2026-2027

CSULB AMERICAN LANGUAGE INSTITUTE

ALI Student Handbook

https://www.cpace.csulb.edu/ali

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Welcome to the Beach!

Welcome from the Dean

On behalf of the College of Professional and Continuing Education (CPaCE), welcome to the Beach! As an integral part of CPaCE, the American Language Institute (ALI) at California State University, Long Beach will provide you with English language instruction that will help you achieve personal and professional goals. The Beach, as we affectionately refer to our campus, will also provide you with a supportive community and exceptional experiential learning opportunities.

As you grow during your time with us, the Beach community will grow with you through all you bring to our diverse, global community of learners. Thank you for joining us on a journey to transform lives, transform communities, and transform the world. Go Beach!

Best regards,

Christopher M. Swarat, Ph.D.
Dean, College of Professional and Continuing Education

Welcome from the Associate Dean

Welcome to ALI! We look forward to seeing you on campus this year! Whatever your academic goals, the ALI faculty and staff are here to help you succeed. Not only will you improve your English language skills, but you will also have many opportunities to participate in cultural events and activities. ALI students come from many places around the world. You will meet many people from the U.S. and other countries. We encourage you to participate in the many ALI and CSULB activities to meet new people and practice English. We are committed to your success, so please let us know if you have any questions or concerns.

Best regards,

Thomas O'Brien, Ph.D.
Acting Director, American Language Institute
Associate Dean, College of Professional and Continuing Education

Academic Calendar 2026-2027

FALL 2026	
IEP/GBP Student Orientation	AUGUST 20
First Day of Classes	AUGUST 24
Labor Day (Campus Closed)	SEPTEMBER 7
Veteran's Day (Campus Closed)	NOVEMBER 11
Fall Break (No Classes)	NOVEMBER 23 -NOVEMBER 29
Final Exams (IEP)	DECEMBER 7– DECEMBER 11
End of Semester Celebration (IEP/GBP)	DECEMBER 11
Final Exams (CSULB)	DECEMBER 14 – DECEMBER 19
Language & Culture (Winter 2027)	JANUARY 4 – JANUARY 15
SPRING 2027	
IEP/GBP Student Orientation	JANUARY 14
Martin Luther King, Jr's Birthday (Campus Closed)	JANUARY 18
First Day of Classes	JANUARY 21
Spring Break (IEP/GBP)	MARCH 29 - APRIL 4
Prep Orientation Day	March 29
Cesar Chavez Day (Campus Closed)	MARCH 31
First Day of Prep Classes	APRIL 1
Finals Week (IEP)	MAY 3 – MAY 7
End of Semester Celebration (IEP/GBP/PREP)	MAY 7
Final Exams (CSULB)	MAY 11-MAY 16
SUMMER 2027	
IEP/GBP Student Orientation	MAY 20
First Day of Classes	MAY 24
Memorial Day (Campus Closed)	MAY 31
Juneteenth (Campus Closed)	JUNE 18
Independence Day (Campus Closed)	JULY 5
Language & Culture Orientation Day	JULY 6 (SUMMER 1, 1&2)
Language & Culture 1 (SUMMER 1)	JULY 6 – JULY 23
Language & Culture 2 Orientation Day	JULY 26 (SUMMER 2)
Language & Culture 2 (SUMMER 2)	JULY 26- AUGUST 13
Finals Week (IEP)	AUGUST 10 – AUGUST 13
End of Semester Celebration (IEP)	AUGUST 13

American Language Institute Mission & Goals

American Language Institute Mission Statement

The American Language Institute (ALI) is a unit within the College of Professional and Continuing Education (CPaCE) at California State University, Long Beach (CSULB). The ALI is dedicated to providing a welcoming and safe learning environment where students build language proficiency, cultural competence, and lifelong communicative skills for global success.

The ALI offers a variety of semester and short-term English language programs that help students reach their academic and professional goals including pathways to degree programs and customizable programs that meet the needs of the local and international community.

Our Goal is Your Success!

The goal of the ALI is to help you improve your English so that you can be successful in your academic and professional careers. Our experienced and friendly faculty will use the best methods and materials in the classroom. In order to help you meet your goals, you will be challenged to actively use English in writing, reading, public speaking, and conversation.

The ALI expects that you will come to each class on time and prepared for the day's lesson. We encourage you to attend the Conversation Lab and the Student Life Activities, both on and off campus, to make new friends and practice your English. We also provide a Homework Lab to support you with all your academic needs.

American Language Institute Staff & Faculty

Staff

Tom O'Brien, Acting Director – Tom provides overall administrative and strategic leadership for the American Language Institute.

Janeth Mendoza, International Student Advisor – Janeth works with new and incoming students to make sure they are prepared to study at the ALI. Current students who have questions about their I-20s, visas, travel, or official university records should make an appointment with Janeth. Janeth also works with ALI students who need help applying to degree programs at Cal State Long Beach.

Denay Ponce, Operations Coordinator – Denay is responsible for supporting the daily operations of the ALI office. She assists with enrolling students, processing invoices, scheduling classrooms, arranging hospitality for events, and processing reports. In addition to providing services for students, she assists with providing administrative and technical support for the faculty and staff.

The ALI Staff Office is in CPACE 204 and ALI Faculty Office is in CPACE 203. The College of Professional and Continuing Education (CPaCE) office is located in the Foundation Building (FND) 104 and moving to FND 280 in the near future. We encourage you to contact us directly for our in-person office hours or

request a virtual meeting via Zoom by emailing: CPaCE-ALIPrograms@csulb.edu or submit a 'Contact Us' online request form by clicking here.

Program Coordinators

Each ALI program has a program coordinator who is responsible for choosing textbooks and setting the curriculum. The program coordinators are:

- Jennifer Nolasco, IEP & PREP Coordinator
- Courtney Stammler, Student Success Team, Special Programs & Credit Coordinator

Faculty

Your instructors are committed to helping you improve your English and reach your goals. Email is the best way to contact faculty outside of class if you have any questions. Your teacher's email will be on your **class syllabus**. If you have any concerns with your class, you should speak to your instructor first to resolve the issue.

Your teachers will give you a **Class Syllabus** *on the first day of class. This is a very important document. You can always find your syllabus, course outline, and other important documents on Canvas.*

Student Assistants

You will meet many CSULB students who work with the ALI office and at the Center for International Education. They love to help international students with general questions.

Conversation Partners

Conversation Partners are CSULB students who visit ALI classes and participate in activities in order to help ALI students practice their English. This is a great opportunity for ALI students to make friends and learn more about life as an American university student.

American Language Institute Programs

Intensive English Program (IEP)

The IEP is offered in the Fall and Spring and Summer sessions. The fall and spring sessions are 15 weeks with 23 hours per week of study. The summer session is 12 weeks with 27 hours per week of instruction.

The Intensive English Program (IEP) is a 7-level program which emphasizes preparation for academic work at the college level. This program is offered three times a year: Fall (August), Spring (January), and an optional Summer Session (May). Students may begin in any of the three sessions and continue year-round. All levels of English learners are welcome. Please see page 11of this handbook for information about level placement procedures.

The IEP curriculum is specifically tailored to prepare our students for rigorous academic studies. Each class at each level has a set of specific objectives which must be met for the students to continue to the next level. Before receiving the English Proficiency waiver and entering the university, students learn how to write academic essays and research papers in their Reading/Writing/Vocabulary class, are held accountable for advanced grammar in their Grammar class, and learn how to give speeches and take notes on lengthy college lectures in their Listening/Speaking class.

Each level of the IEP takes one session. There are two points of program completion: Level 4 for undergraduate students and Level 6 for graduate students. Please note that undergraduate students are welcome to continue in IEP Level 5 and 6 for more preparation if they choose. If a student starts in the first level, Foundation, it will take 5 sessions to complete Level 4, the last level required for undergraduate admission to CSULB. This will take 2 years including 1 summer session to complete. It will take a student 7 sessions to complete Level 6, or 2 and a half years including 2 summer sessions.

Graduate Business Preparation Program (GBP)

Offered in the Academic Year only. The fall and spring sessions are 15 weeks with 25 hours of instruction per week.

The Graduate Business Preparation Program (GBP) is for international students with advanced English skills who are preparing for entrance into a graduate business degree program in the United States. Each semester, students focus on important topics including management, finance, marketing, and entrepreneurship, all with an emphasis on international business and ethics. Students examine contemporary case studies, complete team projects, and analyze today's business trends and practices, all while improving their academic communication and Business English skills as well as preparing for the GMAT or GRE. Students learn about GBP programs in the area and benefit from special events and opportunities for career planning and professional development.

Intensive Preparatory Program (Spring Prep)

Intensive Preparatory Program is only offered in the spring. Students who enroll in Spring Prep must enroll in classes in the subsequent semester to maintain their immigration status.

Spring Prep is a 6-week program with 23 hours of instruction per week. The program is designed for students who desire intensive academic English training. It is ideal for students who have less than two months to study, or for those who want to get a head start before transitioning into the Intensive English Program.

During the Spring Prep, students develop their communication skills, academic skills, and cultural awareness through 23 hours per week of study. In Reading/Writing class, students will learn paragraph and essay writing, reading skills and comprehension, and vocabulary skills. In Listening/Speaking class, students will learn listening and note taking skills, presentation skills, and communication strategies. In Grammar class, students will develop skills in grammar forms and how to utilize them in writing and speaking. In Culture class students will learn about American culture and make comparisons with their own and other cultures.

Short-Term Language & Culture Program

Offered in summer and winter (*The Winter Boost option requires concurrent enrollment in the Spring Intensive English Program (IEP). Students enrolling in this option will continue to the Spring IEP).*

Summer Language and Culture programs are 3 weeks with 23 hours of instruction per week. Winter Boost is 2 weeks with 20 hours of instruction per week and is only available to students continuing in Spring IEP as full-time students.

The Language and Culture Program is offered for international students who want to improve their English language communication skills, while also learning about American culture. Students can choose to study in this short-term program only or easily transition to the semester-long Intensive English Program afterwards.

Student Activities

The American Language Institute offers students many enjoyable activities throughout the semester. ALI students are encouraged to take advantage of these opportunities to make friends, practice their English, and enjoy the Southern California community. Your teacher will remind you of important events through announcements and flyers.

Did you know that the ALI is active **on the Canvas Student Life page***?*
The Student Life page includes upcoming activities and important announcements!

New Student Orientation

All new ALI students attend one or more days of orientation. During this time, you will learn all about your program, the classes you'll be taking, and the many opportunities and resources available to you here at California State University Long Beach. You will also meet ALI staff and faculty as well as your classmates.

Off-Campus Events

Throughout the semester ALI students will have the opportunity to see what beautiful Southern California has to offer. Take advantage of these activities, whether it's kayaking around Alamitos Bay or going to an exciting American sports game! Almost all of these activities are free for ALI students, but you may need to pay bus or transportation costs to attend. If there is any additional cost, we will inform you in advance.

End of Semester Celebration

On the last day we come together to recognize all of your hard work and success. It is a time for you to say goodbye to your classmates who might be moving on to a university or returning home. Student speeches and a slideshow make this a very memorable event to end the semester. Students who have successfully completed and passed all of their courses are awarded a Certificate of Completion after final grades are completed.

General Release of All Claims

Per the ALI Student Conduct Agreement and Program Policies forms students sign in the pre-arrival orientation, the following release applies to all activities in ALI.

In consideration of my participation in the American Language Institute voluntary activities, I hereby agree to assume all risk of any kind of injury and damage. I may receive or sustain as a result of my participation, including property damage, personal injury or death. Accordingly, by signing below, I hereby completely release and hold harmless and forever discharge the State of California; the Trustees of the California State University; California State University, Long Beach; and the employees, officers, volunteers, and agents of each of them, from liability from responsibility for any and all claims, damages, injuries, losses or causes of action that my result from or arise out of my participation in the activities. I also understand and agree that this release shall be binding as against my heirs and assigns.

ALI Student Policies

English Level Placement and Completion

The ALI will ensure you are placed in the correct English proficiency level. This means that you will be in a class that is challenging but not overly difficult.

Intensive English Program (IEP)

Initial placement in one of seven levels is determined by the ALI Placement Test, which is administered online before orientation. Following initial placement, a set of diagnostics exams are completed in Week 1 to confirm placement. Students can request a level change in Week 1. The program coordinator and director will review your diagnostic results and inform you of any changes at the end of Week 1. Students continue through the levels in sequence. To be promoted to the next level in any class, you must pass the class with a grade of "C-" or higher. For more information about grades, see Appendix A-C at the end of this handbook.

To receive a Certificate of Completion in Levels Foundation, 1, 2, 3, 4, 5, and 6, you must receive a minimum grade of "C-" in all classes.

Intensive Preparatory Program (Spring Prep)

Placement is determined by the ALI Placement Test, which is administered during orientation. A student's placement is solely based on the outcome of the placement test given online before orientation. All students receive a Certificate of Participation at the End of Semester Celebration. To receive a Certificate of Completion at the end of a term, students must pass all classes with the grade of "C-" or higher. Grades received at the end of the Intensive Preparatory Program do not affect the student's placement in the Intensive English Program.

Graduate Business Preparation Program (GBP)

To receive a certificate of completion in the Graduate Business Preparation Program, you must receive a minimum grade of "C-" in all courses and modules.

Short-Term Language & Culture Program

To receive a Certificate of Completion at the end of a term, students must pass all classes with the grade of "C-" or higher.

Grade Appeal (IEP/PREP/GBP)

Students must schedule an appointment with their instructor to review the course grade in question. If students wish to take the appeal further, they must schedule an appointment with the program coordinator. If the issue has still not been resolved, the student may ask to schedule an appointment with the director.

English Proficiency Waiver (IEP)

Successful completion of Level 4 of the American Language **Intensive English Program** fulfills English language admission requirements for CSULB undergraduate programs. Successful completion of Level 4 means passing all classes with a minimum grade of "C-."

The ALI English Proficiency Waiver is also accepted by these local community colleges:

- Long Beach City College
- Cypress College
- Orange Coast College
- Golden West College
- El Camino College
- Mt. San Antonio College

Successful completion of Level 6 of the American Language Institute Intensive English Program fulfills English language admission requirements for *most* CSULB graduate programs. Successful completion of Level 6 means passing Integrated Skills with a minimum grade of "C-." Students who do not pass Level 6 Integrated Skills will repeat the course (see probation policy on page 12 of this handbook).

To be eligible for the IELTS/TOEFL waiver at CSULB or partner schools, you must receive a letter of Academic Eligibility from the relevant school.

Do you need information about applying to the university? Come see the ALI International Student Advisor, **Janeth Mendoza***!* You may also email her at Janeth.Mendoza@csulb.edu

Attendance Policy

The American Language Institute wants all students to be successful. The best way to improve your English and adapt to your new life in the United States is to attend all of your ALI classes. This includes:

- Attending in-person sessions if you are in the US
- Completing assigned work by the due date
- ALI expects 100% attendance and punctuality (Attendance and late arrivals are recorded in every class)
- Students who have repeated absences must meet with an advisor and may be put on W
- Students who fail to attend at least 80% of their classes may be dismissed from the American Language Institute*

*This may affect the immigration status of students with F-1 visas.

Probation Policy

Like the university, the American Language Institute requires students to demonstrate academic progress throughout the program. ALI students have many ways to receive help to improve their English and pass their classes. There are many reasons a student might not make satisfactory progress in their studies. Each ALI program has a Probation Policy that states what ALI students must do in order to remain enrolled in the institute.

PROBATION: a time when students have a second chance to improve their grades or behavior.

留校察看 مراقبة *thời gian tập sự* 집행 유예

保護観察 การคุมประพฤติ

Intensive English Program (IEP)

IEP students are placed on probation if they have failing grades, poor attendance, or display unacceptable behavior. If you are placed on probation, your Student Success Team Advisor will explain what you will need to do throughout the semester. For example, you may be required to attend the Homework Lab and/or meet your advisor on a regular basis.

If your grades, attendance or behavior remain unacceptable during the probation period, you may only be allowed to enroll with the approval of the director. The director will meet with you and review your grades, attendance and conduct prior to making a determination. Students may not repeat a level or course more than once.

Intensive Preparatory Program (Spring PREP)

If you have failing grades, poor attendance, or unacceptable behavior, you will be placed on probation during the term. If your attendance or behavior remains unacceptable during the probation period, you will not be allowed to enroll in other ALI programs.

Graduate Business Preparation Program (GBP)

If you receive a grade in the first half of the semester which is lower than "C-", have poor attendance, or display unacceptable behavior, you will be placed on probation. If your grades, attendance or behavior remain unacceptable during the probation period, you will not be allowed to re-enroll in the GBP Program in future semesters.

Short-Term Language & Culture Program

If you have failing grades, poor attendance, or unacceptable behavior, you will be placed on probation during the term. If your attendance or behavior remains unacceptable during the probation period, you will not be allowed to enroll in other ALI programs.

Health Insurance

Students on F-1 visas must enroll and maintain health insurance coverage offered by Alliant through the International Student Health Insurance group policy and the carrier/plan **UnitedHealthcare (UHC)** b*efore* classes begin to avoid the risk of very high financial obligations uninsured students face. The coverage includes breaks while in the U.S. If a student fails to enroll and maintain the required health insurance coverage, he/she will not be enrolled in classes and therefore, not be able to participate in the program, which may result in violation of his/her immigration status. Students on special government scholarships do ***not*** need to purchase health insurance if their scholarship includes all medical costs. Students on government scholarships will be required to show a valid sponsorship letter and proof of enrollment.

You can purchase your UnitedHealthcare(UHC)insurance on-line at the following web address: https://www.uhcsr.com/. Type in California State University - Long Beach. Find full enrollment steps in your Canvas course.

Students **must** *show proof of insurance, e.g., enrollment confirmation email* before *they receive a class schedule.*

Health care in the U.S. can be very expensive, and students can be personally responsible for the very high costs of medical care if they do not purchase insurance. Routine medical care can cost hundreds of dollars, and hospitalization can cost thousands of dollars.

CSULB Immunization Requirements

- **Measles, Mumps, and Rubella (MMR):** Two doses on or after the first birthday **OR** laboratory test to show proof of immunity (titer). If you have both an immunization and titer, please upload the immunization record only, not both the immunization and the titer.

- **Varicella (Chickenpox):** Two doses on or after the first birthday OR laboratory test to show proof of immunity (titer). If you have both an immunization and titer, please upload the immunization record only, not both the immunization and the titer. Students who have contracted Varicella (Chickenpox) disease will be required to have Varicella IgG titer blood testing. Since having the disease isn't acceptable proof of immunity, if the blood test shows that they DO NOT have immunity they will require 2 doses of the Varicella vaccine 28 days apart. If the blood shows immunity, then the lab report is acceptable proof. **Housing students only.**
- **Tetanus, Diphtheria, and Pertussis (Tdap):** One dose on or after the age of 7 years. A single dose (**1**) of the TDaP (Tetanus, Diphtheria, Acellular Pertussis) vaccine given at the age of 7 years old or older is required. We accept either the Boostrix or Adacel. They are FDA approved in the United States. **Housing students only.**
- **Hepatitis B:** Students 18 and younger.
- **Meningitis ACY-W (Menactra , Menveo or MenQuadfi):** Required for all students 21 and younger and required for all housing students (regardless of age). One dose on or after the age of 16. Doses given to the students prior to 16 years old is NOT acceptable.
- **Meningitis B (Trumenba or Bexsero):** Required for **Housing students only.** Students who will be living in housing must complete all doses prior to moving into housing.
- **Tuberculosis (TB)** risk questionnaire*: Incoming students who are at higher risk for TB infection should undergo either skin or blood testing for TB infection within 1 year of entry into CSULB. New students are required to complete the TB Questionnaire, located in the Patient Portal Links to an external site. from their student accounts Links to an external site., under the clearance section. Depending on their answers to the questions, they may be waived or prompted to show proof of either a Negative TB skin test/TB Spot test, Chest Xray, OR Quantiferon Gold blood test.

You may find more information about the requirements here: CSULB – Immunizations.

If a student does not have proof, he/she may need to get these immunizations at Student Health Services on campus for an additional cost or contact their health provider. If a student does not receive immunization clearance by the SHS center deadline, he/she will be required to sign a letter of agreement issued by the ALI director, with an immediate due date, agreeing to meet the deadline. If he/she fails to comply, he/she will be dismissed from the ALI program, resulting in violation of his/her immigration status.

*Please note: Students will not be issued a CSULB ID number and campus email address and access to activate their student accounts and Canvas until 1-2 weeks after they receive admission. They will receive an email from campus with the information required.

Students will NOT meet the CSULB Immunization Requirements until all the above has been fulfilled.

If you have any other immunization requirement questions, contact the nurse at the Student Health Services center at: SHS-Vaccine@csulb.edu

Tuition and Refunds

New students must pay tuition in full prior to attending IEP classes, at the latest on the Friday of IEP Orientation week. Continuing students must pay tuition for the next semester before classes begin.

Students failing to pay tuition by that deadline are not guaranteed placement in the IEP. If a student is expecting a Financial Guarantee but does not yet have it, he/she must pay tuition with his/her own funds and request a reimbursement after the Financial Guarantee arrives. A $50 late fee is applied to all students who are late in paying tuition.

The ALI application and deferral processing fee is non-refundable. Tuition refunds follow the CSULB Policies and calendar. To submit a refund request, contact the ALI office. Contact our office to inquire about a health insurance refund at CPACE-ALIPrograms@csulb.edu

The ALI offers various excursions and activities every session. Most activities are included in the tuition. However, there are some optional activities that may have a fee that is not included in the tuition. If there is a cost for an optional activity, it will be announced in advance and students can decide if they want to participate.

Student Conduct

Academic Integrity, Plagiarism and Appropriate Documentation:

All work that you submit must be your own original work. Using the ideas or words of another person or source as if it were your own is plagiarism: this includes the use of AI tools, the use of any translation program, or the use of others' work without proper attribution.

AI (Artificial Intelligence) Tools:

Each ALI faculty member will provide a policy for acceptable use of AI on the course syllabus. The policy may prohibit or limit use of AI for course work and assignments. Please refer to each syllabus for further details.

The ALI is committed to helping all students succeed. Having a positive learning environment is important for everyone. All CSULB students, including ALI students, are expected to follow the same basic rules. To be successful in our program,

1. Be on time for all classes.
2. Actively participate in classes.
3. Check your email every day. This is how we communicate with you.
4. Check your CSULB Canvas class course and Student Life course for announcements, events, homework and information from ALI teachers and advisors
5. Turn in your homework on time.
6. Use the ALI Student Life page for information about health, studying and student success
7. Let us know whenever you have a question. We're here for you.

