Text Types, Purposes, and Production (60%)** |  |  |  |  |  |
| **A. Text Production: Writing Arguments** |  |  |  |  |  |
| 1. Produce an argumentative essay to support a claim using relevant and sufficient evidence |  |  |  |  |  |
| 2. Write clearly and coherently |  |  |  |  |  |
| a. address the assigned task appropriately for an audience of educated adults |  |  |  |  |  |
| b. organize and develop ideas logically, making coherent connections between them |  |  |  |  |  |
| c. provide and sustain a clear focus or thesis |  |  |  |  |  |
| d. use supporting reasons, examples, and details to develop clearly and logically the ideas presented |  |  |  |  |  |
| e. demonstrate facility in the use of language and the ability to use a variety of sentence structures |  |  |  |  |  |
| f. construct effective sentences that are generally free of errors in standard written English |  |  |  |  |  |
| **B. Text Production: Writing Informative/Explanatory Texts** |  |  |  |  |  |
| 1. Produce an informative/explanatory essay to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content |  |  |  |  |  |
| a. write clearly and coherently |  |  |  |  |  |
| b. address the assigned task appropriately for an audience of educated adults |  |  |  |  |  |
| c. draw evidence from informational texts to support analysis |  |  |  |  |  |
| d. organize and develop ideas logically, making coherent connections between them |  |  |  |  |  |
| e. synthesize information from multiple sources on a subject |  |  |  |  |  |
| f. integrate and attribute information from multiple sources on a subject, avoiding plagiarism |  |  |  |  |  |
| g. provide and sustain a clear focus or thesis |  |  |  |  |  |
| h. demonstrate facility in the use of language and the ability to use a variety of sentence structures |  |  |  |  |  |
| i. construct effective sentences that are generally free of errors in standard written English |  |  |  |  |  |
| **C. Text Production: Revision** |  |  |  |  |  |
| 1. Develop and strengthen writing as needed by revising and editing |  |  |  |  |  |
| a. recognize how a passage can be strengthened through editing and revision |  |  |  |  |  |
| –– apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style |  |  |  |  |  |
| >> choose words and phrases for effect |  |  |  |  |  |
| >> choose words and phrases to convey ideas precisely |  |  |  |  |  |
| >> maintain consistency in style and tone |  |  |  |  |  |
| **II. Language and Research Skills for Writing (40%)** |  |  |  |  |  |
| **A. Language Skills** |  |  |  |  |  |
| 1. Demonstrate command of the conventions of standard English grammar and usage |  |  |  |  |  |
| a. grammatical relationships |  |  |  |  |  |
| recognize and correct: |  |  |  |  |  |
| –– errors in the use of adjectives and adverbs |  |  |  |  |  |
| –– errors in noun-noun agreement |  |  |  |  |  |
| –– errors in pronoun-antecedent agreement |  |  |  |  |  |
| –– errors in pronoun case |  |  |  |  |  |
| –– errors in the use of intensive pronouns |  |  |  |  |  |
| –– errors in pronoun number and person |  |  |  |  |  |
| –– vague pronouns |  |  |  |  |  |
| –– errors in subject-verb agreement |  |  |  |  |  |
| –– inappropriate shifts in verb tense |  |  |  |  |  |
| b. structural relationships |  |  |  |  |  |
| recognize and correct: |  |  |  |  |  |
| –– errors in the placement of phrases and clauses within a sentence |  |  |  |  |  |
| –– misplaced and dangling modifiers |  |  |  |  |  |
| –– errors in the use of coordinating and subordinating conjunctions |  |  |  |  |  |
| –– fragments and run-ons |  |  |  |  |  |
| –– errors in the use of correlative conjunctions |  |  |  |  |  |
| –– errors in parallel structure |  |  |  |  |  |
| c. word choice |  |  |  |  |  |
| recognize and correct: |  |  |  |  |  |
| –– errors in the use of idiomatic expressions |  |  |  |  |  |
| –– errors in the use of frequently confused words |  |  |  |  |  |
| –– wrong word use |  |  |  |  |  |
| –– redundancy |  |  |  |  |  |
| d. No Error |  |  |  |  |  |
| recognize: |  |  |  |  |  |
| –– sentences free of errors in the conventions of standard English grammar and usage |  |  |  |  |  |
| 2. Demonstrate command of the conventions of standard English capitalization and punctuation |  |  |  |  |  |
| a. mechanics |  |  |  |  |  |
| recognize and correct: |  |  |  |  |  |
| –– errors in capitalization |  |  |  |  |  |
| –– errors in punctuation |  |  |  |  |  |
| >> commas (e.g., the use of a comma to separate an introductory element from the rest of the sentence) |  |  |  |  |  |
| >> semicolons (e.g., the use of a semicolon [and perhaps a conjunctive adverb] to link two or more closely related independent clauses) |  |  |  |  |  |
| >> apostrophes (e.g., the use of an apostrophe to form contractions and frequently occurring possessives) |  |  |  |  |  |
| b. no error |  |  |  |  |  |
| –– recognize sentences free of errors in the conventions of standard English capitalization and punctuation |  |  |  |  |  |
| **B. Research Skills** |  |  |  |  |  |
| 1. Recognize and apply appropriate research skills and strategies |  |  |  |  |  |
| a. assess the credibility and relevance of sources |  |  |  |  |  |
| b. recognize the different elements of a citation |  |  |  |  |  |
| c. recognize effective research strategies appropriate to a particular research task |  |  |  |  |  |
| d. recognize information relevant to a particular research task |  |  |  |  |  |