Interfering with the learning of others is a serious issue and the ALI will take disciplinary action if necessary. Below are examples of unacceptable behavior:

1. Disrupting or interfering with the learning environment
2. Use of cell phones other than teacher-directed activities

3. Any kind of discrimination toward students or teachers
4. Verbal or physical violence against students or teachers, including bullying
5. Use of violent or threatening language verbally or in writing
6. Dishonesty, cheating, plagiarism, lying to teachers, or misuse of university documents*
7. Misuse of university computers or equipment
8. Disorderly or obscene behavior including sexual harassment
9. Theft or damage of university property

This list has been adapted from the California State University, Long Beach Campus Regulations catalog. View the Catalog for the complete list. CSULB Code of Conduct: Student Conduct and Ethical Development | California State University Long Beach (csulb.edu)

Campus Rules and Regulations | California State University Long Beach (csulb.edu)

*To learn more about the Academic Integrity policy, click here: Academic Integrity **https://www.csulb.edu/academic-senate/policy-academic-integrity-regarding-cheating-and-plagiarism**

Consequences: Students who display unacceptable behaviors will be subject to disciplinary action by ALI and CSULB.

Complaints, Concerns, and Suggestions

The ALI faculty and staff want all students to have a good experience in the program. If you have a complaint, concern, or suggestion, please let us know. You can talk to your teacher and advisor. You may also visit the ALI office in the CPACE 203 and talk to a staff member there or email us at CPaCE-ALIPrograms@csulb.edu.

Further, ALI follows the CEA Standards (The Commission on English Language Program Accreditation) and complaints can be filed: Complaints - The Commission on English Language Program Accreditation.

Your F-1 Student Visa

Maintaining Your Student Visa

ALI students who entered the country with a student visa (F-1) must maintain their status. That means they must always be enrolled in a full-time program, have acceptable attendance, and progress and communication through the program.

Travel Outside of the US

Students may travel outside the U.S. only during ALI vacation periods and weekends. At least 10 days before your departure, request a travel signature by going to the ALI website, click on the request link and submit your request. Your electronically signed Form I-20 will be emailed to you with a travel signature on the 2nd page of the I-20 before your travel date. A travel signature is valid for one year.

If you need to return home for an emergency, email the ALI Office immediately about your emergency. If you are an F-1 visa student, you will also need to click on the request link and submit a ALI Travel Signature

Request for your return to the U.S. The DSO will review your request and provide approval for your return to classes. Your request will be processed, and your Form I-20 will be emailed to you with a travel signature on the 2nd page of the I-20. Your DSO will provide further advice depending on your situation.

If you are taking a holiday trip to Mexico, Canada, or another country, we advise that you check the website of the U.S. consulate or Embassy of the country you wish to visit regarding the required visas or permits. You may check the U.S. Department of State website by country for travel advisories, online here.

Please note: The SEVP (Student and Exchange Visitor Program) policy for annual vacation for F-1 students is outlined in 8 CFR 214.2(f)(5)(iii) and further clarified in SEVP Policy Guidance 1306-02.

- **Eligibility**: An F-1 student becomes eligible for an annual vacation after completing one full academic year at an SEVP-certified school. An academic year in clock hour programs such as the ALI is equivalent to completion of at least **26 weeks of instructional time**.

Transferring to a different School

If you decide to transfer to another school after attending an academic year, first consult with your DSO to determine eligibility. The next steps include applying and receiving acceptance to your new school. To request a transfer of your student record, submit the request online from the ALI website:

1. Complete the complete the online International Student Document Requests form
2. Upload your transfer form and/or acceptance letter from the new school.
3. The start date of the next term at the new school and school code.
4. Once the request is received, the International Student Advisor will contact you for further information.

Important Update on International Student & Scholar Regulations

On July 17, 2026, the U.S. Department of Homeland Security (DHS) published its final rule eliminating "Duration of Status" (D/S) for F-1 and J-1 visa holders. Taking effect on **September 15, 2026**, this regulation transitions visa holders to fixed admission periods.

While no immediate action is required for most incoming students, the new DHS Duration of Status rule may affect future program extensions and transfers, international travel, and the amount of time students may remain in the U.S. after completing their program.

Students are encouraged to review the information carefully and contact the ALI office with any questions regarding their individual circumstances at CPACE-ALIPrograms@csulb.edu.

Please review our FAQ guide to learn how these changes impact I-94 end dates, program extensions and transfers, grace periods, and travel guidance.

ALI Document request form
***You can contact the ALI office* at 562-985-8424 or email: CPaCE-ALIPrograms@csulb.edu**

Concurrent Enrollment

If you decide to attend another SEVP-certified school while primarily enrolled at the ALI, you need to schedule an appointment with the ALI program coordinator to review your academic plan. To be eligible, the combined enrollment must amount to a full course of study.

Reduced Course Load (RCL) due to Medical illness, Injury or Condition

Schedule a meeting with your International Student Advisor/DSO to determine eligibility.

For questions regarding your immigration status or eligibility, please schedule an appointment with the International Student Advisor/DSO, Janeth Mendoza at Janeth.Mendoza@csulb.edu.

Student Advising

International Student Advising (CPACE 204)

Janeth Mendoza is the ALI International Student Advisor and DSO. She advises new and returning students about their admissions to ALI programs and California State University, Long Beach.

She helps you with:

- Applying to the ALI
- Applying to CSULB
- Important deadlines and policy requirements
- Your English Proficiency (TOEFL/IELTS) Waiver
- Conditional admissions
- Health insurance and immunizations
- Travel outside the United States
- Maintaining F-1 visa status
- Working in the United States
- Transferring to another school
- Government scholarships
- Placement test and orientation

Student Success Team

The **Student Success Team** is a group of Faculty Advisors who are available to help students meet their academic goals. Every ALI student has a Student Success Team Advisor. You will meet your advisor at the beginning of the semester. The advisors assist students with a variety of topics including, but not limited to, the following:

- Classroom Success
- Applying to the University

- Improving grades
- Problems with a classmate
- Problems with a roommate
- Understanding American Culture
- Finding help and support for a variety of things

ALI students who are on academic probation must meet regularly with their advisor. You may receive an e-mail or phone call from your advisor if he or she wants to meet with you about an important issue. Also, your teacher might ask you to meet with your advisor to get additional assistance outside the classroom.

The advisors look forward to serving you and helping you meet your goals! Don't hesitate to come to the office and speak to an advisor.

The **Student Success Team** also teaches very helpful **Success Workshops** throughout the semester that will improve your English and success at CSULB!

The ALI also has a **Student Ambassador Team** made up of students who serve as class representatives and communication liaisons. For information about getting involved in the Student Ambassador Team, speak to your advisor.

Student Success Team Advising

For questions about advising, please contact **Courtney Stammler** at Courtney.Stammler@csulb.edu.

Student Resources

CSULB offers various campus programs and services. Visit our website for a full list of resources for ALI students or download the CSULB Mobile App. Other important resources are listed below and will also be addressed during orientation.

ALI Homework Lab

The Homework Lab takes place after class on Tuesdays and Thursdays. There, ALI students can receive help from tutors. Tutors are university students with majors and backgrounds in English language teaching. Tutors can help ALI students with their homework, projects, and speeches, so that they can be more successful in their classes.

ALI Conversation Lab

The Conversation Lab takes place after class on Tuesdays and Thursdays. Conversation Partners are students at CSULB who love to meet ALI students and help them practice their English. Conversation Partners and students talk informally in small groups about many topics of interest to students.

Horn Center: University Art Museum & Student Computer Lab

The Horn Center houses the largest open-access lab in the CSU system. Students visit the Horn Center to print out their homework or take a break between classes. The Horn Center also houses the beautiful

University Art Museum where students can enjoy educational and beautiful exhibits of art, design, technology, music, and culture. You may learn more about the Horn Center by visiting their website here.

Shakarian Student Success Center (SSSC-110)

The CSULB Shakarian Student Success Center offers various support services for students. It features the Bob Murphy Access Center (BMAC), where staff members provide assistance and counseling to students with disabilities. Read more about the SSSC by clicking here.

CSULB Students with Disabilities Policy

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Shakarian Student Success Center, Room 110 and can be reached by phone at (562) 985-4501 or via email at BMAC@csulb.edu. Students who identify as pregnant may also register with BMAC to access pregnancy-specific rights, academic modifications, and resource referrals. Pregnancy is covered under Title IX, which is a federal law, and students may contact the Title IX Coordinator, Larisa Hamada, at OEC@csulb.edu regarding their legal rights.

The Learning Center (SSSC-160)

The Learning Center (TLC), located in the Shakarian Student Success Center, hosts special workshops on how to study for tests and handle the stress of homework. Higher level students (Levels 5-6) can benefit from help from TLC tutors when working on their research projects. Read more about the Learning Center by clicking here.

University Library

CSULB is proud to have a large, state-of-the-art library. Students visit the library to study, use a computer, or complete their research. Librarians are available to help students find the resources they need and answer questions about how to use research in their writing. Read more about the CSULB university library by clicking here.

University Student Union (USU)

Read more about the USU renovation and expansion project (Fall 2025 – Summer 2028) by clicking here.

Student Recreation and Wellness Center (SRWC)

The CSULB Student Recreation and Wellness Center is an impressive, state-of-the-art fitness center equipped with exercise machines, swimming pools, and basketball courts. Members can also take fitness classes like yoga or martial arts, or they can join a sports team like basketball, soccer, volleyball, or badminton. Membership for ALI students is $37 per month. Read more about the SRWC by clicking here.

Health & Safety

Student Health Services

Student Health Services (SHS) center is where CSULB students can go to see a nurse or doctor, visit the pharmacy (cash only), or request other medical services like immunizations or lab work at a low cost. Student Health Services center also provides health education and other resources to the CSULB community. All CPaCE students will be required to pay $15 service fee. The pharmacy accepts cash only. Read more about the Student Health Services by clicking here.

University Police

The University Police has two offices: one is in the UP building next to the Student Recreation and Wellness Center (SRWC) and the other is on the second floor of the University Student Union (USU). Dial or Text '911' for emergencies. If you are on campus when dialing or texting 911, you will be directed to the University Police. The non-emergency line is 562.985.4101.

For campus safety tips, click here.

CSULB Smoke & Tobacco Policy:

California State University, Long Beach has a responsibility to provide employees and students with a safe working and learning environment. Given the fact that smoking is the most significant cause of premature and preventable death in the United States today, California State University, Long Beach is 100% smoke, vapor, and tobacco-free. CSULB Smoke & Tobacco Free Policy | California State University Long Beach

CSULB Title IX Reporting Policy:

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the Campus Confidential Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide free and confidential support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty or disclose such experiences in class discussions or assignments, both faculty and teaching assistants are responsible employees who are required to report all known incidents of sexual harassment/misconduct to the Office of Equity & Compliance/Title IX Office for follow-up. Reporting this information will result in the student being contacted by the Office of Equity & Compliance Office with information on accommodations and reporting options for possible investigation. Students do not need to respond to the Office of Equity & Compliance/Title IX Office, but students who do wish to report the assault for possible investigation are encouraged to contact the Campus Confidential Advocate, who can help them through the reporting process, or they can report the assault directly to the Office of Equity & Compliance/Title IX Office by completing an online reporting form at Title IX | California State University Long Beach or contacting the Office of Equity & Compliance at https://www.csulb.edu/equity-compliance

Emergency Notification System

The CSULB BeachALERT Emergency Notification System is in place to communicate official information to the campus community. It will alert members during emergency situations via voice, email, and text messages. Find more emergency resources and information guides by clicking here.

Campus Life

CSULB Student Organizations

Joining a student club is a great way to make new friends and improve your English. There are student organizations for your major, country, religion, or many hobbies.

Dining on Campus

Campus eateries and food trucks are conveniently distributed across both Upper and Lower Campus. There are also various vending machines, microwave stations, and convenience stores located throughout the campus. For locations, operational hours, and vendor updates, check the Where To Eat and Shop webpage.

Life at the Beach

Long Beach City Highlights

Long Beach is so close to every terrain and climate that in one day, you could surf in the morning, snow ski in the afternoon, and come home and see a movie at night. Every famous Southern California landmark, attraction, and destination is easily within a two-hour drive from the city. Here are some highlights you might want to visit while living here. For more information and to inquire about discounted tickets, you can visit the Information & Ticket Center in PH1 103A (inside the Campus Events Office).

- Aquarium of the Pacific
- Belmont Shore & Naples Island
- Beverly Hills
- Disneyland
- Downtown Los Angeles
- Hollywood
- Huntington Beach (Surf City, USA)
- Santa Monica Beach
- The Getty Center

- The Queen Mary
- Universal Studios
- Venice Beach

Housing

There are many apartments in the area in a range of prices. Monthly rent depends on the size of the apartment, the number of people sharing it, furnished/unfurnished, length of lease (rental agreement), and cost of utilities. There are many useful websites that can help you find an apartment:

- Apartments.com
- ForRent.com
- Roommates.com
- MyApartmentMap.com
- ApartmentList.com

Average Long Beach Prices (unfurnished):

Studio	$1,500-$1,950/month
1-Bedroom	$1,850-$2,450/month
2-Bedroom	$2,500-$3,500/month

You may also contact the ALI office for a list of other housing options including a list of homestay agencies*

*Homestay Disclaimer: California State University of Long Beach/Center for International Education does not assume any responsibility to Homestay Agents, their business partners, or the Homestay Agent's clients. CSULB/CPaCE does not inspect homes, prepare contracts, nor place students with host families. CSULB/ CPaCE is not affiliated with any of the agencies that are posted on this page. CSULB/ CPaCE is not responsible for any rental agreements or liable for any damage done to homestays. It is the responsibility of the participant to evaluate all housing options; including their potential roommates, landlord and rental agreements. For more housing options, please visit the Housing website.

Getting a Driver's License

If you are 18 years of age or older and want to apply for a driver's license, you will need to do the following:

- Obtain and study a copy of the "California Driver Handbook" from the Department of Motor Vehicles (DMV).
- Make an appointment with the DMV at http://www.dmv.ca.gov outside of class time
- Visit the DMV office and bring your passport, your Form I-20, and a printed copy of your Form I-94
- Complete a Driver License application form (DL 44) which you can receive at the DMV office

- Give a thumb print
- Pay the application fee
- Pass a vision exam
- Pass a traffic laws and signs written test
- Make an appointment to take and pass your driving test.
- Provide proof of financial responsibility – i.e., car insurance

If you would like to take a practice DMV test, you can visit this webpage: ***https://www.dmv.ca.gov/portal/dmv/detail/dl/dl_dt***

Here are the closest Department of Motor Vehicles (DMV) offices to California State University, Long Beach:

LONG BEACH 3700 E Willow Street Long Beach, CA 90815	BELLFLOWER 9520 E Artesia Blvd Bellflower, CA 90706	FULLERTON 909 W Valencia Dr Fullerton, CA 92832
TORRANCE 1785 W 220th St Torrance, CA 90501	SANTA ANA 1330 E 1st St Santa Ana, CA 92701	WESTMINSTER 13700 Hoover St Westminster, CA 92683

DMV Phone: (800) 777-0133
DMV Website: www.dmv.ca.gov

Student Technology

Campus Wireless Internet (Wi-Fi)

The primary Wi-Fi network on campus is eduroam. Eduroam provides secure network access for students, faculty, and staff. To access eduroam, ALI students must first activate their student account. All students who participated in the ALI Placement Test have set-up their accounts successfully. Here are the steps you'll need to take:

1. If necessary, select BeachGuests network on your wireless device. A daily Passkey is provided after acceptance of CSULB Terms & Conditions by going to https://csulb.edu/wifi
2. Launch and run the Wi-Fi onboarding tool which will auto-detect your type of device by going to: https://cloud.securew2.com/public/93210/eduroam/ (Forget all previously used CSULB Wi-Fi networks including beachnet-guest-access and beachnet+)
3. Your username is your campus email address
4. Your password is your http://sso.csulb.edu/ password / student account password

Single-sign on passwords must be 10-16 characters in length and have three of the following four character types:

- *Uppercase letters (A through Z)*

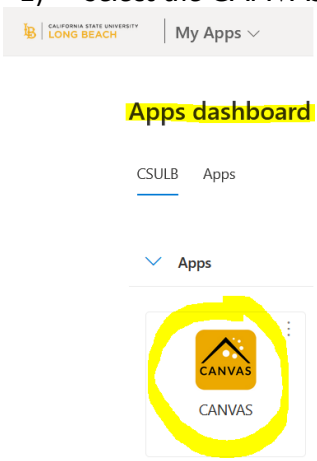
- *Lowercase letters (a through z)*
- *Numbers (0 through 9)*
- *Special characters (~!@#$%^&*.!)*

For example, Gobeach2020 *would be acceptable.*

Using Canvas

Canvas is the University's e-learning environment. Instructors who choose to use Canvas often use it to post their course syllabi, lecture materials, assignments, discussions, and even grades. There is also a Canvas 'Student Life' page that offers you many resources. To access Canvas, go to:

1) Login to Single Sign On by using your CSULB email address and password.
2) Select the CANVAS icon from your Apps Dashboard.



All ALI instructors use Canvas to post important class information including your grades and assignments. Make sure to log in regularly!

If you need help with Canvas, you can ask your instructor, Student Success Team advisor, or visit the Academic Technology Services desk at the Academic Services (AS) Building room 120. The AS building is next to the library map.

Appendix A: Reading/Writing/Vocabulary Proficiency Scales

Reading/Writing/Vocabulary Proficiency Scale Foundation	
A **100-90%**	**Reading** • Reads a ~200-word article for low beginning English learners with excellent comprehension. • Very good at finding the main idea. • Very good at scanning for specific details. • Very good at identifying the article's source information. • Very good at predicting the topic and content using the title, pictures, and captions. **Writing** • Writes excellent simple sentences that focus on one topic in 45 minutes. • Very good use of level appropriate grammar. • Very good use of level appropriate vocabulary. • Very good formatting of handwritten writing. **Vocabulary** • Very good at matching vocabulary to the correct definitions. • Very good at spelling target words. • Very good use of flashcards to study form, translation, and meaning.
B **89-80%**	**Reading** • Reads a ~200-word article for low beginning English learners with good comprehension. • Good at finding the main idea. • Good at scanning for specific details. • Good at identifying the article's source information. • Good at predicting the topic and content using the title, pictures, and captions. **Writing** • Writes good simple sentences that focus on one topic in 45 minutes. • Good use of level appropriate grammar. • Good use of level appropriate vocabulary. • Good formatting of handwritten writing. **Vocabulary** • Good at matching vocabulary to the correct definitions. • Good at spelling target words. • Good use of flashcards to study form, translation, and meaning.
C **79-70%**	**Reading** • Reads a ~200-word article for low beginning English learners with adequate comprehension. • Adequate at finding the main idea. • Adequate at scanning for specific details. • Adequate at identifying the article's source information. • Adequate at predicting the topic and content using the title, pictures, and captions. **Writing** • Writes adequate simple sentences that focus on one topic in 45 minutes. • Adequate use of level appropriate grammar. • Adequate use of level appropriate vocabulary. • Adequate formatting of handwritten writing. **Vocabulary** • Adequate at matching vocabulary to the correct definitions. • Adequate at spelling target words. • Adequate use of flashcards to study form, translation, and meaning.

D **69-60%**	**Reading** • Has difficulty reading a ~200-word article for low beginning English learners. • Has difficulty finding the main idea. • Has difficulty scanning for specific details. • Has difficulty identifying the article's source information. • Has difficulty predicting the topic and content using the title, pictures, and captions. **Writing** • Has difficulty writing simple sentences that focus on one topic in 45 minutes. • Limited use of level appropriate grammar. • Limited use of level appropriate vocabulary. • Frequent errors in formatting of handwritten writing. **Vocabulary** • Has difficulty matching vocabulary to the correct definitions. • Has difficulty spelling target words. • Rarely uses flashcards to study form, translation, and meaning.
F **59-0%**	**Reading** • Cannot read a ~200-word article for low beginning English learners with comprehension. • Cannot find the main idea. • Cannot scan for specific details. • Cannot identify the article's source information. • Cannot predict the topic and content using the title, pictures, and captions. **Writing** • Cannot write simple sentences that focus on one topic in 45 minutes. • Grammar is mostly inaccurate or not at level. • Vocabulary is mostly inaccurate or not appropriate. • Formatting of handwritten writing is mostly incorrect or missing. **Vocabulary** • Cannot match vocabulary to the correct definitions. • Cannot spell target words. • Does not use flashcards to study form, translation, and meaning.

Reading/Writing/Vocabulary Proficiency Scale Level 1	
A 100-90%	**Reading** • Reads a ~300-word article for beginning English learners with excellent comprehension. • Very good at finding the main idea. • Very good at scanning for specific details. • Very good at identifying the article's source, publication date, author, and title. • Very good at identifying the author's purpose and audience. • Very good at using contextual clues to guess the part of speech of unknown words. • Very good at predicting content using the title, captions, and pictures. **Writing** • Writes an excellent paragraph with 8–10 sentences in 60 minutes that includes a topic sentence, 6–8 supporting sentences, and a concluding thought. • Very good at drafting topic sentences and concluding thoughts appropriate to the prompt. • Very good use of descriptive and process paragraph styles. • Very good use of both simple and compound sentence structures using and, but, and so. • Very good use of level-appropriate grammar and vocabulary. • Very good formatting of handwritten and typed writing. **Vocabulary** • Very good at matching vocabulary to the correct definitions. • Very good at spelling target words. • Very good use of a vocabulary notebook to study form, translation, and meaning. • Very good at choosing the correct dictionary definition for a word in context. • Very good at identifying words with target affixes and their parts of speech.
B 89-80%	**Reading** • Reads a ~300-word article for beginning English learners with good comprehension. • Good at finding the main idea. • Good at scanning for specific details. • Good at identifying the article's source, publication date, author, and title. • Good at identifying the author's purpose and audience. • Good at using contextual clues to guess the part of speech of unknown words. • Good at predicting content using the title, captions, and pictures. **Writing** • Writes a good paragraph with 8–10 sentences in 60 minutes that includes a topic sentence, supporting sentences, and a concluding thought. • Good at drafting topic sentences and concluding thoughts appropriate to the prompt. • Good use of descriptive and process paragraph styles. • Good use of both simple and compound sentence structures using and, but, and so. • Good use of level-appropriate grammar and vocabulary. • Good formatting of handwritten and typed writing. **Vocabulary** • Good at matching vocabulary to the correct definitions. • Good at spelling target words. • Good use of a vocabulary notebook to study form, translation, and meaning. • Good at choosing the correct dictionary definition for a word in context. • Good at identifying words with target affixes and their parts of speech.
C 79-70%	**Reading** • Reads a ~300-word article for beginning English learners with adequate comprehension. • Adequate at finding the main idea. • Adequate at scanning for specific details. • Adequate at identifying the article's source, publication date, author, and title. • Adequate at identifying the author's purpose and audience. • Adequate at using contextual clues to guess the part of speech of unknown words. • Adequate at predicting content using the title, captions, and pictures. **Writing**

	• Writes an adequate paragraph with 8–10 sentences in 60 minutes that includes a topic sentence, supporting sentences, and a concluding thought. • Adequate at drafting topic sentences and concluding thoughts related to the prompt. • Adequate use of descriptive and process paragraph styles. • Adequate use of simple and compound sentence structures using and, but, and so. • Adequate use of level-appropriate grammar and vocabulary. • Adequate formatting of handwritten and typed writing. **Vocabulary** • Adequate at matching vocabulary to the correct definitions. • Adequate at spelling target words. • Adequate use of a vocabulary notebook to study form, translation, and meaning. • Adequate at choosing the correct dictionary definition for a word in context. • Adequate at identifying words with target affixes and their parts of speech.
D **69-60%**	**Reading** • Has difficulty reading a ~300-word article for beginning English learners. • Has difficulty finding the main idea. • Has difficulty scanning for specific details. • Has difficulty identifying the article's source, publication date, author, and title. • Has difficulty identifying the author's purpose and audience. • Has difficulty using contextual clues to guess the part of speech of unknown words. • Has difficulty predicting content using the title, captions, and pictures. **Writing** • Has difficulty writing a paragraph with 8–10 sentences in 60 minutes that includes all required parts. • Has difficulty drafting topic sentences and concluding thoughts appropriate to the prompt. • Limited use of descriptive and process paragraph styles. • Limited use of simple and compound sentence structures. • Limited use of level-appropriate grammar and vocabulary. • Frequent errors in formatting of handwritten and typed writing. **Vocabulary** • Has difficulty matching vocabulary to the correct definitions. • Has difficulty spelling target words. • Rarely uses a vocabulary notebook to study form, translation, and meaning. • Has difficulty choosing the correct dictionary definition for a word in context. • Has difficulty identifying words with target affixes and their parts of speech.
F **59-0%**	**Reading** • Cannot comprehend a ~300-word article for beginning English learners. • Cannot find the main idea. • Cannot scan for specific details. • Cannot identify the article's source, publication date, author, and title. • Cannot identify the author's purpose and audience. • Cannot use contextual clues to guess the part of speech of unknown words. • Cannot predict content using the title, captions, and pictures. **Writing** • Cannot write a meaningful paragraph in 60 minutes. • Does not include a clear topic sentence, supporting sentences, or concluding thought. • Does not use descriptive or process paragraph styles. • Cannot use simple or compound sentence structures. • Grammar and vocabulary are not appropriate for the level. • Formatting is mostly incorrect or missing. **Vocabulary** • Cannot match vocabulary to the correct definitions. • Cannot spell target words. • Does not use a vocabulary notebook to study form, translation, and meaning. • Cannot choose the correct dictionary definition for a word in context. • Cannot identify words with target affixes and their parts of speech.

Reading/Writing/Vocabulary Proficiency Scale Level 2	
A **100-90%**	**Reading** • Reads a ~600-word article for high beginning English learners with excellent comprehension. • Very good at predicting content from sub-headings, pictures, graphs, and/or tables. • Very good at skimming to find main ideas. • Very good at scanning for both specific and general information. • Very good at identifying the author's purpose and audience. • Very good at making accurate inferences based on the text. • Very good at using grammar and contextual clues to guess both part of speech and meaning of unknown words. • Very good at writing summaries that include source info, topic/main idea, paraphrasing, and key details. **Writing** • Writes an excellent paragraph with at least 10 sentences in 60 minutes, including a topic sentence, at least 8 supporting sentences, and a concluding sentence. • Very good at drafting all parts of a paragraph: topic, supporting, and concluding sentences. • Very good use of descriptive, expository, process, and compare/contrast rhetorical styles. • Very good use of appropriate transition signals to create coherence. • Very good use of both simple and compound sentence structures. • Very good use of level-appropriate grammar and vocabulary. • Very good formatting of both handwritten and typed writing. **Vocabulary** • Very good at matching vocabulary to the correct definitions. • Very good at spelling target words. • Very good use of a vocabulary notebook to study form, meaning, part of speech, and related word family members. • Very good at matching word family members to their parts of speech. • Very good at identifying target affixes and their meanings and functions.
B **89-80%**	**Reading** • Reads a ~600-word article for high beginning English learners with good comprehension. • Good at predicting content from sub-headings, pictures, graphs, and/or tables. • Good at skimming to find main ideas. • Good at scanning for both specific and general information. • Good at identifying the author's purpose and audience. • Good at making inferences based on the text. • Good at using grammar and contextual clues to guess both part of speech and meaning of unknown words. • Good at writing summaries that include source info, topic/main idea, paraphrasing, and some key details. **Writing** • Writes a good paragraph with at least 10 sentences in 60 minutes, including a topic sentence, at least 8 supporting sentences, and a concluding sentence. • Good at drafting topic, supporting, and concluding sentences. • Good use of descriptive, expository, process, and compare/contrast rhetorical styles. • Good use of transition signals to create coherence. • Good use of both simple and compound sentence structures. • Good use of level-appropriate grammar and vocabulary. • Good formatting of both handwritten and typed writing. **Vocabulary** • Good at matching vocabulary to the correct definitions. • Good at spelling target words. • Good use of a vocabulary notebook to study form, meaning, part of speech, and related word family members. • Good at matching word family members to their parts of speech. • Good at identifying target affixes and their meanings and functions.
C	**Reading** • Reads a ~600-word article for high beginning English learners with adequate comprehension.

79-70%	• Adequate at predicting content from sub-headings, pictures, graphs, and/or tables. • Adequate at skimming to find main ideas. • Adequate at scanning for both specific and general information. • Adequate at identifying the author's purpose and audience. • Adequate at making inferences based on the text. • Adequate at using grammar and contextual clues to guess both part of speech and meaning of unknown words. • Adequate at writing summaries that include most required parts with some paraphrasing. **Writing** • Writes an adequate paragraph with at least 10 sentences in 60 minutes, including a topic sentence, supporting sentences, and a concluding sentence. • Adequate at drafting topic, supporting, and concluding sentences. • Adequate use of rhetorical styles taught in class. • Adequate use of transition signals. • Adequate use of both simple and compound sentence structures. • Adequate use of level-appropriate grammar and vocabulary. • Adequate formatting of handwritten and typed writing. **Vocabulary** • Adequate at matching vocabulary to the correct definitions. • Adequate at spelling target words. • Adequate use of a vocabulary notebook to study form, meaning, part of speech, and related word family members. • Adequate at matching word family members to their parts of speech. • Adequate at identifying target affixes and their meanings and functions.
D 69-60%	**Reading** • Has difficulty reading a ~600-word article for high beginning English learners. • Has difficulty predicting content using headings and visuals. • Has difficulty skimming for main ideas. • Has difficulty scanning for details. • Has difficulty identifying the author's purpose and audience. • Has difficulty making inferences based on the text. • Has difficulty using grammar and contextual clues to guess unknown words. • Has difficulty writing summaries with accurate content or structure. **Writing** • Has difficulty writing a paragraph with at least 10 sentences in 60 minutes. • Has difficulty organizing topic, supporting, and concluding sentences. • Limited use of rhetorical styles and transition signals. • Limited use of compound sentence structures. • Frequent grammar and vocabulary errors. • Frequent errors in formatting handwritten and typed writing. **Vocabulary** • Has difficulty matching vocabulary to the correct definitions. • Has difficulty spelling target words. • Rarely uses the vocabulary notebook effectively. • Has difficulty matching word family members to parts of speech. • Has difficulty identifying and understanding target affixes.
F 59-0%	**Reading** • Cannot comprehend a ~600-word article for high beginning English learners. • Cannot predict content from headings or visuals. • Cannot skim for main ideas. • Cannot scan for specific or general details. • Cannot identify the author's purpose and audience. • Cannot make inferences based on the text. • Cannot guess part of speech or meaning of unknown words using context. • Cannot write a summary with accurate content or structure. **Writing**

	• Cannot write a meaningful paragraph in 60 minutes. • Does not include topic sentence, supporting sentences, or a concluding sentence. • Does not apply rhetorical styles or use transition signals. • Cannot use compound sentence structures. • Grammar and vocabulary are not appropriate for the level. • Formatting is mostly incorrect or missing. **Vocabulary** • Cannot match vocabulary to definitions. • Cannot spell target words. • Does not use a vocabulary notebook. • Cannot identify word family members or parts of speech. • Cannot identify or use target affixes.

Letter Grade	Reading/Writing/Vocabulary Proficiency Scale Level 3
A **100-90%**	**Reading** • Reads a ~700-word intermediate level article with excellent comprehension. • Very good at skimming and scanning for main ideas and specific details. • Very good at surveying headings, visuals, and text structures to predict content. • Very good at identifying the author's purpose and audience. • Very good at making accurate inferences based on implied information. • Very good at using grammar and context to guess both the part of speech and meaning of unknown words. • Very good at writing summaries that include source information, main ideas, paraphrasing, and supporting details. **Writing** • Writes an excellent 4–5 paragraph essay in 75 minutes with a clear introduction, 2–3 well-developed body paragraphs, and a strong conclusion. • Very good use of thesis statements and topic sentences that address the prompt. • Very good at providing relevant and detailed support in body paragraphs. • Very good organization of paragraphs using appropriate transition signals. • Very good at integrating quotes from relevant sources. • Very good use of descriptive, expository, classification, and compare/contrast rhetorical styles. • Very good use of simple, compound, and complex sentence structures. • Very good use of level-appropriate grammar and vocabulary. • Very good formatting of handwritten and typed writing. **Vocabulary** • Very good at matching vocabulary to definitions, parts of speech, word family members, and collocations. • Very good at spelling target words. • Very good use of a vocabulary notebook to record and apply word form, meaning, collocations, and examples. • Very good at identifying and using target affixes and core meanings. • Very good at using target words correctly in original sentences.
B **89-80%**	**Reading** • Reads a ~700-word intermediate level article with good comprehension. • Good at skimming and scanning for main ideas and specific details. • Good at using headings and visuals to predict content. • Good at identifying the author's purpose and audience. • Good at making inferences based on the text. • Good at using grammar and context to guess part of speech and meaning of unknown words. • Good at writing summaries with accurate source information, paraphrasing, and most main ideas. **Writing** • Writes a good 4–5 paragraph essay in 75 minutes with a clear introduction, body paragraphs, and conclusion. • Good use of thesis statements and topic sentences related to the prompt. • Good support in body paragraphs with some details. • Good organization using appropriate transition signals. • Good use of a relevant source and quote. • Good use of rhetorical styles introduced in class. • Good variety in sentence structure. • Good use of level-appropriate grammar and vocabulary. • Good formatting of handwritten and typed writing. **Vocabulary** • Good at matching vocabulary to definitions, parts of speech, and collocations. • Good at spelling target words. • Good use of a vocabulary notebook for form, meaning, and usage. • Good understanding of affixes and related words. • Good use of target vocabulary in original sentences.

C **79-70%**	**Reading** • Reads a ~700-word intermediate level article with adequate comprehension. • Adequate at skimming and scanning for main ideas and specific details. • Adequate at using visual/text features to predict content. • Adequate at identifying the author's purpose and audience. • Adequate at making inferences. • Adequate at using grammar and context to guess word meanings. • Adequate at writing summaries with basic source info and some paraphrasing. **Writing** • Writes an adequate 4–5 paragraph essay in 75 minutes with an introduction, body, and conclusion. • Adequate thesis statement and topic sentences. • Adequate support and detail in body paragraphs. • Adequate organization and some transition signals. • Adequate use of a source or quote. • Adequate attempt at rhetorical styles. • Adequate sentence variety with some errors. • Adequate use of level-appropriate grammar and vocabulary. • Adequate formatting of handwritten and typed writing. **Vocabulary** • Adequate at matching vocabulary to definitions and parts of speech. • Spells many target words correctly. • Adequate use of vocabulary notebook for meaning and form. • Adequate identification of affixes and related words. • Adequate use of target words in original sentences.
D **69-60%**	**Reading** • Has difficulty reading a ~700-word intermediate level article. • Has difficulty skimming and scanning for ideas and details. • Has difficulty using headings and visuals to predict content. • Has difficulty identifying author's purpose and audience. • Has difficulty making inferences. • Has difficulty using grammar and context clues. • Writes summaries with limited structure, paraphrasing, or detail. **Writing** • Has difficulty writing a complete essay in 75 minutes. • Thesis statement or topic sentences may be unclear or missing. • Body paragraphs lack development or coherence. • Limited or incorrect use of transitions. • Does not clearly integrate a quote or source. • Limited application of rhetorical styles. • Sentence variety is minimal; frequent errors. • Grammar and vocabulary use is often inappropriate. • Formatting shows frequent mistakes. **Vocabulary** • Has difficulty matching vocabulary to definitions or forms. • Spells few target words correctly. • Vocabulary notebook is incomplete or rarely used. • Limited understanding of affixes and related forms. • Uses target vocabulary incorrectly or not at all in writing.
F **59-0%**	**Reading** • Cannot comprehend a ~700-word intermediate level article. • Cannot skim, scan, or identify key information. • Cannot identify the author's purpose or audience. • Cannot make accurate inferences. • Cannot use grammar or context to understand unknown words. • Cannot write an organized or accurate summary.

	Writing • Cannot write a 4–5 paragraph essay in 75 minutes. • Does not include a thesis, supporting paragraphs, or conclusion. • Does not use appropriate structure or rhetorical style. • Cannot integrate source material. • Sentence structure is repetitive or incorrect. • Grammar and vocabulary are not level-appropriate. • Formatting is mostly incorrect or missing. **Vocabulary** • Cannot match vocabulary to correct definitions, forms, or collocations. • Spelling of target words is mostly incorrect. • Does not use a vocabulary notebook. • Cannot identify affixes or word family members. • Does not use target words in writing.

Letter Grade	Reading/Writing/Vocabulary Proficiency Scale Level 4
A 100-90%	**Reading** • Reads a 700+ word high-intermediate level article with excellent comprehension. • Very good at identifying main ideas and details through skimming and scanning. • Very good at predicting content using headings, visuals, and structure. • Very good at identifying the author's purpose, audience, and point of view. • Very good at making higher-order inferences. • Very good at questioning the author's assumptions, statements, and arguments. • Very good at identifying the rhetorical structure of a text. • Very good at using grammar and context to determine part of speech and meaning of unknown words. • Very good at outlining and summarizing articles, including paraphrasing and distinguishing main ideas from details. **Writing** • Writes an excellent academic essay of 5 or more paragraphs in 75 minutes with a clear introduction, at least 3 well-developed body paragraphs, and a concluding paragraph. • Very good use of hooks, background info, and thesis statements in introductions. • Very good organization and coherence through transitions and logical paragraph order. • Very good use of relevant and sufficient support in body paragraphs. • Very good use of argumentative, cause/effect, and analysis/reaction rhetorical styles. • Very good use of counterarguments and rebuttals in argumentative writing. • Very good at incorporating quotes/paraphrases from at least two sources. • Very good use of APA or MLA formatting and a complete Works Cited page. • Very good variety in sentence structure (simple, compound, complex). • Very good use of level-appropriate grammar and vocabulary. • Very good formatting of handwritten and typed essays. **Vocabulary** • Very good at matching vocabulary to definitions, parts of speech, word families, and collocations. • Very good at spelling target vocabulary. • Very good use of a vocabulary notebook to track form, meaning, and usage. • Very good at identifying and applying affixes and their meanings. • Very good at writing accurate and original sentences using target vocabulary.
B 89-80%	**Reading** • Reads a 700+ word high-intermediate level article with good comprehension. • Good at identifying main ideas and supporting details. • Good at using structure and visuals to predict content. • Good at identifying author's purpose, audience, and point of view. • Good at making inferences and questioning the text. • Good at recognizing rhetorical structures. • Good at using grammar and context to guess unknown words. • Good at summarizing and paraphrasing information accurately. **Writing** • Writes a good academic essay of 5 or more paragraphs in 75 minutes. • Good introduction with hook, background, and thesis. • Good organization and transitions. • Good development of body paragraphs with relevant support. • Good use of assigned rhetorical styles. • Good use of counterarguments and rebuttals in argumentative writing. • Good incorporation of quotes/paraphrases from sources. • Good APA/MLA formatting with a mostly accurate Works Cited page. • Good variety of sentence structures. • Good control of grammar and vocabulary.

	• Good formatting of typed and handwritten writing. **Vocabulary** • Good at matching vocabulary to definitions and forms. • Spells most target vocabulary correctly. • Good use of vocabulary notebook and sentence practice. • Good identification of affixes and related word forms. • Good use of vocabulary in original sentences.
C **79-70%**	**Reading** • Reads a 700+ word high-intermediate article with adequate comprehension. • Adequate at identifying main ideas and details. • Adequate use of headings and visuals to predict content. • Adequate identification of purpose, audience, and point of view. • Adequate ability to make inferences and respond to arguments. • Adequate recognition of rhetorical structure. • Adequate use of context clues for unknown words. • Adequate summary includes most required elements. **Writing** • Writes an adequate academic essay of 5 or more paragraphs in 75 minutes. • Introduction includes basic thesis and limited background. • Adequate organization with some transitions. • Body paragraphs have some relevant support. • Attempts rhetorical styles with partial success. • Attempts counterarguments in argumentative writing. • Adequate use of sources with minor formatting issues. • Sentence structures show some variety. • Grammar and vocabulary usage is mostly appropriate. • Formatting is mostly correct. **Vocabulary** • Adequate at matching vocabulary to definitions and parts of speech. • Spells many target words correctly. • Adequate use of vocabulary notebook. • Can identify some affixes and word forms. • Writes some accurate sentences using target vocabulary.
D **69-60%**	**Reading** • Has difficulty comprehending a 700+ word high-intermediate article. • Has difficulty identifying main ideas and important details. • Limited ability to use visuals or structure to predict content. • Has difficulty identifying purpose, audience, or point of view. • Has difficulty making inferences or analyzing the author's arguments. • Limited recognition of rhetorical structure. • Often guesses part of speech or word meaning incorrectly. • Summaries are missing key components or poorly organized. **Writing** • Has difficulty writing a 5-paragraph essay in 75 minutes. • Introduction may lack clear thesis or structure. • Organization is weak; transitions may be missing. • Body paragraphs are underdeveloped or off-topic. • Attempts rhetorical styles with limited effectiveness. • Rarely includes counterarguments. • Attempts source use but with major formatting or citation errors. • Sentence structure is repetitive with many errors. • Frequent grammar and vocabulary issues. • Formatting is inconsistent or incorrect. **Vocabulary**

	• Has difficulty matching vocabulary to correct definitions or parts of speech. • Many spelling errors. • Vocabulary notebook is incomplete or not used. • Weak understanding of affixes or word families. • Sentences with target vocabulary are inaccurate or unclear.
F **59-0%**	**Reading** • Cannot comprehend a 700+ word article. • Cannot identify main ideas or details. • Cannot predict content from structure or visuals. • Cannot identify purpose, audience, or point of view. • Cannot make inferences or evaluate arguments. • Cannot recognize rhetorical structure. • Cannot use grammar or context to understand new words. • Cannot summarize or paraphrase article content. **Writing** • Cannot write a complete academic essay in 75 minutes. • Missing or unclear introduction, thesis, and/or structure. • Essay lacks logical organization. • Paragraphs are poorly developed or irrelevant. • Does not apply rhetorical styles or include counterarguments. • Does not incorporate outside sources. • Sentence structure is consistently incorrect. • Grammar and vocabulary are inappropriate for the level. • Formatting is incorrect or not attempted. **Vocabulary** • Cannot match vocabulary to definitions or forms. • Spelling of most target words is incorrect. • Does not use a vocabulary notebook. • Cannot identify affixes or word families. • Does not use target vocabulary in writing.

Reading/Writing/Vocabulary Proficiency Scale Level 5	
A **100-90%**	**Reading** • Reads low-advanced academic and authentic texts with very good comprehension. • Very good at identifying the author's purpose, audience, and point of view. • Very good at identifying important passages and key points. • Very good at identifying evidence used to support arguments. • Very good at making inferences based on unstated ideas. • Very good at annotating questions and reactions during reading. • Very good at linking ideas across and beyond the text. • Very good at identifying rhetorical structure. • Very good at using contextual clues to determine word meaning and connotation. • Very good at writing clear, accurate outlines and summaries. • Very good at writing critical responses that include strong personal positions, accurate paraphrasing, effective use of quotes, and relevant support. **Writing** • Writes a very good 5+ paragraph academic essay in 75 minutes with a clear thesis and strong support. • Introduction includes a strong hook, background information, and a clear thesis. • Body paragraphs are well-organized, well-developed, and clearly related to the thesis. • Conclusion effectively summarizes and reinforces the main points. • Very good use of transitions to create coherence. • Very good use of rhetorical styles (problem/solution, analysis/reaction, argumentative). • Very good use of counterarguments and rebuttals. • Very good incorporation of at least 3 relevant sources with correct paraphrasing and quoting. • Very good use of grammar and varied sentence structure. • Very good use of vocabulary that is appropriate for the subject and audience. • Very few grammar and punctuation errors. • Proper formatting is consistently applied. **Vocabulary** • Very good at matching vocabulary to definitions, parts of speech, collocations, and word family members. • Very good at spelling and using academic vocabulary from the 6th–8th AWL sub lists. • Vocabulary notebook is detailed and consistently maintained. • Very good at identifying and explaining affixes and their functions. • Very good at using target vocabulary accurately in original sentences.
B **89-80%**	**Reading** • Reads low-advanced academic and authentic texts with good comprehension. • Good at identifying author's purpose, audience, and point of view. • Good at identifying key ideas and supporting evidence. • Good at making inferences and asking questions. • Good at linking content to other ideas and texts. • Good at recognizing rhetorical structure. • Good at using context to determine meaning and connotation. • Good at outlining and summarizing key content. • Good at writing critical responses with a clear position, paraphrasing, and some relevant support. **Writing** • Writes a good 5+ paragraph academic essay in 75 minutes with a clear thesis and support. • Introduction includes a hook, background, and a thesis. • Body paragraphs are organized and mostly well-supported. • Conclusion summarizes the essay effectively. • Good use of transitions and coherence. • Good use of rhetorical styles and some counterarguments. • Good integration of 3 sources using paraphrasing and quotation. • Good grammar and sentence structure variety. • Vocabulary is mostly appropriate for topic and audience. • Few grammar or punctuation errors. • Formatting is mostly correct.

	Vocabulary • Good at matching vocabulary to definitions, forms, and collocations. • Good spelling of most target vocabulary. • Maintains a vocabulary notebook with definitions and examples. • Good understanding of affixes and related words. • Good use of target vocabulary in writing.
C **79-70%**	**Reading** • Reads low-advanced academic and authentic texts with adequate comprehension. • Adequately identifies the author's purpose and main points. • Adequate recognition of supporting evidence. • Makes some inferences and connections. • Adequate understanding of rhetorical structure. • Uses context clues with moderate accuracy. • Summaries and outlines are generally accurate. • Critical responses show a position, but support may be weak or unclear. **Writing** • Writes an adequate 5+ paragraph essay in 75 minutes. • Introduction includes a basic thesis and limited background. • Body paragraphs include some support but may lack development. • Conclusion is present but may be vague. • Transitions are present but inconsistent. • Uses rhetorical styles with limited effectiveness. • Attempts counterarguments and source use. • Sentence variety is attempted, but errors are frequent. • Vocabulary is adequate but occasionally inappropriate. • Moderate grammar and punctuation errors. • Formatting is adequate but inconsistent. **Vocabulary** • Adequate at matching vocabulary to definitions and forms. • Spells most target words correctly. • Vocabulary notebook is partially complete. • Adequate recognition of affixes. • Uses vocabulary in writing with some errors.
D **69-60%**	**Reading** • Has difficulty comprehending low-advanced texts. • Struggles to identify the author's purpose and key points. • Limited ability to identify supporting details or make inferences. • Rarely questions the text or links ideas. • Often confused by rhetorical structure. • Context clues are used inaccurately or inconsistently. • Summaries and outlines are incomplete or inaccurate. • Critical responses lack clear position or sufficient support. **Writing** • Has difficulty writing a coherent 5+ paragraph essay in 75 minutes. • Introduction lacks clarity or does not include a thesis.

	• Body paragraphs are weak, underdeveloped, or off-topic. • Conclusion is unclear or missing. • Few or incorrect transitions used. • Minimal or ineffective use of rhetorical style. • Little to no use of sources or incorrect citations. • Sentence structure is repetitive and error-prone. • Vocabulary is often inappropriate or unclear. • Frequent grammar and punctuation errors. • Formatting is inconsistent or incorrect. **Vocabulary** • Has difficulty matching vocabulary to correct definitions and forms. • Spelling errors are frequent. • Vocabulary notebook is incomplete or missing. • Affixes are not correctly identified or applied. • Target vocabulary is rarely used accurately in writing.
F **59-0%**	**Reading** • Cannot comprehend low-advanced academic or authentic texts. • Cannot identify purpose, main ideas, or supporting details. • Cannot make inferences or question the text. • Cannot identify rhetorical structure. • Cannot use contextual clues to determine word meanings. • Cannot summarize, outline, or critically respond to a text accurately. **Writing** • Cannot write a meaningful 5+ paragraph essay in 75 minutes. • No clear thesis, structure, or topic development. • Does not include an introduction, body paragraphs, or conclusion. • Does not use transitions or rhetorical structure. • No source integration or citation. • Sentence structures are incorrect throughout. • Grammar and vocabulary are consistently inaccurate. • Formatting is missing or completely incorrect. **Vocabulary** • Cannot match vocabulary to definitions or forms. • Spells few or no target words correctly. • Does not use a vocabulary notebook. • Cannot identify or apply affixes. • Rarely or never uses target vocabulary in writing.

Reading/Writing/Vocabulary Proficiency Scale	
Letter Grade	English Language Level Level 6
A 100-90%	**Reading** • Reads advanced academic (graduate-level) and authentic texts with excellent comprehension. • Very good at identifying the author's purpose, audience, and point of view. • Very good at identifying key points and important supporting evidence. • Very good at making inferences based on implicit meaning. • Very good at annotating questions and reactions to the text. • Very good at connecting ideas across texts and to prior knowledge. • Very good at identifying rhetorical structures and their functions. • Very good at using contextual clues to determine meaning and connotation of unfamiliar vocabulary. • Very good at writing well-organized outlines and summaries with paraphrased content. • Very good at writing critical responses that include evaluation, accurate paraphrasing/quotation, and relevant personal or academic support. • Very good at compiling and citing relevant research using academic databases. **Writing** • Writes a very well-developed and supported academic essay (5+ paragraphs) in 75 minutes. • Introduction includes a compelling hook, relevant background, and a clear, analytical thesis. • Body paragraphs are logically ordered, analytically focused, and richly supported. • Conclusion clearly summarizes and analyzes the essay's main ideas. • Very good use of rhetorical styles: problem/solution, cause/effect, and argumentative. • Very good integration of counterarguments and refutations. • Accurately and effectively integrates at least 3 quotes or paraphrases from 7 selected sources. • Very good command of sentence variety (simple, compound, complex). • Grammar and punctuation errors are minimal. • Vocabulary is accurate, clear, varied, and appropriate for the academic audience. • Formatting is correct for both handwritten and typed work. • Bibliography/Works Cited is accurate and complete. **Vocabulary** • Very good at matching vocabulary to definitions, parts of speech, collocations, and word families. • Spells and uses words from the 9th and 10th AWL sublists accurately. • Vocabulary journal is complete, organized, and includes accurate, original sentences. • Very good at identifying and applying affixes (e.g., -ent, -ory, -ship, re-, neo-). • Writes meaningful, grammatically correct sentences using affixed vocabulary.
B 89-80%	**Reading** • Reads advanced academic and authentic texts with good comprehension. • Good at identifying the author's purpose and main arguments. • Good at identifying key evidence and supporting details. • Makes accurate inferences and asks thoughtful questions. • Recognizes rhetorical structure and connects ideas across texts. • Uses contextual clues effectively for most unfamiliar vocabulary. • Writes good outlines and summaries with mostly accurate paraphrasing. • Writes critical responses that include evaluation and some relevant support. • Compiles and cites database research with minor formatting issues. **Writing** • Writes a good 5+ paragraph academic essay in 75 minutes. • Introduction includes a hook and clear thesis. • Body paragraphs are mostly well-developed and relevant. • Conclusion restates main points with some analysis. • Uses assigned rhetorical styles and includes a counterargument. • Incorporates 3 sources with mostly correct quoting/paraphrasing. • Sentence structure is varied with few errors. • Grammar and vocabulary are appropriate with few errors.

	• Formatting and citations are mostly correct. **Vocabulary** • Matches vocabulary to meanings, forms, and collocations accurately. • Spells most academic words correctly. • Vocabulary journal includes definitions and mostly accurate sentences. • Identifies and applies affixes with minor errors. • Uses target vocabulary in mostly correct and meaningful ways.
C **79-70%**	**Reading** • Reads advanced academic and authentic texts with adequate comprehension. • Adequately identifies the author's purpose, audience, and key ideas. • Identifies some key evidence and makes basic inferences. • Annotates with limited depth. • Recognizes basic rhetorical structure. • Uses contextual clues with partial accuracy. • Summaries and outlines include main ideas but may lack paraphrasing clarity. • Critical responses show a position but lack depth or clear support. • Research citations are present but incomplete or inconsistent. **Writing** • Writes an adequate 5+ paragraph essay in 75 minutes. • Introduction includes a thesis, but background or hook may be weak. • Body paragraphs include some support but may lack clarity or analysis. • Conclusion is present but not fully developed. • Uses rhetorical styles with partial success. • Incorporates some source material with occasional formatting or paraphrasing issues. • Sentence variety is limited; grammar and vocabulary errors occur but do not obstruct meaning. • Formatting is inconsistent. • Bibliography is mostly complete but may contain errors. **Vocabulary** • Matches most vocabulary to correct forms and meanings. • Spells most target words correctly. • Vocabulary journal is partially complete with some inaccurate entries. • Identifies some affixes but may misuse them. • Sentences using new vocabulary are understandable but may contain errors.
D **69-60%**	**Reading** • Has difficulty comprehending advanced academic texts. • Struggles to identify the author's purpose, audience, or point of view. • Infrequently identifies key ideas or supporting details. • Struggles to make inferences or link ideas. • Misunderstands rhetorical structures. • Uses context clues inconsistently or inaccurately. • Summaries and outlines are incomplete or disorganized. • Critical responses are unclear or unsupported. • Research sources are used inconsistently or cited incorrectly. **Writing** • Has difficulty writing a complete or coherent academic essay in 75 minutes. • Introduction or thesis may be missing or unclear.

	• Body paragraphs are underdeveloped or off-topic. • Conclusion is missing or weak. • Limited use of rhetorical style and no clear counterargument. • Quotes/paraphrases are missing, inaccurate, or misattributed. • Frequent grammar, vocabulary, and sentence structure errors. • Formatting and bibliography are often incorrect. **Vocabulary** • Frequently mismatches vocabulary with definitions or parts of speech. • Spelling errors are common. • Vocabulary journal is incomplete or lacks meaningful entries. • Difficulty recognizing or applying affixes. • Sentences using new words are often unclear or incorrect.
F **59-0%**	**Reading** • Cannot comprehend advanced academic or authentic texts. • Cannot identify the author's purpose, audience, or key arguments. • Cannot identify or interpret supporting details or rhetorical structure. • Cannot make inferences or link ideas. • Does not annotate meaningfully or use context for vocabulary. • Cannot summarize, outline, or respond critically to a text. • Does not use or correctly cite research sources. **Writing** • Cannot write a well-developed or coherent essay in 75 minutes. • Lacks introduction, thesis, development, or conclusion. • Does not use rhetorical structure or transitions. • Sources are missing or misused. • Frequent and serious grammar, vocabulary, and sentence errors. • Vocabulary is inaccurate, vague, or off-topic. • Formatting and citation are absent or incorrect. **Vocabulary** • Cannot match vocabulary to definitions or forms. • Frequent and consistent spelling errors. • Does not maintain a vocabulary journal. • Cannot identify or use affixes correctly. • Vocabulary use in writing is unclear or absent.

Appendix B: Grammar Proficiency Scales

Letter Grade	Grammar Proficiency Scale Foundation
A 100-90%	• Very good use of basic punctuation. • Very good use of the simple present tense. • Very good use of the present progressive tense. • Very good use of singular and plural noun forms. • Very good use of subject and object pronouns. • Very good subject/verb agreement. • Very good use of demonstrative adjectives. • Very good use of adjectives before and after nouns. • Very good use of prepositions of place and time. • Very good use of "There + be" with noun phrase agreement. • Very good use of be + adjective/noun patterns. • Very good use of was/were in past tense statements, yes/no questions, and Wh-questions. • Very good use of contractions (I'm, he's, don't, aren't, etc.). • Very good distinction between simple present and present progressive. • Very good spelling of -s, -es, and -ing verbs. • Very good capitalization of sentence beginnings and proper nouns.
B 89-80%	• Good use of basic punctuation. • Good use of the simple present tense. • Good use of the present progressive tense. • Good use of singular and plural noun forms. • Good use of subject and object pronouns. • Good subject/verb agreement. • Good use of demonstrative adjectives. • Good use of adjectives before and after nouns. • Good use of prepositions of place and time. • Good use of "There + be" structure. • Good use of be + adjective/noun patterns. • Good use of was/were in past tense statements and questions. • Good use of contractions. • Good awareness of simple vs. progressive tense usage. • Good spelling of verb endings. • Good capitalization of proper nouns and sentence beginnings.
C 79-70%	• Adequate use of basic punctuation. • Adequate use of the simple present tense. • Adequate use of the present progressive tense. • Adequate use of singular and plural noun forms. • Adequate use of subject and object pronouns. • Adequate subject/verb agreement. • Adequate use of demonstrative adjectives. • Adequate use of adjectives before and after nouns. • Adequate use of prepositions of place and time. • Adequate use of "There + be" constructions. • Adequate use of be + adjective/noun patterns. • Adequate use of was/were in past tense statements and questions. • Attempts to use contractions. • Some awareness of simple vs. progressive usage. • Some errors in verb endings. • Adequate capitalization.

D **69-60%**	• Has difficulty using basic punctuation. • Has difficulty using the simple present tense. • Has difficulty using the present progressive tense. • Has difficulty using singular and plural noun forms. • Has difficulty using subject and object pronouns. • Has difficulty with subject/verb agreement. • Has difficulty using demonstrative adjectives. • Has difficulty using adjectives correctly. • Has difficulty using prepositions of place and time. • Has difficulty forming "There + be" sentences. • Has difficulty using be + adjective/noun patterns. • Has difficulty with was/were in past tense. • Inconsistent or incorrect use of contractions. • Often confuses simple present and present progressive. • Frequent spelling errors in verb forms. • Has difficulty applying capitalization rules.
F **59-0%**	• Very poor use of basic punctuation. • Very poor use of the simple present tense. • Very poor use of the present progressive tense. • Very poor use of singular and plural noun forms. • Very poor use of subject and object pronouns. • Very poor subject/verb agreement. • Very poor use of demonstrative adjectives. • Very poor adjective placement and usage. • Very poor use of prepositions of place and time. • Very poor or no use of "There + be" structure. • Very poor use of be + adjective/noun patterns. • Very poor understanding and use of was/were. • Rare or incorrect use of contractions. • Consistent confusion between simple and progressive tenses. • Frequent and severe spelling errors. • Very poor use of capitalization.

Letter Grade	Grammar Proficiency Scale Level 1
A 100-90%	• Very good use of the simple present and present progressive in affirmative/negative statements and questions. • Very good use of yes/no and Wh- questions with correct word order and punctuation. • Very good control over was/were in past tense and question forms. • Very good use of modal verbs (can, could, be able to) and phrasal modals (know how to) to express ability. • Very good use of imperative forms in giving and following directions. • Very good use of possessive adjectives, possessive nouns, and possessive pronouns. • Very good ability to distinguish between and use count/non-count nouns. • Very good control of articles, some/any, and other quantifiers. • Very good spelling and pronunciation of regular/irregular verbs. • Very good control of contractions in spoken English. • Very good use of basic punctuation (periods, question marks). • Very good choice of tense in context (present, progressive, or past).
B 89-80%	• Good use of the simple present and present progressive in most contexts. • Good use of yes/no and Wh- questions; occasional word order mistakes. • Good control of was/were in past tense and questions. • Good use of modals and phrasal modals for ability. • Good use of imperative forms to give/follow directions. • Good use of possessive adjectives, nouns, and pronouns. • Good understanding of count/non-count noun rules. • Good use of articles and quantifiers, with minor errors. • Good spelling/pronunciation of most verbs. • Good use of contractions in speech. • Good use of punctuation, with few mistakes. • Generally good tense selection in context.
C 79-70%	• Adequate use of simple present and present progressive; some errors in tense form or agreement. • Adequate use of questions; errors with word order or auxiliary verbs. • Adequate use of was/were; occasional confusion. • Some use of modals/phrasal modals; meaning is generally clear. • Adequate use of imperatives. • Adequate control of possessives, with occasional confusion. • Adequate understanding of count/non-count nouns; errors with articles/some/any. • Adequate spelling/pronunciation of regular verbs; some errors with irregulars. • Attempts contractions and punctuation correctly most of the time. • Can usually choose appropriate tense in familiar situations.
D 69-60%	• Has difficulty using simple present and present progressive correctly. • Makes frequent errors forming yes/no and Wh- questions. • Inconsistent use of was/were in past statements and questions. • Limited or incorrect use of modal/phrasal modals. • Has difficulty forming imperatives clearly. • Makes frequent errors with possessive forms. • Often confuses count/non-count nouns; errors affect meaning. • Frequent errors with articles, some, any, and contractions. • Poor spelling and pronunciation of regular/irregular past verbs. • Inconsistent or incorrect punctuation. • Difficulty choosing appropriate tense for context.

F **59-0%**	• Very poor or no use of basic present, progressive, or past tense structures. • Consistent problems with forming questions and statements. • Very poor use of was/were; often omitted or misused. • Unable to express ability using modals or phrasal modals. • Imperatives are rarely used or unclear. • Very poor understanding of possessives. • Unable to distinguish or use count/non-count nouns correctly. • Frequent and severe article and quantifier errors. • Very poor spelling/pronunciation of verbs. • Punctuation is frequently missing or incorrect. • Consistently incorrect or missing tense for context.

Letter Grade	Grammar Proficiency Scale Level 2
A 100-90%	• Very good use of possessive nouns, adjectives, and pronouns. • Very good at forming and answering questions with *whose*. • Very good use of modals *can* and *could* to express ability. • Very good use of *can* and *may* to ask for and give permission. • Very good use of *be going to* and *will* to talk about future plans and make predictions. • Very good use of *may*, *might*, *probably*, *won't* to express various levels of possibility. • Very good control of articles (*a/an/the*) with count and non-count nouns. • Very good use of *some* and *any* with appropriate nouns. • Very good use of *how much/many* and quantifiers (*a lot, a few, a little, much, many*). • Very good use of *too much/many/few/little* and *enough/not enough*. • Very good use of *should* and *had better* for giving advice. • Very good formation and use of comparatives and superlatives. • Very good use of comparison structures like *as…as, not as…as*, and *too/very/enough*.
B 89-80%	• Good use of possessive forms and *whose* questions, with minor errors. • Good use of *can*, *could*, and *may* to express ability and permission. • Good use of *be going to* and *will*, with mostly correct structure. • Good control of modals of possibility, with few misuses. • Good use of articles and quantifiers, with occasional mistakes. • Good use of *how much/many* and most quantifiers. • Generally good use of *too much/many/few/little* and *enough*. • Good understanding and use of *should* and *had better*. • Comparatives and superlatives used correctly in most cases. • Comparisons using *as…as, too,* and *enough* are mostly accurate.
C 79-70%	• Adequate use of possessive forms; some confusion between possessive adjectives and pronouns. • Adequate ability to ask and answer *whose* questions. • Adequate use of *can*, *could*, and *may* with occasional errors. • Adequate use of *be going to* and *will*, but sometimes confused. • Possibility modals used with some accuracy; may confuse *might* and *will*. • Articles and quantifiers used adequately; some errors with count/non-count nouns. • Uses *how much/many*, *some*, *any*, and other quantifiers with moderate success. • Some confusion with *too much/many/little/few* and *enough*. • Advice structures (*should*, *had better*) used adequately. • Adequate use of comparatives and superlatives, with errors in form or meaning. • Some success with *as…as, too, enough,* and *very*.
D 69-60%	• Has difficulty using correct possessive forms or *whose* in questions. • Often misuses *can*, *could*, and *may* for ability and permission. • Frequent errors with *be going to*, *will*, and modals of possibility. • Makes frequent mistakes with articles, *some/any*, and quantifiers. • Has trouble using *how much/many* and choosing the right quantifier. • Often confuses or misuses *too much/many* and *enough*. • Limited or unclear use of *should* and *had better*. • Comparatives/superlatives often incorrect or missing. • Inconsistent or incorrect use of *as…as, too, very, enough*.
F 59-0%	• Very poor use of possessive nouns, adjectives, and pronouns. • Cannot form or understand *whose* questions. • Incorrect or missing use of *can*, *could*, *may*, *will*, and *be going to*. • Very poor or no control of modals of possibility. • Consistently incorrect use of articles and quantifiers. • Frequent errors or no control of *how much/many*, *some/any*. • Cannot use *too much/many/few/little* or *enough*. • Very poor or no use of *should* or *had better*. • Cannot use comparatives or superlatives correctly. • No or incorrect use of comparison structures (*as…as, too, enough, very*).

Letter Grade	Grammar Proficiency Scale Level 3
A **100-90%**	• Very good use of *should*, *ought to*, and *had better* for giving advice, including negative forms and questions. • Very good control of indefinite and definite articles (*a/an*, *the*, *some*, *no article*) in descriptive writing. • Very good use of past progressive and simple past, with accurate use of *when* and *while*. • Very good control of future time clauses with correct sequencing using *when*, *after*, *as soon as*, *before*, *until*, and *while*. • Very good formation and usage of present perfect with *since*, *for*, *already*, *yet*, and *still*. • Very good distinction between present perfect and simple past. • Very good use of present perfect progressive vs. present perfect with appropriate time expressions. • Very good use of gerunds as subjects and objects; very good use of infinitives after verbs and to express purpose. • Very good use of verbs that take either gerunds or infinitives. • Very good use of comparative and superlative adjectives and adverbs. • Very good use of *as…as*, *not as…as*, *more/less*, *most/least*, and other comparison structures.
B **89-80%**	• Good use of modals for advice; some minor errors with *ought to* or *had better*. • Good use of articles; mostly accurate, with occasional confusion in noun specificity. • Good understanding of the past progressive/simple past and time clauses, with some sequencing errors. • Good use of present perfect with time expressions; minor errors in verb tense. • Good distinction between present perfect and simple past. • Good understanding of gerunds and infinitives, with a few usage mistakes. • Good control of comparisons; may occasionally confuse forms (e.g. *more good* instead of *better*).
C **79-70%**	• Adequate use of advice modals, with some confusion in strength of meaning or form. • Adequate use of articles; frequent errors with *a/an/the*. • Adequate understanding of past progressive and time clause linking; errors affect clarity at times. • Adequate control of present perfect and its distinctions from past tense. • Limited but functional use of gerunds and infinitives. • Adequate but inconsistent comparison structures; overgeneralization of rules.
D **69-60%**	• Has difficulty using *should*, *ought to*, *had better* appropriately. • Frequent errors with article use; meaning often unclear. • Difficulty sequencing actions with past progressive/simple past or future time clauses. • Frequent errors with present perfect and related time expressions. • Difficulty distinguishing between gerunds and infinitives; often used interchangeably or incorrectly. • Comparison forms often incorrect; frequent structural errors with *as…as*, comparatives, and superlatives.
F **59-0%**	• Very poor or no use of modals of advice. • Cannot consistently use articles; meaning is often lost. • Cannot sequence past or future events correctly. • Very poor control of present perfect and other tenses. • Cannot use gerunds or infinitives correctly. • Cannot form or use comparative/superlative structures. • Little to no understanding of comparison phrases (*as…as*, *more than*, *the most*, etc.).

Grammar Proficiency Scale	
Letter Grade	**Level 4**
A **100-90%**	• Very good use of present and past perfect tenses in both affirmative and negative forms, with accurate sequencing of events. • Very good use of past perfect progressive with correct time relationships. • Very good control of future progressive, future perfect, and future perfect progressive forms. • Very good use of modals and phrasal modals to express advice, obligation, prohibition, degree of certainty, and hypothetical meaning. • Very good use of passive constructions in all tenses, including passive modals. • Very good formation of complex sentences using non-restrictive and restrictive relative clauses, noun clauses, adverb clauses, and punctuation (commas and semicolons). • Very good command of compound sentence structures using coordinating conjunctions, conjunctive adverbs, and sentence modifiers. • Very good control of all conditional sentence types (real, unreal, mixed, and past hypothetical). • Very good use of connectors and transitions to express time, cause/effect, purpose, contrast, and condition.
B **89-80%**	• Good use of present/past perfect and past perfect progressive; some minor sequencing errors. • Good formation of future verb tenses; may confuse perfect vs. progressive forms. • Good understanding of modals and passive voice, with occasional misuse. • Good control of complex sentence formation and punctuation; some inconsistency in usage. • Good use of conditional forms and connectors, though may rely on simpler structures.
C **79-70%**	• Adequate use of perfect and progressive tenses, with noticeable errors in form or sequence. • Adequate but inconsistent use of modals, passive, and conditionals. • Understands purpose of sentence structures but struggles with form or cohesion. • Comprehension of complex and compound structures is developing; frequent punctuation errors. • Conditional sentences are often grammatically correct but lack precision in meaning.
D **69-60%**	• Has difficulty forming or sequencing past and present perfect, and related progressives. • Struggles with future tenses and combining them meaningfully. • Limited use or incorrect choice of modals to express degrees of meaning. • Passive voice often incorrectly formed or misused. • Difficulty forming complex and compound sentences; punctuation often missing or incorrect. • Limited grasp of conditional forms and appropriate connectors.
F **59-0%**	• Very poor or no use of perfect or progressive tenses; sequencing of events unclear. • Cannot consistently form or distinguish between different modals. • Passive constructions frequently incorrect or not attempted. • Complex and compound sentence structures missing or incorrect. • Does not use conditionals or connectors appropriately; meaning is often lost. • Writing lacks cohesion and clarity due to persistent grammar errors.

Appendix C: Listening/Speaking Proficiency Scales

Letter Grade	Listening/Speaking Proficiency Scale Foundation
A 100-90%	**Listening** • Accurately identifies the setting and interpersonal relationships in all conversations using both linguistic and extralinguistic cues. • Consistently identifies topics, main ideas, and supporting details in both conversations and lectures. • Defines and uses all target vocabulary correctly in context. • Accurately completes visuals, clozes, or graphic organizers while listening to conversations or lectures. **Speaking** • Consistently asks and answers yes/no questions with accurate structure and clear elaboration. • Effectively uses new vocabulary in conversations with strong contextual accuracy. • Regularly asks for clarification in appropriate, polite forms that maintain the flow of interaction. **Presentation** • Topic is clearly stated and highly engaging. • Main points are fully developed, well-supported with facts and examples. • Clear and logical organization with excellent use of introduction, transitions, and conclusion. • Delivery is confident and expressive with excellent volume, body language, eye contact, and pacing. • Excellent use of descriptive language, level-appropriate grammar, and accurate pronunciation. • Visual aids are high quality, well integrated, and enhance the message. • Presentation fits perfectly within the 2–3 minute range.
B 89-80%	**Listening** • Generally identifies the setting and speaker relationships, using most relevant clues. • Accurately identifies main ideas and most supporting details in conversations and lectures. • Defines most target vocabulary correctly and uses it with few errors. • Fills in most visuals or clozes accurately with minor errors. **Speaking** • Asks and answers yes/no questions using mostly accurate structures and attempts elaboration. • Uses new vocabulary in conversation with good accuracy and minor errors. • Occasionally asks for clarification using understandable and mostly appropriate phrasing. **Presentation** • Topic is clearly stated and relevant. • Main points are generally developed and supported with examples. • Organization is clear with a recognizable structure, transitions, and conclusion. • Delivery shows good rapport with audience; eye contact and volume are mostly consistent. • Grammar, vocabulary, and pronunciation are mostly correct and do not interfere with meaning. • Visual aids support the message with small layout/content issues. • Presentation is within the 2–3 minute range.
C 79-70%	**Listening** • Sometimes identifies the setting or speaker relationships but may miss subtle cues. • Identifies the main idea and some details but misses key supporting information. • Defines some vocabulary correctly, but usage is inconsistent. • Fills in visuals or clozes with partial success; some information is missing or inaccurate. **Speaking** • Asks and answers yes/no questions with basic accuracy; elaboration is limited or unclear. • Uses target vocabulary, but with occasionally inappropriate or inaccurate use. • Sometimes attempts to ask for clarification, though phrasing may be unclear or ineffective. **Presentation** • Topic is stated, but may lack clarity or interest. • Main points are somewhat developed with minimal examples or support. • Organization is inconsistent; transitions and structure may be unclear to the listener. • Delivery is uneven; uses some eye contact and appropriate volume but shows hesitancy. • Grammar, vocabulary, and pronunciation include errors, but meaning is mostly understandable.

	• Visual aids are present but not always clearly connected to the presentation. • Presentation falls slightly under or over the time range.
D **69-60%**	**Listening** • Struggles to identify setting and speaker relationships even with support. • Rarely identifies main ideas or supporting details; understanding is often inaccurate. • Misuses or cannot define much of the target vocabulary. • Has difficulty completing visuals or clozes with correct information. **Speaking** • Frequently struggles to ask or answer yes/no questions accurately. • Uses vocabulary inappropriately or avoids using new vocabulary altogether. • Rarely asks for clarification or uses incorrect/incomplete phrasing when doing so. **Presentation** • Topic is unclear or inappropriate; lacks development or support. • Points are disorganized or unrelated; transitions are missing or ineffective. • Delivery is weak; little to no eye contact, poor volume, low enthusiasm. • Language use is inaccurate; frequent grammar and pronunciation errors interfere with meaning. • Visual aids are poor in quality or not relevant to the topic. • Presentation falls moderately outside of the time range.
F **59-0%**	**Listening** • Cannot determine the setting or speaker relationships. • Cannot identify main ideas or details in lectures or conversations. • Cannot define or use target vocabulary. • Cannot complete visuals, clozes, or charts based on listening. **Speaking** • Does not ask or answer questions appropriately. • Does not attempt or use new vocabulary. • Does not attempt to ask for clarification. **Presentation** • No clear topic; lacks structure or organization. • No development or support of ideas. • Poor or no delivery skills; reads entirely from notes, shows no engagement. • Grammar, vocabulary, and pronunciation errors make the speech incomprehensible. • No visual aids are used. • Presentation is far too short or too long, or not completed at all.

Letter Grade	Listening/Speaking Proficiency Scale Level 1
A 100-90%	**Listening** • Accurately identifies settings, relationships, and speaker intentions. • Clearly identifies main ideas, supporting details, and purpose in both conversations and lectures. • Correctly interprets speaker attitude and point of view. • Accurately defines and uses all target vocabulary. • Takes well-organized, clear linear notes with annotations. • Effectively uses strategies such as inference, prediction, and discourse marker recognition. **Speaking** • Asks and answers yes/no and wh- questions with elaboration. • Consistently uses communication repair techniques. • Uses new vocabulary accurately and appropriately. • Maintains conversation and uses verbal cues to confirm understanding. • Gives and follows directions clearly; tells stories and describes locations effectively. **Presentation** • Interesting and clearly stated main topic. • Main points are well developed with strong examples. • Introduction, transitions, and conclusion are clearly structured. • Smooth delivery with excellent volume, pacing, eye contact, and body language. • Vocabulary, grammar, and pronunciation are highly accurate. • High-quality visual aids strongly support ideas. • Falls within 3–5 minute time frame. • Skillful, minimal use of notes.
B 89-80%	**Listening** • Identifies most settings, relationships, and speaker intentions. • Understands most main ideas and details. • Interprets speaker attitude with minor errors. • Defines most vocabulary accurately. • Notes are mostly complete and well-organized. • Uses listening strategies effectively with some support. **Speaking** • Asks and answers most yes/no and wh- questions correctly. • Uses repair techniques appropriately with minor lapses. • Vocabulary use is generally accurate. • Maintains conversations with few breakdowns. • Can give/follow directions and tell stories with small errors. **Presentation** • Clear and appropriate main topic. • Main points are generally well supported. • Introduction and conclusion are mostly clear. • Delivery is confident with good volume and eye contact. • Grammar and pronunciation are mostly accurate. • Visual aids are appropriate with small layout/content issues. • Time falls within range. • Good use of notes with minimal reading.

C **79-70%**	**Listening** • Identifies basic settings and general speaker purpose. • Understands some key ideas and details. • Interpretation of speaker intent is sometimes unclear. • Vocabulary usage is inconsistent. • Note-taking is basic and may lack organization. • Listening strategies are used inconsistently. **Speaking** • Can ask/answer basic yes/no and wh- questions. • Uses some repair techniques with limited effectiveness. • Vocabulary is sometimes used correctly. • Conversation skills are emerging. • Can give directions and tell stories with clarity gaps. **Presentation** • Topic is present but may lack clarity or depth. • Main points are loosely developed with limited examples. • Some structure, but weak transitions. • Uneven delivery; volume or posture may be inconsistent. • Errors in grammar and pronunciation may cause minor comprehension issues. • Visual aids included but may be unclear or underdeveloped. • Slightly under/over time. • Notes used but sometimes over-relied on.
D **69-60%**	**Listening** • Has difficulty identifying setting and speaker intentions. • Misses key points and has trouble with comprehension. • Vocabulary is often misused or avoided. • Notes are incomplete or confusing. • Rarely uses effective listening strategies. **Speaking** • Struggles with question formation and responses. • Communication repair is mostly ineffective. • Vocabulary use is limited or inaccurate. • Conversation lacks fluency and engagement. • Difficulty giving directions or telling stories clearly. **Presentation** • Topic unclear or off-level. • Main points weak or missing support. • Structure is confusing or missing parts. • Delivery lacks clarity, eye contact, or engagement. • Frequent grammar and pronunciation errors hinder understanding. • Visual aids are poor or unrelated. • Significantly over/under time. • Reads from notes or shows little preparation.
F **59-0%**	**Listening** • Cannot identify setting, topic, or speaker intent. • Cannot define or use target vocabulary. • Notes are missing or unrelated. • Does not demonstrate listening strategy use. **Speaking** • Does not ask/answer questions appropriately. • Fails to use repair or confirm understanding. • Uses vocabulary incorrectly or not at all. • Cannot maintain conversation or convey basic ideas.

	• Directions/stories are incomplete or unintelligible. **Presentation** • No clear topic or structure. • Main points are absent or unrelated. • Introduction/conclusion missing. • Speech is hard to follow or not delivered. • Severe language issues prevent understanding. • No visual aids. • Not within time frame. • Reads entirely or does not present.

Letter Grade	Listening/Speaking Proficiency Scale Level 2
A 100-90%	**Listening** • Accurately identifies the setting, speaker relationships, speaker purpose, and attitude. • Consistently identifies main ideas, supporting details, and rhetorical structures in both conversations and lectures. • Makes accurate and insightful predictions and inferences. • Fully understands discourse markers and speaker point of view. • Uses all target vocabulary correctly in definition and usage tasks. • Takes well-organized outline-form notes using abbreviations and annotations. • Effectively reviews and uses notes for tasks after listening. **Speaking** • Accurately forms and responds to yes/no and wh- questions with elaboration. • Uses communication repair techniques effectively. • Consistently applies target vocabulary accurately. • Maintains conversation, confirms understanding, and gives/follows directions clearly. • Effectively describes locations, tells stories, and gives instructions using correct sequence markers. **Presentation** • Compelling, clearly stated topic announcing two subjects being compared/contrasted. • Three well-developed, relevant main points with ample and accurate supporting details. • Strong introduction and conclusion using effective strategies. • Consistently logical compare/contrast structure with even balance. • Clear transitions aid listener comprehension. • Delivery includes strong eye contact, volume, posture, and enthusiasm. • Accurate grammar, academic vocabulary, and intelligible pronunciation. • High-quality, effective visual aids. • Adheres to 5–7 minute time frame. • Uses notes effectively as a speaking aid.
B 89-80%	**Listening** • Correctly identifies most settings, speaker attitudes, and speaker purpose. • Identifies most main ideas, details, and rhetorical structures. • Makes mostly accurate predictions and inferences. • Uses most target vocabulary correctly. • Notes are generally complete and organized with some use of abbreviations. • Can use notes to complete tasks or review with minimal support. **Speaking** • Asks and responds to yes/no and wh- questions accurately, with some elaboration. • Uses most repair strategies effectively. • Vocabulary use is appropriate with minor errors. • Maintains conversation and gives/follows directions with minimal difficulty. • Generally clear in describing locations and sequencing events. **Presentation** • Clearly stated topic announcing comparison/contrast. • Three generally well-developed points with appropriate support. • Clear structure with effective introduction and conclusion. • Logical organization and mostly balanced coverage. • Transitions generally help the listener follow. • Good delivery with minor lapses in volume or eye contact. • Mostly accurate grammar and vocabulary. • Visual aids support the message with small issues. • Within time range. • Mostly effective note usage.

C **79-70%**	**Listening** • Identifies setting and speaker relationships with occasional errors. • Identifies some main ideas and details in conversation and lecture. • Predictions and inferences are basic and sometimes inaccurate. • Vocabulary usage is inconsistent but partially correct. • Note-taking shows basic organization with minimal use of abbreviations. • Needs guidance to apply notes to post-listening tasks. **Speaking** • Able to form basic yes/no and wh- questions and responses. • Uses repair strategies with limited effectiveness. • Vocabulary occasionally inaccurate or imprecise. • Has difficulty maintaining conversation without prompts. • Descriptions and stories may lack clarity or structure. **Presentation** • Topic is present and mentions two items to be compared, though clarity may be lacking. • Three points are somewhat developed with limited examples. • Some organizational elements present but may require listener effort. • Organization may be uneven with a slightly imbalanced comparison. • Transitions are used inconsistently. • Basic delivery with lapses in posture, volume, or eye contact. • Grammar and vocabulary show some errors, though comprehension is generally possible. • Visual aids support the speech but may contain layout/content problems. • Slightly over/under time limit. • Notes are used but sometimes overly relied on.
D **69-60%**	**Listening** • Frequently struggles to identify setting, purpose, or relationships. • Main ideas and supporting details often missed or misunderstood. • Inferences and predictions are mostly inaccurate. • Vocabulary errors are frequent. • Notes are incomplete or disorganized with little strategy. • Cannot apply notes to post-listening tasks without significant help. **Speaking** • Difficulty forming or responding to questions. • Repair strategies are used ineffectively or infrequently. • Vocabulary is often incorrect or inappropriate. • Conversations break down frequently. • Gives incomplete or confusing descriptions, stories, or directions. **Presentation** • Topic is unclear or only vaguely announces two subjects. • Only one main point may be relevant or clear. • Weak supporting details with minimal examples. • Lacks clear structure; introduction and conclusion are missing or unclear. • Imbalance between subjects; logic is difficult to follow. • Transitions are poorly used or absent. • Poor delivery with little audience engagement. • Frequent grammar and vocabulary errors hinder clarity. • Visual aids are unclear or distract from presentation. • Moderately under/over time. • Reads from notes or lacks preparation.

F **59-0%**	**Listening** • Cannot identify setting, speaker's purpose, or main ideas. • Unable to define or use vocabulary. • Makes no or incorrect inferences. • Notes are largely missing or irrelevant. • Fails to complete post-listening tasks. **Speaking** • Cannot ask or answer questions. • Does not use repair strategies. • Vocabulary is incorrect or absent. • Cannot participate in conversation or give directions/story. • Responses are incomplete or incomprehensible. **Presentation** • No clearly stated topic or subject comparison. • No relevant points or supporting examples. • No clear structure or organization. • Delivery is inaudible, monotone, or unengaged. • Grammar and vocabulary errors prevent understanding. • No usable visual aids. • Significantly over/under time. • Fully reads notes or fails to deliver the presentation.

Letter Grade	Listening/Speaking Proficiency Scale Level 3
A 100-90%	**Listening** • Accurately identifies setting, topic, speaker relationships, speaker intention, and attitude. • Accurately identifies topic, main ideas, supporting details, and rhetorical structure in conversations and lectures. • Makes accurate, well-supported inferences and predictions. • Fully understands discourse markers and speaker point of view. • Correctly defines and uses all target vocabulary. • Accurately summarizes key points in both oral and written tasks. • Notes are thorough, well-organized, and use symbols and abbreviations effectively. • Applies notes effectively to complete oral/written follow-up tasks. **Speaking** • Consistently participates in group and whole-class discussions with initiative. • Always chooses appropriate register for the situation. • Uses culturally appropriate expressions for apologies, requests, compliments, small talk, and invitations. • Accurately paraphrases and rephrases to clarify or check understanding. • Navigates conversations using polite expressions, confirming vocabulary when unsure. • Summarizes readings and group work clearly and effectively using formal expressions. **Presentation** • Compelling, clearly stated topic with three well-developed main points. • Excellent supporting details and outside source references. • Effective introduction and conclusion strategies. • Strong sequencing and logical structure with seamless transitions. • Delivered with excellent rapport, consistent eye contact, and clear volume. • Speech flows smoothly and adheres to 7–10 minute time frame. • Consistent academic register and accurate, varied grammar. • Clear, intelligible pronunciation. • High-quality, well-integrated visual aids. • Uses notes effectively as a speaking aid.
B 89-80%	**Listening** • Correctly identifies most settings, topics, and speaker relationships. • Correctly identifies most main ideas, supporting details, and speaker attitudes. • Makes mostly accurate inferences and predictions. • Correctly defines most target vocabulary. • Summaries are clear and accurate with minor omissions. • Notes are organized with some use of abbreviations. • Can apply notes with minimal support. **Speaking** • Contributes to group and class discussions regularly. • Mostly appropriate register choices. • Uses most culturally appropriate expressions correctly. • Occasionally rephrases or checks understanding. • Accurately summarizes group work and article content. • Some minor grammatical or register errors. **Presentation** • Clearly stated topic with three generally well-developed points. • Supporting details and one referenced source mostly appropriate. • Introduction and conclusion are present and mostly effective. • Logical organization with transitions that guide listeners. • Good delivery with occasional lapses in engagement or fluency. • Stays within time limits. • Mostly accurate grammar and academic vocabulary. • Visual aids support content with minor issues. • Effective use of notes with limited reading.

C **79-70%**	**Listening** • Identifies setting and topic with some accuracy. • Recognizes some main ideas and supporting details. • Makes basic inferences with occasional errors. • Defines some target vocabulary correctly. • Summaries show basic understanding but may lack detail. • Notes are basic or incomplete but show effort at organization. • Needs guidance to apply notes to tasks. **Speaking** • Participates in discussions with prompting. • Attempts register shifts, though inconsistently. • Uses key expressions with occasional errors or limited range. • Can clarify or paraphrase with support. • Gives basic summaries of group work and readings. • Grammar and vocabulary show some issues, but communication is possible. **Presentation** • Topic is stated but may lack clarity or engagement. • Three points are present but underdeveloped. • Limited or partially relevant supporting evidence. • Basic organization with some confusion in structure. • Some transitions used. • Delivery is understandable but lacks energy or clarity. • Mostly intelligible pronunciation and somewhat varied grammar. • Visual aids are basic and may include layout/content issues. • Slightly under or over time limit. • Notes are read from occasionally.
D **69-60%**	**Listening** • Struggles to identify setting, speaker relationships, or main ideas. • Often misinterprets vocabulary or speaker intent. • Predictions and inferences are mostly inaccurate. • Notes are minimal or disorganized. • Summaries are vague, incomplete, or unclear. • Cannot apply notes effectively without heavy support. **Speaking** • Participates infrequently or only with heavy prompting. • Registers and expressions used inappropriately or incorrectly. • Rarely checks for understanding or clarifies meaning. • Summaries are unclear or lack required elements. • Frequent grammar errors impede communication. **Presentation** • Topic is vague or difficult to identify. • Only one relevant point present. • Weak or unsupported ideas with minimal evidence. • Disorganized or illogical structure. • Few or ineffective transitions. • Poor delivery—low volume, limited eye contact, or monotone. • Major grammar or pronunciation issues. • Visual aids distract or are poorly executed. • Falls significantly outside the time range. • Notes are read extensively.

F **59-0%**	**Listening** • Fails to identify most conversational elements. • Inferences and comprehension are inaccurate or missing. • Vocabulary is largely misunderstood. • Summaries are missing or irrelevant. • No effective notes or post-listening application. **Speaking** • Rarely participates. • No control of register or communicative expressions. • Unable to clarify or confirm understanding. • Unable to summarize content clearly. • Grammar and vocabulary errors severely impact communication. **Presentation** • No clear topic or supporting points. • No logical organization or supporting evidence. • Disconnected, hesitant, or unintelligible speech. • Consistently incorrect grammar and vocabulary. • Visual aids absent or inappropriate. • Falls far outside time frame. • Relies completely on reading from notes or fails to present.

Letter Grade	Listening/Speaking Proficiency Scale Level 4
A 100-90%	**Listening** • Accurately identifies setting, topic, speaker relationships, speaker intention, and attitude. • Correctly summarizes conversations and lectures orally or in writing. • Consistently identifies main ideas, supporting details, and rhetorical structure. • Makes well-supported inferences and predictions. • Fully understands speaker's point of view, tone, and purpose. • Demonstrates mastery of target vocabulary. • Produces well-organized, complete notes using appropriate abbreviations and structure. • Applies listening comprehension and notes effectively to post-listening tasks. **Speaking** • Appropriately switches between formal/informal register across contexts. • Uses idiomatic and precise language to convey shades of meaning. • Manages group discussions with initiative, including offering, affirming, and expanding ideas. • Handles interruption, turn-taking, and floor-holding naturally. • Describes objects and concepts clearly and substitutes words pragmatically when needed. • Navigates complaints, office hour meetings, and negotiations fluently and with cultural appropriacy. **Speech (Presentation)** • Compelling, clearly stated position with 2–3 well-developed arguments. • Includes ample, correctly cited evidence from 2 credible sources. • Clearly addresses and refutes a counterargument. • Strong introduction and conclusion; excellent logical structure. • Smooth transitions guide listener understanding. • Delivery is confident, well-paced, and engaging. • Speech adheres to the 9–12 minute time frame. • Consistent use of academic register, accurate grammar, and clear pronunciation. • High-quality visual aids enhance the message. • Notes are used effectively, not read from.
B 89-80%	**Listening** • Accurately identifies most key points and speaker attitudes. • Summarizes content with minor omissions or minor inaccuracies. • Makes mostly accurate predictions and inferences. • Understands rhetorical structure and discourse markers. • Uses most target vocabulary correctly. • Notes are generally organized and sufficiently detailed. **Speaking** • Appropriately uses register and idiomatic expressions with minor issues. • Participates actively in group discussions and manages turn-taking. • Able to interrupt politely and regain the floor. • Describes concepts with clarity and flexibility. • Handles cultural discussion topics appropriately with some guidance. **Presentation** • Clear position statement with 2–3 well-developed arguments. • Supporting evidence is mostly accurate and cited from 2 sources. • Counterargument is acknowledged and reasonably refuted. • Mostly logical structure with generally effective transitions. • Delivery is engaging, with occasional lapses in volume or eye contact. • Stays within time limits. • Mostly accurate grammar and consistent academic register. • Visual aids are effective with minor flaws. • Uses notes appropriately with occasional reading.

C **79-70%**	**Listening** • Identifies setting, topic, and some speaker attitudes. • Summaries are present but may lack clarity or depth. • Predictions and inferences are partially accurate. • Understands basic rhetorical structure and vocabulary. • Notes are basic or inconsistently organized. **Speaking** • Contributes to group work when prompted. • Attempts register shifts but inconsistently. • Handles interruptions or turn-taking with support. • Descriptions are somewhat clear but may lack depth. • Can complete complaint or negotiation role-plays with guidance. **Presentation** • Position is stated but may lack clarity. • 2–3 arguments are present but underdeveloped. • Some supporting evidence, but citations may be missing or unclear. • Counterargument is present but weak. • Structure is somewhat logical, though transitions may be inconsistent. • Delivery is understandable but lacks confidence or consistency. • Slightly over/under time. • Grammar, pronunciation, or academic register may have noticeable errors. • Visual aids are present but basic. • Notes are read from occasionally.
D **69-60%**	**Listening** • Struggles to identify speaker intent, rhetorical structure, or key points. • Summaries are vague or missing important ideas. • Predictions and inferences are frequently inaccurate. • Limited vocabulary recognition and incorrect note structure. • Notes are incomplete or disorganized. **Speaking** • Minimal participation in group tasks. • Inconsistent or inappropriate register use. • Struggles with interruption or turn-taking. • Descriptions lack clarity or are overly general. • Difficulty managing pragmatic language in cultural contexts. **Presentation** • Vague or implied position statement. • Only one relevant argument or weak supporting evidence. • Lacks clear counterargument. • Disorganized structure with unclear transitions. • Delivery is flat or difficult to follow. • Over or under time limits. • Frequent grammar or pronunciation errors. • Visual aids are ineffective or distracting. • Notes are read from excessively.
F **59-0%**	**Listening** • Fails to demonstrate comprehension of key elements. • Cannot summarize content accurately. • Inferences and vocabulary use are mostly incorrect. • Notes are absent or show little effort. • No meaningful application of listening tasks. **Speaking** • Does not participate meaningfully. • No control of register or cultural norms. • Communication frequently breaks down.

	• Cannot manage group conversation tasks. **Presentation** • No clear position or arguments. • No evidence or incorrect/inappropriate sources. • No logical organization or transitions. • Poor or unintelligible delivery. • Severely outside time parameters. • No academic register or accurate grammar. • Visual aids are missing or irrelevant. • Presentation is read entirely or not delivered.

Letter Grade	Listening/Speaking Proficiency Scale Level 5
A 100-90%	**Listening** • Accurately identifies setting, topic, interpersonal dynamics, and speaker intentions. • Effectively summarizes conversations and lectures with precision and detail. • Consistently identifies main ideas, supporting details, and rhetorical structures. • Accurately interprets speaker attitudes and extralinguistic signals. • Makes insightful inferences, predictions, and hypotheses and revises them appropriately. • Demonstrates mastery of advanced-level vocabulary. • Takes well-organized notes using clear formats, symbols, and annotations. • Applies notes effectively to support written/oral tasks and exam preparation. **Speaking** • Consistently uses appropriate idiomatic expressions and academic vocabulary. • Initiates and maintains discussion topics and shifts with ease. • Effectively leads group discussions and encourages peer contributions. • Appropriately interrupts, redirects, and maintains floor during discussion. • Demonstrates pragmatic awareness in managing tone, register, and indirect language. • Uses complaints, small talk, and cultural expressions to build rapport. **Presentation** • Clearly articulated, compelling position with 3 or more well-developed main points. • Integrates accurate, properly cited evidence from 4 credible sources. • Includes a strong counterargument and effective refutation. • Strong introduction and conclusion with clear logical sequencing and transitions. • Speech is well-paced, confident, and adheres to 15–20 minute time frame. • Demonstrates academic register, advanced grammar accuracy, and excellent pronunciation. • Visual aids are high quality and enhance message clarity. • Uses note cards and presentation technology effectively; invites audience questions.
B 89-80%	**Listening** • Correctly identifies most key elements of conversations and lectures. • Summarizes content with minor omissions or imprecision. • Makes mostly accurate inferences and predictions. • Understands rhetorical structures and discourse markers. • Uses most target vocabulary correctly. • Notes are mostly organized and adequately detailed. **Speaking** • Participates actively in group discussions with appropriate language. • Uses idiomatic and academic expressions with minor errors. • Manages conversation flow and interruptions with competence. • Demonstrates general understanding of formality and indirectness in complaints or rapport-building. **Presentation** • Clear, persuasive position with 3 well-supported arguments. • Uses correctly cited evidence from 4 appropriate sources. • Includes counterargument and refutation, though slightly underdeveloped. • Logical structure and transitions are mostly effective. • Delivery is confident with some inconsistencies in volume or pacing. • Time frame is met. • Mostly accurate grammar and pronunciation. • Visual aids are effective, with minor issues. • Notes used effectively, with some reading.

C **79-70%**	**Listening** • Identifies general setting and main ideas, with some difficulty recognizing supporting details or attitudes. • Summaries are present but may be vague or lacking depth. • Predictions and inferences are partially accurate or inconsistently supported. • Vocabulary use is basic but mostly appropriate. • Notes are incomplete or inconsistently organized. **Speaking** • Participates in group work when prompted. • Attempts to use academic vocabulary and idioms with mixed success. • Needs support managing conversation transitions or pragmatic situations. • Complaints or cultural expressions may seem formulaic or awkward. **Presentation** • Position is stated, though lacks strength or clarity. • 3 arguments are present but not fully developed or supported. • Evidence is included but may be inadequately cited. • Counterargument is present but weak. • Structure and transitions are inconsistent. • Delivery is uneven, with lapses in engagement or clarity. • Slightly under or over the 15–20 minute time frame. • Pronunciation and grammar are generally intelligible. • Visual aids are present but basic or inconsistently aligned with message. • Notes are read from at times.
D **69-60%**	**Listening** • Recognizes only basic content; fails to identify speaker intention or rhetorical structures. • Summaries lack accuracy and coherence. • Inferences and predictions are often incorrect. • Vocabulary is limited or misused. • Notes are poorly organized or incomplete. **Speaking** • Infrequent or unclear contributions during group discussions. • Register is inconsistent or inappropriate for context. • Cannot manage interruptions or flow. • Cultural expressions and small talk attempts may feel unnatural or ineffective. **Presentation** • Position is implied but unclear. • Arguments are weak or mostly irrelevant. • Minimal or inaccurate use of outside sources. • Counterargument is absent. • Structure is unclear and transitions are ineffective. • Delivery is flat, with frequent hesitation. • Speech falls significantly outside time limit. • Errors in grammar and pronunciation interfere with meaning. • Visual aids are ineffective or confusing. • Notes are heavily read.
F **59-0%**	**Listening** • Demonstrates little comprehension of conversations or lectures. • Unable to summarize or identify key ideas. • Inferences and vocabulary are mostly inaccurate. • Notes are largely absent or ineffective. • No evidence of strategic listening or application to tasks. **Speaking** • Rarely contributes to group discussions. • Communication breaks down frequently. • Cannot manage discussion or use appropriate expressions.

	• Register and pragmatics are inappropriate or not used. **Presentation** • No identifiable position or arguments. • Lacks supporting evidence or citations. • Presentation is disorganized or incomplete. • Delivery is inaudible or incoherent. • Speech is severely under/over time. • Grammar and pronunciation issues severely hinder comprehension. • No visual aids or aids detract from message. • Presentation is read completely or not delivered.

Letter Grade	Listening/Speaking Proficiency Scale Level 6
A 100-90%	**Listening** • Accurately identifies and summarizes main ideas, supporting details, speaker viewpoints, and rhetorical structures in lectures. • Skillfully synthesizes information from multiple sources and explains their relationships. • Makes accurate, well-supported inferences, hypotheses, and predictions, updating them as new information arises. • Uses discourse markers and extralinguistic cues effectively. • Demonstrates mastery of target vocabulary in context. • Takes comprehensive, well-organized notes using appropriate formats (e.g., Cornell, T-chart) and annotation strategies. • Applies notes to oral and written tasks and exam preparation with insight. **Speaking** • Actively leads and sustains academic discussions with smooth transitions and clear topic shifts. • Uses a wide range of turn-taking strategies, elaborates responses, and invites peer contributions. • Demonstrates fluency in summarizing complex articles and lectures with appropriate reporting phrases. • Uses idiomatic and academic expressions naturally in context. • Maintains a strong formal and informal register as required. **Presentation** • Clearly defined, compelling position with 3+ fully developed arguments. • Integrates ample, accurately cited evidence from 5+ credible sources using APA/MLA format. • Includes strong counterarguments with thoughtful refutations. • Well-organized structure with strong introduction, body, and conclusion. • Seamless transitions and logical sequencing. • Delivery demonstrates confidence, strong audience rapport, and effective visual aids. • Adheres strictly to 17–22 minute timeframe. • Speech is fluent, accurate, and consistently uses academic register and vocabulary. • Visual aids enhance understanding and are well-integrated.
B 89-80%	**Listening** • Accurately identifies most key ideas, rhetorical structure, and speaker's perspective. • Makes reasonable inferences and predictions, with some room for improvement. • Synthesizes information across sources with minor inconsistencies. • Mostly effective notetaking with appropriate structure and detail. • Uses and understands target vocabulary with few errors. **Speaking** • Leads and participates in group discussions using appropriate expressions and strategies. • Occasionally needs prompting to shift topics or refocus group. • Summarizes articles and lectures with appropriate academic vocabulary and some minor lapses. • Demonstrates appropriate informal/formal register. **Presentation** • Clearly stated position with 3 or more generally well-developed points. • Uses correctly cited evidence from 5 appropriate sources. • Refutation is present but may lack depth. • Structure and transitions are generally effective. • Delivery shows preparation and rapport, with minor inconsistencies. • Meets the 17–22 minute requirement. • Grammar and pronunciation are mostly accurate. • Visual aids are relevant and effective with minor layout issues.

C **79-70%**	**Listening** • Identifies general topics and main ideas; details may be missing or misinterpreted. • Makes basic inferences and connections between sources, with errors. • Demonstrates limited synthesis across sources. • Vocabulary and discourse marker recognition are inconsistent. • Notes are somewhat organized but lack completeness or clarity. **Speaking** • Participates in discussions with simple contributions. • Uses some turn-taking expressions but struggles to manage flow. • Summarizes key ideas, but may confuse paraphrasing and personal response. • Registers (formal/informal) sometimes misapplied. **Presentation** • Stated position with 3 arguments, though not consistently developed. • Uses supporting evidence from 5 sources but may lack citations or clarity. • Counterargument present but weak. • Structure is basic and transitions may be unclear. • Delivery is mixed; rapport with audience is uneven. • Slightly over or under time limit. • Grammar and pronunciation are understandable with errors. • Visual aids support content but may be underdeveloped.
D **69-60%**	**Listening** • Recognizes only some main ideas and speaker viewpoints. • Inferences and synthesis attempts are inaccurate or unclear. • Vocabulary use is limited; misunderstanding of discourse markers. • Notes are disorganized or incomplete. • Summary and analysis skills are underdeveloped. **Speaking** • Rarely leads or sustains discussions. • Limited use of academic language. • Summaries are vague, and reporting phrases are missing. • Struggles with register and participation. **Presentation** • Unclear or implied position; arguments lack relevance or development. • Uses limited or uncredited sources. • Weak structure and unclear sequencing. • Delivery lacks confidence or clarity. • Falls outside time window. • Frequent grammar and pronunciation issues. • Visual aids are unclear or distracting.
F **59-0%**	**Listening** • Fails to identify main ideas, structure, or speaker perspective. • Lacks ability to make inferences or synthesize across sources. • Vocabulary is frequently misunderstood or misused. • Notes are absent or irrelevant. • Cannot summarize or explain key points. **Speaking** • Minimal to no contribution in discussions. • No effective use of academic vocabulary or strategies. • Cannot summarize or reference content accurately. • Communication consistently breaks down. **Presentation** • No clear position or argument.

	• Lacks organization and logical flow. • No usable or cited sources. • Speech is disorganized, inaudible, or overly short/long. • Grammar and pronunciation severely hinder communication. • Visual aids are absent or detrimental.

Appendix D: Reading/Writing/Vocabulary Table of Curriculum Components*

*These tables of curriculum elements are updated every academic year. They are subject to change.

For the most current curriculum, see the most current course syllabi.

Level Foundation

Writing Course Goal: **Students at this level will learn to write a series of sentences about a single topic.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Write a series of sentences in 45 minutes that focuses on one topic with accurate use of simple sentences.	• Writing simple sentences that begin with a capital letter and end with a period. • Writing simple sentences that begin with a capital letter and end with a period. • Editing your writing so that Foundation level grammar points are used correctly. • Writing sentences using target/level appropriate vocabulary. • Using proper formatting for handwritten writing.	Final Exam Timed Writings Homework

Reading Course Goal: **Students at this level will learn to read and comprehend articles adapted for low-beginning English learners.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify main ideas in a ~200 word article adapted for low-beginning English learners	Finding the main idea in a reading.	Homework/Classwork Quizzes/Exams Final Exam
Identify details in a ~200 word article adapted for low-beginning English learners	Scanning paragraphs for specific information.	

Identify the source, publication date, author and title of an article.	Identifying the source, publication date, author and title of an article.	
Predict the topic of an article accurately based on the title and pictures.	Predicting the topic of an article based on the title and pictures.	

Vocabulary Course Goal: **Students at this level will learn to identify and study vocabulary words selected from the 1st sublist of the General Service List and apply level-appropriate vocabulary building strategies to study target vocabulary.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will:*	**Assessment** *Throughout the semester, students will be assessed through:*
Match vocabulary words with their correct definitions. • Spell target words correctly.	Study the form and meaning of words (15-18 words per week selected by your instructor) from the 1st sublist of the General Service List.	Homework Classwork Quizzes
Use flashcards to study the form, translation, and meaning of target vocabulary.	Create and use flashcards to study the form, translation, and meaning of target vocabulary.	

Level 1

Writing Course Goal: **Students at this level will learn to write a meaningful paragraph with 8-10 sentences.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Write a meaningful paragraph in 40 minutes with a topic sentence, 6 to 8 supporting sentences, and a concluding thought.	• Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding thought. • Drafting topic sentences that address the topic/prompt. • Drafting concluding thoughts to end paragraphs. • Identifying and using simple and compound sentence structures correctly.	Final Exam Timed Writings Homework

	• Editing your writing so that level 1 grammar points are used correctly. • Using target/level-appropriate vocabulary correctly in writing. • Using proper formatting for handwritten and typed writing.	
Organize and develop paragraphs using descriptive or expository rhetorical style.	• Identifying and drafting appropriate topic sentences for descriptive or expository paragraphs. • Drafting supporting sentences related to topic sentences. • Drafting concluding thoughts to end paragraphs.	Timed Writings Homework Final Exam
Organize and develop paragraphs using process rhetorical style.	• Identifying and drafting appropriate topic sentences for process paragraphs • Drafting supporting sentences related to topic sentences. • Drafting concluding thoughts to end paragraphs.	Timed Writings Homework
Include both simple and compound sentences in writing.	• Form compound sentences using the coordinating conjunctions *and, but*, and *so*.	Homework Timed Writings Final Exam

Reading Course Goal:
Students at this level will learn to read and comprehend articles adapted for beginning English learners.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify main ideas in a ~300 word article adapted for beginning English learners.	Finding the main idea in a reading.	Homework/Classwork Quizzes/Exams Final Exam
Identify details in a ~300 word article adapted for beginning English learners.	Scanning paragraphs for specific information.	
Identify the source, publication date, author, and title of an article.	Identifying the source, publication date, author and title of an article.	

Identify author's purpose and audience in a ~300 word article adapted for beginning English learners.	Predicting the topic of an article based on the title and pictures.	
Predict content (based on title, captions, and pictures?).	Predicting content based on the title, captions and pictures of an article.	
Use contextual clues to accurately guess the part of speech of unknown words.	Using grammar and surrounding context as clues to guess the part of speech of unknown words.	

Vocabulary Course Goal: **Students at this level will learn to identify and study vocabulary words selected from the 2nd sublist of the General Service List and apply level-appropriate vocabulary building strategies to study target vocabulary.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will:*	**Assessment** *Throughout the semester, students will be assessed through:*
Match vocabulary words with their correct definitions. • Spell target words correctly.	Study the form and meaning of words (15-18 words per week selected by your instructor) from the 2nd sublist of the General Service List.	Homework Classwork Quizzes
Use a vocabulary notebook to study the form, translation, and meaning of target vocabulary.	Create and use a vocabulary notebook to record and study the form, translation, and meaning of target vocabulary.	
Match the correct dictionary definition of a word to an example sentence.	Use a dictionary to look up multiple meanings of a word. Practice choosing the correct meaning of a word for a particular context.	
Identify words with (target affixes) and their parts of speech (e.g. Complete a chart	Study the form and meaning of the following affixes: • -er (a person that does a job or action, e.g. teacher) • -ly (in a (specified) way) forms adverbs form adjectives, e.g. sadly, slowly)	

Level 2

Writing Course Goal: **Students at this level will learn to write a meaningful paragraph with at least 10 sentences.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Write a meaningful paragraph in 30 minutes with a topic sentence, at least 8 supporting sentences, and a concluding sentence.	• Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding sentence. • Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding sentence. • Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding sentence. • Drafting concluding sentences to end paragraphs. • Ordering sentences and using transition signals to create coherent paragraphs. • Identifying and using simple and compound sentence structures correctly. • Editing your writing so that level 2 grammar points are used correctly. • Using target/level-appropriate vocabulary correctly in writing. • Using proper formatting for handwritten and typed writing.	nal Exam med Writings omework
Organize and develop paragraphs using descriptive/expository, process, and compare/contrast rhetorical style.	• Identifying and drafting topic, supporting, and concluding sentences appropriate for descriptive or expository, process, and compare/contrast rhetorical styles. • Drafting appropriate transition signals within paragraphs.	Timed Writing Homework Final Exam

Reading Course Goal: **Students at this level will learn to read and comprehend articles adapted for high-beginning English learners.**

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify main ideas in a ~600 word article adapted for high beginning English learners	Predicting content from surveying sub-headings, pictures, graphs, and/or tables. Skim for main ideas. Practice skimming to find main ideas.	Homework/Classwork Quizzes/Exams Final Exam
Identify details in a ~600 word article adapted for high beginning English learners.	Scanning paragraphs and graphics of text for specific and general information.	
Identify the author's purpose and audience accurately.	Identifying the author's purpose and audience.	
Make accurate inferences based on information in the text.	Making inferences based on information in the text.	
Use grammar and contextual clues to accurately guess the part of speech and meaning of unknown words.	• Using grammar and surrounding context as clues to guess the part of speech of unknown words. • Using the surrounding context as clues to guess the meaning of an unknown word.	
Write a summary of a ~600 word article adapted for high beginning English learners.	• Including a topic sentence that states source information and a topic and/or main idea • Distinguishing main ideas from supporting details. • Paraphrasing information in a text.	

Vocabulary Course Goal: **Students at this level will learn to identify and study vocabulary words selected from the 3rd sublist of the General Service List. Apply level-appropriate vocabulary building strategies to study target vocabulary.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will:*	**Assessment** *Throughout the semester, students will be assessed through:*

Match vocabulary words with their correct definitions. • Spell target words correctly.	Study the form, meaning, part of speech, and related word family members of words (15-18 words per week selected by your instructor) from the 3rd sublist of the General Service List.	Homework Classwork Quizzes
Use a vocabulary notebook to study the form, meaning, part of speech, and related word family members of target vocabulary.	Create and use a vocabulary notebook to record and study the form, meaning, part of speech, and related word family members of target vocabulary.	
Match the word family member of a target word to its part of speech (e.g. Complete a chart.)	Use a dictionary to look up related word family members of a word.	
Identify words with (target affixes) and their parts of speech (e.g. Complete a chart.).	Study the form and meaning of the following affixes: • -y (changes noun to adj., e.g. muddy, dirty) • -ness (changes adj. To noun, e.g. quality; friendliness, goodness, sickness) • -th (used in writing numbers after 3, e.g. fourth, fifth) • un- (not, opposite, e.g. unhappy, unfold, uncover) • -an (someone or something from; e.g. American • -ese (someone or something from; e.g. Chinese, Japanese) • -i (someone or something from; e.g. Israeli, Omani)	

Level 3

Writing Course Goal: **Students at this level will learn to write a meaningful 4-5 paragraph essay in 75 minutes.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Write a meaningful essay in 75 minutes which has an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph.	• Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding sentence. • Identifying and drafting topic sentences that address the topic/prompt.	ned Writing mework al Exam

	• Drafting supporting sentences that are relevant to the topic sentence of a paragraph. • Drafting and revising essays with an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph. • Drafting introduction paragraphs that introduce the writing topic and thesis statement. • Identifying and drafting thesis statements that address the topic/prompt. • Drafting topic sentences for a body paragraph relevant to the thesis statement. • Developing and drafting content and support with relevant details in body paragraphs. • Ordering paragraphs and using transition signals to create coherent essays. • Drafting concluding paragraphs that summarize the main ideas of an essay. • Varying sentence structures within a paragraph to include simple, compound, and complex sentences. • Editing your writing so that level 3 grammar points are used correctly. • Using target/level appropriate vocabulary correctly. • Using proper formatting for handwritten and typed writing.	
Find sources relevant to an essay topic and include a quote from one source inside the essay.	• Identifying and selecting appropriate sources relevant to the topic of your essay.	• Students write a fictitious caption for a picture in the news. (Homework/ Classwork) Include a fictitious quote. • Insert a quote into an essay in class or for

		homework. (Homework/ Classwork)
Organize and develop paragraphs using descriptive or expository rhetorical style.	• Identifying and drafting appropriate topic, supporting, and concluding sentences for descriptive or expository paragraphs. • Drafting appropriate transition signals for descriptive or expository paragraphs. • Revising and editing descriptive or expository paragraphs.	Timed Writing Homework
Organize and develop essays using descriptive or expository, classification, and compare/contrast rhetorical style.	• Drafting an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph appropriate for the rhetorical style. • Ordering paragraphs and using appropriate transition signals to create coherent essays.	Timed Writing Homework Final Exam

Reading Course Goal: **Students at this level will learn to read and comprehend an intermediate level article.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify main ideas in a ~700 word intermediate level article.	• Skimming for main ideas. • Scanning passage introductions and conclusions to confirm main point. • Surveying sub-headings, pictures, graphs, and tables to predict content.	Homework/Classwork Quizzes/Exams Final Exam
Identify details in a ~700 word intermediate level article.	Scanning paragraphs and graphics of text effectively for specific and general information.	
Identify author's purpose and audience.	Identifying the author's purpose and audience.	

Make accurate inferences based on information in the text.	king inferences based on information in the text.
Use grammar and contextual clues to accurately guess the part of speech and meaning of unknown words.	• Using grammar and surrounding context as clues to guess the part of speech of unknown words. • Using the surrounding context as clues to guess the meaning of an unknown word. • Using the surrounding context as clues to determine whether a word has a positive or negative connotation.
Write a summary of a ~700 word intermediate level article.	• Includes a topic sentence that states source information and a topic and/or main idea • Identifying and distinguishing main ideas from supporting details. • Paraphrasing information in a text.

Vocabulary Course Goal:
Students at this level will learn to identify and study vocabulary words selected from the 1st and 2nd sublist of the Academic Word List and the 4th sublist of the General Service List and apply level-appropriate vocabulary building strategies to study target vocabulary.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will:*	**Assessment** *Throughout the semester, students will be assessed through:*
Match vocabulary words with their correct definitions,parts of speech, related word family members, and/or collocations. • Spell target words correctly.	Study the form, meaning, part of speech, related word family members, and collocations of words (15-18 words per week selected by your instructor) from 1st and 2nd sublist of the Academic Word List and the 4th sublist of the General Service List.	Homework Classwork Quizzes
• Use a vocabulary notebook to study the form, meaning, part of speech, related word family members, and collocations of target vocabulary.	• Create and use a vocabulary notebook to record and study the form, meaning, part of speech, related word family members, collocations, and example sentences of target vocabulary.	

• Use target vocabulary in a sentence.	• Create a new sentence using target vocabulary.	
Match the target word to its common collocation.	Use a dictionary to look up collocations of a word.	
Use multiple meanings of a word to find its core or underlying meaning.	Use a dictionary to look up multiple meanings of a word. Practice finding the core or underlying meaning of the word.	
Identify target affixes, their meaning/function, parts of speech, examples words and the meanings of the example words (e.g. Complete a chart.).	Study the form and meaning of the following affixes: • able (worthy of being, capable of; having a certain quality of, e.g. lovable, breakable, knowledgeable) • ish (used to form adjectives to say what a person, place or thing is like, e.g. childish, foolish,) • -less (not having something, forms adjectives from nouns, e.g. friendless, cloudless) • non- (not added to adjectives and nouns, e.g. non-smoker, nonprofit, non-native) • -ful (full of, characterized by, e.g. peaceful, successful, forgetful, helpful) • -ous (full of or having the quality of, e.g. dangerous, poisonous, mountainous) • -ly (friendly, leisurely, • -al (of, relating to, characterized by, forms adjectives from nouns and other adjectives; e.g. directional, operational, fictional) • mid- (in or near the middle of something; e.g. mid-afternoon, mid-twenties, mid-March) • Bi- (two, or happening every two or two times; e.g. bilingual, bimonthly) • Sub- (under, below, at a lower rank, division; e.g. subfreezing, substation, subtopic)	

Level 4

Writing Course Goal:
Students at this level will learn to write a meaningful 5+paragraph academic essay in 75 minutes.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Write a meaningful academic essay in 75 minutes which has an introductory paragraph, at least 3 body paragraphs, and a concluding paragraph.	• Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding sentence. • Identifying and drafting topic sentences that address the topic/prompt. • Drafting supporting sentences that are relevant to the topic sentence of a paragraph. • Drafting and revising essays with an introductory paragraph, at least 3 body paragraphs, and a concluding paragraph. • Drafting an introduction paragraph that introduces the writing topic with an interesting hook, relevant background information and a thesis statement. • Identifying and drafting thesis statements that address the topic/prompt. • Drafting topic sentences for a body paragraph relevant to the thesis statement. • Developing and drafting content and support with sufficient relevant details, focus, and organization. • Ordering paragraphs and using transition signals to create coherent essays. • Drafting concluding paragraphs that summarize the main ideas of an essay. • Varying sentence structures within a paragraph to include simple, compound, and complex sentences.	Timed Writing Homework Final Exam

	• Editing your writing so that level 4 grammar points are used correctly. • Using target/level appropriate vocabulary correctly. • Using proper formatting for handwritten and typed writing.	
Find four sources that relate to the topic of an argumentative essay. A. Incorporate information from two of these sources as quotes or paraphrases within the essay. B. Include an APA or MLA-formatted Works Cited page.	• Identifying and selecting appropriate sources relevant to the topic of your essay. • Formatting and inserting quotations of information from outside sources in a paragraph or essay. • Formatting and inserting paraphrases of information from outside sources in a paragraph or essay. • Paraphrasing information from outside sources to support ideas in an essay. • Creating an APA or MLA-formatted Works Cited page.	Students write a paragraph describing one aspect of their R/W/V class and classmates (e.g. hobbies). Include a quote from a classmate or the instructor. (Homework/Classwork)
Organize and develop essays using analysis/reaction, cause/effect, and argumentative rhetorical style.	• Drafting an introductory paragraph, 3 body paragraphs, and a concluding paragraph appropriate for the rhetorical style. • Ordering paragraphs and using transition signals to create coherent essays. • Drafting counterarguments and rebuttals that address the opposing position of an argument in an argumentative essay.	Timed Writing Homework Final Exam

Reading Course Goal: **Students at this level will learn to read and comprehend a high-intermediate level article.**		
Student Learning Outcome	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*

By the end of the semester, students should be able to:		
Critically evaluate a 700+ high-intermediate level article.	• Identifying the author's purpose, audience, and point of view.	Homework/Classwork Quizzes/Exams Final Exam
Identify main ideas in a 700+ word high-intermediate level article.	• Skimming for main ideas. • Previewing the introduction and conclusion to get the main idea. • Surveying sub-headings, pictures, textual features to predict content.	
Identify details in a 700+ word high-intermediate level article.	• Scanning texts and graphics effectively for information.	
Identify the author's purpose, audience, and point of view.	• Identifying the author's intended purpose, audience, and point of view in writing an article based on information in the text.	
Make accurate inferences based on information in the text.	• Making inferences based on implied information in the text.	
Question the author's statements, assumptions, and arguments.	• Identifying and evaluating the author's point of view, assumptions, and arguments.	
Identify the rhetorical structure of an article.	• Identifying common rhetorical structures and their purpose in a text.	
Use grammar and contextual clues to accurately guess the part of speech and meaning of unknown words.	• Using grammar and surrounding context as clues to guess the part of speech of unknown words. • Using the surrounding context as clues to guess the meaning of an unknown word.	
Outline and summarize a 700+ word high-intermediate level article.	• Includes a topic sentence that states source information and a topic and/or main idea • Distinguishing main ideas from supporting details. • Distinguishing main ideas from	

	supporting details. • Paraphrasing information in a text. • Outlining an article.

Vocabulary Course Goal: **Students at this level will learn to identify and study vocabulary words selected from the 3rd, 4th, and 5th sublist of the Academic Word List and apply level-appropriate vocabulary building strategies to study target vocabulary.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will:*	**Assessment** *Throughout the semester, students will be assessed through:*
Match vocabulary words with their correct definitions, parts of speech, related word family members, and/or collocations. • Spell target words correctly.	Study the form, meaning, part of speech, related word family members, and collocations of words (15-18 words per week selected by your instructor) from 3rd, 4th, and 5th sublist of the Academic Word List.	Homework Classwork Quizzes
Use a vocabulary notebook to study the form, meaning, part of speech, related word family members, and collocations of target vocabulary. • Use target vocabulary in a sentence.	• Create and use a vocabulary notebook to record and study the form, meaning, part of speech, related word family members, collocations, and example sentences of target vocabulary. • Create a new sentence using target vocabulary.	
Identify target affixes, their meaning/function, parts of speech, examples words and the meanings of the example words (e.g. Complete a chart.).	Study the form and meaning of the following affixes: • -ation (the action or process of doing something; e.g. visitation, memorization) • ism (a belief, attitude, or style; the act, process or practice of doing something; state or condition of being; criticism, plagiarism, Buddhism) • ist (a person who does, makes, or operates something; a person who has a specific job or skill, a person with particular beliefs) • -ment (the action or process of doing something; the product or result of an action; e.g. improvement,	

	development, entertainment, amazement) • in- (or il-, im-, or ir-; meaning not; e.g. inaccurate, impractical, irrational) • age (action, process, or result of; place of; e.g. coverage, leakage, orphanage) • -ally (makes adverbs from adjectives that end in -ly; e.g. magically, radically) • ance (noun suffix, the action or process of doing something; e.g. avoidance, performance) • counter (in a direction opposite to; as a reaction against; e.g. counterclockwise, counterargument) • fore (earlier; located at the front or lower part of; e.g. foresee, forearm) • post (after or later than; e.g. postwar, postdate) • pro (in favor of, supporting; e.g. pro-Democracy, pro-British) • semi (half; happening twice during a particular period of time; e.g. semicircle, semi-annual, semitropical) • ian (typical of; a specialist in; e.g.Brazilian, mathematician)	

Level 5

Writing Course Goal: **Students at this level will learn to write a meaningful 5+paragraph academic essay in 75 minutes.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Write a meaningful academic essay in 75 minutes which has an introductory paragraph, at least 3 body paragraphs, and a concluding paragraph.	• Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding sentence. • Identifying and drafting topic sentences that address the topic/prompt.	Timed Writing Homework Final Exam

	• Drafting supporting sentences that are relevant to the topic sentence of a paragraph. • Drafting and revising essays with an introductory paragraph, at least 3 body paragraphs, and a concluding paragraph. • Drafting an introduction paragraph that introduces the writing topic with an interesting hook, relevant background information and a thesis statement. • Identifying and drafting thesis statements that address the topic/prompt. • Drafting topic sentences for a body paragraph relevant to the thesis statement. • Developing and drafting content and support in a well organized, thoughtful analytic response to the assignment. • Ordering paragraphs and using transition signals to create coherent essays. • Drafting concluding paragraphs that summarize the main ideas of an essay. • Varying sentence structures within a paragraph to include simple, compound, and complex sentences. • Editing your writing to minimize grammar mistakes. • Selecting and using vocabulary that is varied and appropriate for the subject and audience. • Using proper formatting for handwritten and typed writing.	
Find five sources that relate to the topic of an argumentative essay. A. Incorporate information from three of these sources as quotes or paraphrases within the essay.	• Identifying and selecting appropriate sources relevant to the topic of your essay. • Formatting and inserting quotations of information from outside sources in a paragraph or essay.	Homework/Classwork

	• Formatting and inserting paraphrases of information from outside sources in a paragraph or essay. • Paraphrasing information from outside sources to support ideas in an essay. • Creating a bibliography.	
Write a graduate application essay.	• Keeping the audience and purpose in mind when planning and writing application essays. • Drafting an introduction, body, and conclusion with a main idea, support, and clear organization. • Ordering paragraphs and using transition signals to create coherent application essays. • Including specific details so that the essay is unique. • Revising and editing application essays.	Timed Writing Class Work Homework
Organize and develop essays using problem/solution and argumentative rhetorical style.	• Drafting an introductory paragraph, body paragraphs, and a concluding paragraph appropriate for the rhetorical style. • Ordering paragraphs and using transition signals to create coherent essays. • Revising and editing problem/solution essays. • Drafting counterarguments and rebuttals that address the opposing position of an argument in an argumentative essay.	Timed Writing Homework Final Exam

Reading Course Goal:
Students at this level will learn to read and comprehend low advanced academic (college-level) material and other authentic texts (e.g. newspaper articles).

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Critically evaluate low-advanced academic level articles (.e.g. college-level) and other authentic texts.	• Identifying the author's purpose, audience, and point of view. • Identifying important passages and key points • Identifying evidence provided to support ideas • Making inferences based on information that is not explicitly stated in the text • Annotating personal questions and reactions to ideas and arguments in a text • Linking parts of the text to each other, other texts, or your ideas.	Homework/Classwork Quizzes/Exams Final Exam
2. Identify main ideas in low-advanced academic level articles (.e.g. college-level) and other authentic texts.	• Skimming for main ideas. • Previewing introduction and conclusion for main idea. • Surveying sub-headings, pictures, graphs, tables, and textual features in order to predict content.	
3Identify details in low-advanced academic level articles (.e.g. college-level) and other authentic texts.	• Distinguishing supporting details from less important details • Identifying different types of supporting details (facts, statistics, causes and effects, explanations, opinions, examples, and descriptions) • Scanning texts and graphics effectively for information.	
Identify the author's purpose, audience, and point of view.	Identifying the author's intended purpose, audience, and point of view in writing an article based on information in the text.	
Make accurate inferences based on information in the text.	Making inferences based on implied information in the text.	
Question the author's statements, assumptions, and arguments.	Identifying and evaluating the author's point of view, assumptions, and arguments.	

Identify the rhetorical structure of an article.	Identifying common rhetorical structures and their purpose in a text.	
Use contextual clues to guess the meaning of new words.	• Using grammar and surrounding context as clues to guess the part of speech of unknown words. • Using the surrounding context as clues to guess the meaning of an unknown word.	
Critically respond to an advanced academic level articles (.e.g. graduate-level) and other authentic texts.	• Critically responding to an article by evaluating the author's argument • Including the author's full name and the title of the article when introducing the text • Summarizing the idea(s) from the reading that will be discussed • Paraphrasing relevant information using reported speech or direct quotations • Analyzing the meaning of an idea or quote from the passage • Identifying and analyzing the author's purpose, point of view, and choice of rhetorical organization • Supporting the student's evaluation of the author's argument, explaining a utility or application for the information within a passage, or relating ideas to another source on the topic • Concluding with a summary of the students' argument or an answer to a posed question throughout the response • Reviewing the response to ensure that students' position is clearly stated, the author's point is accurately summarized, and that the students' position is supported with enough relevant evidence	
Write and outline a summary on low-advanced academic level articles (.e.g. college-level) and other authentic texts.	• Includes a topic sentence that states source information and topic/main idea • Distinguishing main ideas from supporting details. • Making higher-order inferences based on information in the text.	

	• Paraphrasing information in a text. • Outlining an article. • Identifying the rhetorical structure of an article. •	

Vocabulary Course Goal: **Students at this level will learn to identify and study vocabulary words selected from the 6th, 7th, and 8th sublist of the Academic Word List. Apply level-appropriate vocabulary building strategies to study target vocabulary.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will:*	**Assessment** *Throughout the semester, students will be assessed through:*
Match vocabulary words with their correct definitions,parts of speech, related word family members, and/or collocations. • Spell target words correctly.	Study the form, meaning, part of speech, related word family members, and collocations of words (15-18 words per week selected by your instructor) from 6th, 7th, and 8th sublist of the Academic Word List.	Homework Classwork Quizzes
Use a vocabulary notebook to study the form, meaning, part of speech, related word family members, and collocations of target vocabulary. • Use target vocabulary in a sentence.	Create and use a vocabulary notebook to record and study the form, meaning, part of speech, related word family members, collocations, and example sentences of target vocabulary. • Create a new sentence using target vocabulary.	
Identify target affixes, their meaning/function, parts of speech, examples words and the meanings of the example words (e.g. Complete a chart.).	Study the form and meaning of the following affixes: • -ize (also ise, to cause to become,to talk or write about something in specific way; e.g. Americanize, theorize) • -ity (quality, stage, or degree; e.g. availability, stability) • -ant (a person or thing that does a specified thing; e.g. assistant, attendant) • -ary (thing or person belonging to or connected with; e.g. missionary, revolutionary) • -atory (relating to or involving an action; e.g. confirmatory, explanatory)	

	• -en (made of, consisting of; e.g. earthen, wooden) • -en (to become or cause to be; e.g. sharpen, whiten, sadden, lengthen) • -ence (the state of having a particular quality; the action or process of doing something; e.g. confidence, emergence) • -hood (state, condition, quality; people sharing a condition or character; e.g. likelihood, falsehood, childhood, brotherhood) • -ward (that moves, tends, faces, or is directed toward; e.g. windward, homeward, leftward) • -anti (opposite to something; against someone or something; e.g. antisocial, anti-war, anti-American) • hyper (excessively or extremely; e.g. hyperactive, hypersensitive) • inter- (between, among, together; involving two or more; e.g. interlock, intertwine, international, interdepartmental) • mis- (bad/badly; opposite or lack of; e.g. misjudge, misunderstanding, mistrust • neo- (a new and different form of something that existed in the past, such as a theory, style, language, or philosophy; e.g. neo-Darwinism, neo-classical) • -ic (having the character or form of, relating to; panoramic, electronic) • -ify (verb suffix, to cause an increase in the stated quality, to become) • -ion (act or process, the result of an act or process; state or condition; e.g. validation, regulation, perfection) • pre- (earlier than or before in time, place, order, degree or importance; e.g. prehistoric, preseason, prepay; pre-eminent)	

Appendix E: Integrated Skills Table of Curriculum Components

Level 6

Writing Course Goal: **Students at this level will learn to write a meaningful 5+paragraph academic essay in 75 minutes.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Write a meaningful academic essay in 75 minutes which has an introductory paragraph, at least 3 body paragraphs, and a concluding paragraph.	• Drafting and revising paragraphs with a topic sentence, supporting sentences, and a concluding sentence. • Identifying and drafting topic sentences that address the topic/prompt. • Drafting supporting sentences that are relevant to the topic sentence of a paragraph. • Drafting and revising essays with an introductory paragraph, at least 3 body paragraphs, and a concluding paragraph. • Drafting an introduction paragraph that introduces the writing topic with an interesting hook, relevant background information and a thesis statement. • Identifying and drafting thesis statements that address the topic/prompt. • Drafting topic sentences for a body paragraph relevant to the thesis statement. • Developing and drafting content and support in a well organized, perceptive and intelligent analytic response to the assignment. • Ordering paragraphs and using transition signals to create coherent essays. • Drafting concluding paragraphs that summarize the main ideas of an essay. • Varying sentence structures within a paragraph to include	Timed Writing Homework Final Exam

	simple, compound, and complex sentences. • Editing own writing to minimize grammar mistakes. • Selecting and using vocabulary that is varied,accurate, clear and appropriate for the subject and audience. • Using proper formatting for handwritten and typed writing.	
Identify seven sources relevant to the topic of an argumentative essay. • Incorporate information from these sources to support arguments, correctly using quotes and/or paraphrases.	• Identifying and selecting appropriate outside sources relevant to the topic of the essay. • Formatting and inserting quotations of information from appropriate outside sources in a paragraph or essay. • Paraphrasing relevant information from outside sources to support ideas in an essay. • Formatting and inserting paraphrases of information from outside sources in a paragraph or essay. • Creating a bibliography or works cited page.	Homework/Classwork
Organize and develop essays according to problem/solution, cause/effect, and argumentative rhetorical style.	• Drafting an introduction, body, and conclusion appropriate for the rhetorical style. • Supporting points and arguments with appropriate reasons, examples, anecdotes, description, proverbs, quotations, and summaries/paraphrases. • Drafting counter-arguments and refutations that address and respond to the opposing position of an argument in an argumentative essay. • Ordering paragraphs and using appropriate transition signals to create coherent essays.	Timed Writing Graded drafts Homework Term Paper

Reading Course Goal:
Students at this level will learn to read and comprehend advanced academic (graduate-level) material and other authentic texts (e.g. newspaper articles).

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Critically evaluate advanced academic level articles (.e.g. graduate-level) and other authentic texts.	• Identifying the author's purpose, audience, and point of view. • Identifying important passages and key points • Identifying evidence provided to support ideas • Making inferences based on information that is not explicitly stated in the text • Annotating personal questions and reactions to ideas and arguments in a text • Linking parts of the text to each other, other texts, or your ideas. •	Homework/Classwork Quizzes/Exams Final Exam
Identify main ideas in advanced academic level articles (.e.g. graduate-level) and other authentic texts.	• Skimming for main ideas. • Previewing introduction and conclusion for main idea. • Surveying sub-headings, pictures, graphs, tables, and textual features in order to predict content.	
Identify details in advanced academic level articles (.e.g. graduate-level) and other authentic texts.	• Scanning texts and graphics effectively for information.	
Make accurate inferences based on information in the text.	• Making inferences based on implied information in the text.	
Question the author's statements, assumptions, and arguments.	• Identifying and evaluating the author's point of view, assumptions, and arguments.	
Identify the rhetorical structure of an article.	• Identifying common rhetorical structures and their purpose in a text.	

Use contextual clues to guess the meaning of new words.	• Using grammar and surrounding context as clues to determine the part of speech of unknown words. • Using knowledge of the part of speech and the surrounding context as clues to guess the meaning of an unknown word.	Vocab Journal Book Club Vocab Quizzes Reading Quizzes Final Exam
Critically respond to an advanced academic level articles (.e.g. graduate-level) and other authentic texts.	• Critically responding to an article by evaluating the author's argument • Including the author's full name and the title of the article when introducing the text • Summarizing the idea(s) from the reading that will be discussed • Paraphrasing relevant information using reported speech or direct quotations • Analyzing the meaning of an idea or quote from the passage • Identifying and analyzing the author's purpose, point of view, and choice of rhetorical organization • Supporting the student's evaluation of the author's argument, explaining a utility or application for the information within a passage, or relating ideas to another source on the topic • Concluding with a summary of the students' argument or an answer to a posed question throughout the response • Reviewing the response to ensure that students' position is clearly stated, the author's point is accurately summarized, and that the students' position is supported with enough relevant evidence.	Homework/Classwork Critical Response Final Exam
Write and outline a summary on advanced academic level articles (.e.g. graduate-level) and other authentic texts.	• Distinguishing main ideas from supporting details. • Identifying the author's purpose, audience, and point of view • Making inferences based on information in the text • Paraphrasing information in a text. • Outlining an academic article. • Identifying the rhetorical structure of an article.	Homework/Classwork Summary Final Exam

	•	
Compile relevant information from database research from the CSULB Library Website	• Evaluating sources for relevance • Entering and identifying related search terms • Downloading html and pdf documents from databases • Bookmarking/saving important documents • Creating a bibliographic citation within a document or with citation aids • Creating a bibliographic citation from scratch	Homework/Classwork Term Paper Graded Bibliography/Works Cited Annotated Bibliography

Vocabulary Course Goal:
Students at this level will learn to identify and study vocabulary words selected from the 9th and 10th sublist of the Academic Word List. Apply level-appropriate vocabulary building strategies to study target vocabulary.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will:*	**Assessment** *Throughout the semester, students will be assessed through:*
• Match vocabulary words with their correct definitions,parts of speech, related word family members, and/or collocations. • Spell target words correctly.	Study the form, meaning, part of speech, related word family members, and collocations of words (15-18 words per week selected by your instructor) from 9th and 10th sublist of the Academic Word List.	Homework Classwork Quizzes
• Use a vocabulary notebook to study the form, meaning, part of speech, related word family members, and collocations of target vocabulary. • Use target vocabulary in a sentence.	• Create and use a vocabulary notebook to record and study the form, meaning, part of speech, related word family members, collocations, and example sentences of target vocabulary. • Create a new sentence using target vocabulary.	
Identify target affixes, their meaning/function, parts of speech, examples words and the meanings of the example words (e.g. Complete a chart.).	Study the form and meaning of the following affixes: • -dom (the state of being, the rank of, the area ruled by, the group having a specified job e.g. freedom, kingdom, officialdom)	

	• -ent (that is or does something, a person or thing that; e.g. absorbent, deterrent) • -most (in or to the greatest degree; topmost, innermost) • -ory (a place for; of, relating to, or doing; e.g. observatory, regulatory) • -ship (the state or condition of being something, the position, status, r duties of something; skill or ability as someone or something; e.g, friendship, professorship; penmanship) • -wise (in the position or direction of, in the manner of; e.g. crosswise; lengthwise) • en- (to put into or onto; to cause to be; to provide with; to cover with; thoroughly; e.g. encode, enrich, empower, enshroud, ensnare) • -ee (a person who gets or is affected by a specified action or thing; appointee, trainee, escapee) • -ition (an action or an instance of it; a result or product of action; e.g. admonition, apparition; nutrition) • -ive (frequently preceded by unpredictable -at, doing or tending to do something specified; e.g. representative, persuasive • -th (produces nouns, an action or process, a state; e.g. birth, fifth, warmth) • -y (forms abstract nouns; full of; having the qualities of something; tending to do something; an act of doing something; e.g. waxy, chatty, inquiry) • re- (once more; in return; behind or after; with frequentative or intensive force; with negative force; e.g. re-accustom, react, relic, recede, redouble, rebuff)	

Listening Course Goal:

Students at this level will learn to understand advanced (approximately B2-C1) level audio materials (conversations and lectures) take effective notes, and demonstrate comprehension of these materials in authentic situations and scenarios and tasks.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
1. Define target vocabulary in a lecture in previewing and post-viewing activities and practice.	• Accurately match target vocabulary words from a conversation or lecture to their appropriate definitions. • Accurately complete novel sentences with the correct target vocabulary words from a conversation or lecture.	• Listening practice and assignments • Listening tests/quizzes
2. Identify key points (e.g. topic, main ideas, supporting details) in an academic lecture.	• Practice accurately selecting topic, main ideas, and supporting details in a lecture. • Practice identifying discourse markers (e.g., signal words for topic markers, topic shifters, definitions, summarizers, emphasis, clarification, segueing, repetition, elaboration) during a lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam
3. Form accurate hypotheses, predictions, and inferences about an academic lecture.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to form hypotheses, predictions, and inferences about a lecture. • Practice modifying hypotheses as more information is learned or understood.	• Listening practice and assignments • Listening tests/quizzes • Final exam
4. Identify the meaning of key points in an academic lecture. 5. Identify the rhetorical structure of a lecture. 6. Identify the speaker's point of view. 7. Identify the overall meaning of a lecture.	• Practice identifying rhetorical structure of a lecture. • Discuss the purpose of various rhetorical structures of lectures. 1. Practice identifying the speaker's point of view. 2. Practice applying what is known about target vocabulary, key	• Listening practice and assignments • Listening tests/quizzes • Final exam

8. Summarize the key points of a lecture orally or in a written task. 9. Synthesize information from a lecture and other sources and explaining the relationship between them.	points, discourse markers, rhetorical structure, and the speaker's point of view to determine the purpose and overall meaning of a lecture.	
10. Take well-organized notes on an academic lecture.	• Listen to academic lectures. • Practice taking notes in an organized format (e.g., outline, T-chart, Cornell). • Practice using common abbreviations and symbols while taking notes. 3. Practice annotating key points of a lecture.	• Listening practice and assignments • Listening tests/quizzes

Speaking Course Goal: **Students at this level will learn to orally summarize lectures and readings, effectively participate in informal class discussions on academic topics, and give a 17 to 22 formal presentation correctly using appropriate academic sources.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
• Use appropriate academic language during informal group discussions. • Lead an academic group discussion. • Contribute actively to a group discussion.	• Use an informal register during group work. • Use a formal register during presentations. • Initiate topics of conversation & changes of topic during group discussions. • Use common expressions for keeping the group on task during group discussions. • Invite others to contribute ideas during group discussions. • Interrupt and manage interruptions appropriately during group discussions.	Classwork Presentations

• Present vocabulary from an authentic, academic speech or lecture to prepare the class to understand the speech. • Orally introduce background information related to the topic of an authentic, academic article or lecture.	• Identify, study, and explain topic-specific vocabulary. • Research background information to prepare for listening to and presenting academic speeches. • Use academic vocabulary and expressions to communicate academic content.	Classwork
• Accurately summarize lectures • Orally summarize an academic-level article (e.g., from *The Economist*) of about 500 words.	• Orally paraphrase ideas from an academic article or lecture. • Identify and summarize main ideas from an academic article. • During an oral summary, use reporting phrases (e.g., "The author argues that..") to refer to information from the article. • Use academic vocabulary and expressions to communicate academic content.	Classwork
• Give a 17-22 minute informative speech on an academic topic based on 1+ academic sources. • Give a 17-22 minute speech on a persuasive independent research project	• Organize formal speeches with an introduction, body, and conclusion. • Develop introductions with an attention getter and preview of speech content. • Create specified and unspecified thesis statements. • Thoroughly develop ideas in formal speeches with at least 3 main points and supporting details. • Summarize key ideas in speech conclusions. • Incorporate information from at least five outside sources in formal speeches.	Classwork Graded Homework Presentations

	• Create an organized outline to prepare for formal speeches. • Include references for outside sources in speech outlines using a standard format such as APA or MLA. • Deliver formal speeches with effective eye contact, appropriate volume, enthusiasm, and visual aids. • Use note cards as a memory aid while giving formal speeches. • Present data visually in various formats, such as charts. • Use presentation technology, such as PowerPoint, to enhance speeches. • Invite the audience to ask questions following speeches. • Use academic vocabulary and expressions to communicate academic content.	

Appendix F: Grammar Table of Curriculum Components

Level Foundation

<table>
<tr><td colspan="2"><u>Grammar Course Goal:</u>
Students at this level will learn to identify subject pronouns and form sentences with correct subject-verb agreement.</td></tr>
<tr><td>Student Learning Outcomes
By the end of the semester, students should be able to:</td><td>Objective:
Throughout the semester students will learn to:</td></tr>
<tr><td>Give personal information using the be + complement structure (e.g., “I am ____.”)
Give information about others using the be + complement structure (e.g., “She is ____.”)
Describe things using the be + complement structure (e.g., “It is blue.”)
Use all subject pronouns correctly in written and spoken sentences.</td><td>Understand the meaning of all subject pronouns.
Refer to people using subject pronouns when the subject is already understood.Use the correct form of be following subject pronouns.
Form sentences using the “subject + be + adjective/noun” pattern.
Use a or an before a singular count noun.
Use the contractions I’m, you’re, he’s, she’s, it’s, we’re, and they’re when speaking.</td></tr>
<tr><td colspan="2"><u>Grammar Course Goal:</u>
Students at this level will learn to correctly use the simple present tense.</td></tr>
<tr><td>Use affirmative and negative forms of the simple present to…
Discuss and write facts about one’s life
Talk and write about personal habits, likes, and dislikes
Use the simple present to…
Ask yes/no questions about someone’s life, habits, likes, and dislikes
Answer yes/no questions about someone’s life, habits, likes, and dislikes</td><td>Use correct subject-verb agreement for affirmative and negative statements and yes/no questions.
Correctly spell verbs with the -s or -es ending.
Use the contractions “don’t” and “doesn’t” when speaking.
Use the correct forms of “be” and “have” after singular and plural subjects.
Correctly form yes/no questions using am, is, and are.
Answer yes/no questions with a short answer.
Answer yes/no questions with some explanation.</td></tr>
<tr><td colspan="2"><u>Grammar Course Goal:</u>
Students at this level will learn to correctly use the present progressive tense.</td></tr>
</table>

• Use affirmative and negative forms of the present progressive, in both speaking and writing, to describe actions in progress.
• Use the present progressive to…
  ○ Ask yes/no questions about actions in progress.
  ○ Answer yes/no questions about actions in progress.
	• Use correct subject-verb agreement for affirmative and negative statements and yes/no questions.
	• Correctly spell verbs with the *-ing* ending.
	  ○ Dropping the final 'e'
	  ○ Consonant doubling
	• Answer yes/no questions with short answers.
	• Answer yes/no questions with some explanation.
	• Use the contractions *I'm, you're, aren't, he's, she's, it's, isn't, we're,* and *they're* when speaking.
	• Distinguish between action and non-action (stative) verbs.
	• Choose between simple present and present progressive in various contexts.

<u>Grammar Course Goal:</u> **Students at this level will learn to identify and use singular and plural noun forms.**	
• Recognize whether a written or spoken noun is singular or plural. • Choose the correct noun form, singular or plural, to fill in the blank in a sentence.	• Recognize whether a written or spoken noun is singular or plural. • Correctly spell and pronounce common singular and plural nouns, both regular and irregular.
<u>Grammar Course Goal:</u> **Students at this level will learn to use demonstrative adjectives and correct word order.**	
• Use *this is* and *these are* to introduce people to others. • Use *this/that is* and *these/those are* to identify people and objects. • Ask yes/no questions about the names of nearby objects (e.g., "Is this a backpack?"). • Use common adjectives to describe people and objects.	• Determine whether to use *this/that is* or *these/those are* to refer to nearby people and objects. • Form yes/no questions using *Is this/that* and *Are these/those*. • Place adjectives before a noun. • Place adjectives after a linking verb (e.g., "He is tall.").
<u>Grammar Course Goal:</u> **Students at this level will learn to use prepositions of place and time and "There + BE + Noun Phrase" structures.**	

• Use prepositions of place to describe where one lives and studies (e.g., "I live in Long Beach," "I live on 4th Street," "I study at CSULB." • Use prepositions of place to describe the location of a person or object (e.g., "Sandy is next to Kaoru.") • Use prepositions of time while talking about daily routines (e.g., "I wake up at 6 on Mondays.") • State the presence and location of people, places, and things using the pattern "There + *be* + noun phrase."	• Use common prepositions of place: *at, in, on, next to, between, across from*. • Use common prepositions of time: *at, in, on* • Determine whether to use *there is* or *there are* based on the form of the following noun phrase (singular or plural). • Use *a/an* and numbers before nouns to express how many things or people are being referred to.
Grammar Course Goal: **Students at this level will learn to identify and use object pronouns and subject pronouns.**	
• Respond to yes/no questions about likes and dislikes using object pronouns (e.g., "Do you like sports?" "No, I don't like them.").	• Identify subject and object pronouns in simple sentences. • Write and say simple sentences that have a subject, verb, and object.
Grammar Course Goal: **Students at this level will learn to apply basic rules of capitalization.**	
• Write simple sentences about one's life, personal habits, likes, and dislikes.	• Capitalize the first word of sentences. • Identify and capitalize proper nouns. • Identify the subject and verb of simple sentences.
Assessment *Throughout the semester, students will be assessed through:*	Classwork Quizzes Homework Tests Final Exam

Level 1

Grammar Course Goal: **Students at this level will learn to correctly use the simple past and correctly form basic basic yes/no and "Wh-word" questions.**	
Student Learning Outcomes *By the end of the semester, students should be able to:*	**Objective:** *Throughout the semester students will learn to:*

• Use affirmative and negative forms of the simple past to describe actions and events from one's past, in both speaking and writing. • Ask yes/no questions about someone's past activities in conversation. • Ask questions about someone's past activities using *where, why, when, what time, what,* and *who*.	• Form affirmative and negative sentences using *was/were*. • Use the contractions *wasn't* and *weren't* when speaking. • Form affirmative and negative sentences using the simple past. • Correctly spell and pronounce common regular and irregular past tense verbs. • Use time expressions with *yesterday*, *last*, and *ago* to specify the time being discussed/written about. • Form yes/no questions using *was/were*. • Ask yes/no questions beginning with *did*. • Answer yes/no questions with a short answer. • Answer yes/no questions with some explanation. • Ask questions using *where, why, when, what time, what,* and *who* using the simple past. • Answer questions using *where, why, when, what time, what,* and *who* using the simple past. • Choose between simple present, present continuous, and simple past in various contexts.
<u>Grammar Course Goal:</u> **Students at this level will learn to use modal auxiliaries and phrasal modals to express ability and advisability.**	
• Talk about things one can and cannot do. • Ask yes/no questions to find out what someone can and cannot do. • Talk about things one knows how to do. • Ask yes/no questions to find out what things someone knows how to do. • Explain why one was unable to do something in the past (e.g., "I couldn't do my homework last night because I left my notebook at school."). • Give advice using *should/shouldn't*.	• Make statements with *can* and *can't* to express ability. • Pronounce *can* correctly in statements and questions. • Pronounce *can't* correctly in statements. • Ask and answer yes/no questions about ability using *can*. • Ask and answer questions about when and where one can do something ("Where can I…?" "When can I…?") • Make affirmative and negative statements using *know how to* to express ability.

	• Ask and answer yes/no questions about ability using *know how to*. • Make affirmative and negative statements about past ability using *could* and *couldn't*. • Ask and answer yes/no questions about past ability using *could*. • Make affirmative and negative statements about present, past, and future ability using *be able to*. • Form affirmative and negative statements using *should* and *shouldn't* to give advice.
Grammar Course Goal: **Students at this level will learn to correctly use the imperative form.**	
• Give and follow directions using imperative sentences.	• Form affirmative and negative imperative sentences.
Grammar Course Goal: **Students at this level will learn to correctly use possessive adjectives.**	
• Use possessive adjectives to give personal information about oneself and others (e.g., "His name is…"). • Use possessive adjectives to identify ownership of objects (e.g., "This is my phone." "That is her car.") • Use possessive adjectives to ask yes/no questions about the ownership of nearby objects (e.g., "Are these your keys?").	• Use possessive adjectives to indicate ownership.
Grammar Course Goal: **Students at this level will learn to correctly use possessive nouns and pronouns.**	
• Use possessive nouns and pronouns to identify ownership of objects (e.g., "This is Joe's bag," "This is his."). • Use possessive nouns and pronouns to ask yes/no questions about the ownership of nearby objects (e.g., "Is that yours?" "Is this mine?"). • Describe people using possessive nouns (e.g., "Sarah's eyes are blue.").	• Use possessive nouns to indicate ownership. • Use possessive pronouns to indicate ownership. • Write possessive regular and irregular plural nouns (e.g., "the students' books" "the children's toys").

Grammar Course Goal: **Students at this level will learn to apply rules of basic punctuation.**	
• Write sentences with correct ending punctuation. • Add compound sentences. They are on proficiency scale.	• End sentences with a period. • End questions with a question mark.
Assessment *Throughout the semester, students will be assessed through:*	Classwork Quizzes Homework Tests Final Exam

Level 2

Grammar Course Goal: **Students at this level will learn to use the past progressive in statements and yes/no questions.**	
Student Learning Outcomes *By the end of the semester, students should be able to:*	**Objective:** *Throughout the semester students will learn to:*

• Use the past progressive in both speaking and writing, to describe an activity that was in progress
  ○ at a point in the past
  ○ or at the time of another action
	• Form affirmative and negative statements in the past progressive
	• Form yes/no questions in the past progressive.
	• Answer yes/no questions in the past progressive with a short answer.
	• Choose between the simple past and past progressive in various contexts.

Grammar Course Goal: **Students at this level will learn to use time clauses to express past time.**	
• Use time clauses to express past time activities or events. • Use time clauses to indicate the sequence of past time activities or events. • Use time clauses, the simple past and past progressive to describe an event in the past • Write/Speak about a past experience using time clauses, the simple past, and the past progressive.	• Form past time clauses with *after, before, until, as soon as, while* and *when*, and a subject and verb. • Form sentences that are made up of a time clause and main clause. • Choose between the simple past and past progressive in various contexts.
Grammar Course Goal: **Students at this level will learn to use "used to" in statements and yes/no questions.**	

• Use *used to + the simple form of a verb* to express a past situation or habit that no longer exists at present. • Ask yes/no questions with *used to + the simple form of a verb* to ask about past situations or habits. • Use *didn't used to + the simple form of a verb* and *never used to + the simple form of a verb to express negative ideas about past situations or habits.*	• Form statements with used to + *the simple form of a verb*. • Form yes/no questions with *used to + the simple form of a verb.* • Form negative statements with *didn't used to + the simple form of a verb* and *never used to + the simple form of a verb.*
<u>Grammar Course Goal:</u> **Students at this level will learn to use the simple future (*will* and *be going to*) in statements and yes/no questions.**	
• Use *be going to* and *will* to describe future activities or events in speaking and in writing • Use *be going to* and *will* to ask about someone's plans • Use *be going to* and *will* to make predictions about the future • Use *be going to* express a plan made before the moment of speaking • Use *will* to express a decision made at the moment of speaking	• Form affirmative and negative statements with *be going to*. • Form yes/no questions with *be going to*. • Form affirmative and negative statements with *will*. • Form yes/no questions with *will*. • Choose between *be going to* and *will* when talking about the future.
• Use *be going to* and *will* to state a fact about the future in speaking and in writing. • Use *probably* to express something you are almost 100% sure about. • Use *may* to express a future possibility or guess about the future. • Use *be going to, will, probably, may, and maybe* to make predictions about the future.	• Form affirmative and negative statements using *will* and *probably*. • Form affirmative and negative statements using *be going to* and *probably*. • Form affirmative and negative statements about the future using *may.* • Form affirmative and negative statements using *will* and *maybe*. • Form affirmative and negative statements using *be going to* and *maybe*.
• Use time clauses and *will/be going to* to to indicate the sequence of future time activities or events. • Write/speak about future plans using time clauses and *if* clauses. • Use time clauses and *if* clauses to make predictions about the future.	• Form future time clauses with *after, before, until, as soon as, while*, and *when*, and a subject and verb. • Form sentences that are made up of a time clause and main clause. • Correctly form future time clauses using the simple present. • Form affirmative and negative statements about the future using if-clauses. • Correctly form if-clauses using the simple present.

Grammar Course Goal: **Students at this level will learn to construct yes/no questions, information questions, and short answers.**	
• Write yes/no questions to interview someone. • Answer yes/no questions in an interview with short answers. • Write and complete conversations and dialogues with yes/no questions and short answers. • Write information questions to interview someone. • Answer information questions in an interview with short answers. • Write and complete conversations and dialogues with information questions and short answers.	• Form yes/no questions in the simple present, simple past, present progressive, and future tense. • Answer yes/no questions in the simple present, simple past, present progressive, and future tense with short answers. • Form information questions in the simple present, simple past, present progressive, past progressive, and future tense. • Answer information questions in the simple present, simple past, present progressive, past progressive, and future tense with short answers.

• Use where to ask about a place.
• Use *when* to ask about a time.
• Use *what time* to ask about time on a clock.
• Use *why, what...for,* and *how come* to ask for a reason.
	• Form information questions with the following question words:
	  ○ *where* (to ask about a place)
	  ○ *when* (to ask about a time)
	  ○ *what time* (to ask about time on a clock)
	  ○ *why, how come,* and *what for (*to ask for a reason)

• Use *who* as a the subject of a question.
• Use *who(m)* as the object of a question.
• Use *what* as the subject or object of a question.
	• Form information questions with the following question words:
	  ○ *who* (as a the subject of a question)
	  ○ *whom* (as the object of a question)
	  ○ *what* (as the subject or object of a question)
	• Choose when to use who and whom.

• Use *what + a form of do* to ask about activities and jobs.	• Form question with *what + a form of do* (to ask about activities and jobs).

• Use *which* to ask about choices (i.e. to choose from a group).
• Use *what kind of* to ask for information about a specific type in a general category (e.g. what kind of shoes, what kind of fruit)
	• Form information questions with the following question words:
	  ○ *which (*to ask about choices)
	  ○ *what kind of* to ask about a specific type in a general category)

• Use *whose* to ask about possession	• Form information questions with *whose* (to ask about possession) • Choose when to use whose and who's
• Use *how* to ask about means of transportation. • Use *how* to ask questions with adjectives (e,g. How old, how big) and adverbs (how quickly).	• Form information questions with the following question words *how* (to ask about means of transportation, to ask questions with adjectives (e.g. how old how big) and adverbs (how quickly).
• Use *how often* to ask about frequency. • Use *how many times a* ___ to ask about frequency.	• Form information questions with *how often* to ask about frequency • Form information questions with *how many times a* ___ to ask about frequency
• Use *how far* to ask about distance. • Use *how many* ___ to ask about distance. • Use *It is* ___*from/to* ___ *to/from* ___ *to* express distance.	• Form information questions with *how far* to ask about distance • Form information questions with h*ow many* ___ to ask about distance
• Use *It + take* to express length of time. • Use *how long* to ask about length of time. • Use *how many* ___ to ask about length of time.	• Form information questions with *how long* to ask about length of time • Form information questions with h*ow many* ___ to ask about length of time.
• Use *How do you spell/say/pronounce* ___ *?* to ask about language. • Use *How are you*___*?/How's it going?* to ask about someone's life. • Use *How do you feel?/How are you feeling?* to ask about health or general or emotional state. • Use *How do you do?* for greetings.	• Form *How do you spell/say/pronounce* ___ *?* to ask about language • Form *How are you*___*?/How's it going?* to ask about someone's life • Form *How do you feel?/How are you feeling?* to ask about health or general or emotional state. • Form *How do you do?* for greetings.
• Use *how about* and *what about* to make suggestions or offers.	• Form *how about* and *what about* to make suggestions or offers.
Grammar Course Goal: **Students at this level will learn to construct tag questions.**	
• Use tag questions to check information and seek agreement.	• Form tag questions in the simple present, simple past, present progressive, past progressive, and future tense.

Grammar Course Goal: **Students at this level will learn to correctly use count/non-count nouns.**	
• Use count and noncount nouns with correct verbs, pronouns, and quantifiers (e.g. some, many, several, a little). • Use units of measure (e.g. a cup, piece, slice) with noncount nouns	• Identify common noncount nouns. • Distinguish between count and noncount nouns. • Choose the correct verbs, pronouns, quantifiers, and units of measure with count and noncount nouns.
Grammar Course Goal: **Students at this level will learn to correctly use articles.**	

• Use *a* or *an* to talk about a person, place or thing that is not specific.
• Use *a, an,* and *Ø* (no article) to make generalizations.
• Use *a, an*, and *some* to talk about non-specific things
• Use *the* when the speaker and the listener are thinking about the same specific person or thing
• Use *the* the second time a person or thing is mentioned.
• Use *the* or *Ø* (no article) with names
	• Identify when to use a and an with singular count nouns.
	• Determine whether to use *a, an* , or *Ø* (no article) based on the kind of noun:
	  ○ singular vs. plural
	  ○ count vs, noncount
	• Determine whether to use *a, an, some*, etc. based on the kind of noun
	  ○ singular vs. plural,
	  ○ count vs, noncount.
	• Determine whether to use *a, an, Ø* (no article), or the based on the situation:
	  ○ when the speaker and listener are thinking about the same specific person or thing
	  ○ for second mentions
	• Determine whether to use *the* or *Ø* (no article) with names
	• Use *Ø* (no article) with:
	  ○ titled names (e.g. Mr. Wang, Dr. Smith).
	  ○ names of continents (e.g. Europe).
	  ○ names of most countries (e.g. France, Thailand).
	  ○ names of cities (e.g. Paris).
	  ○ names of lakes (e.g. Lake Michigan).
	  ○ names of individual mountains (e.g. Mount Everest, Mount Fuji).
	• Use *the* with:
	  ○ a few countries (e.g. the United States, the Netherlands).
	  ○ names of rivers, oceans, and seas (e.g. The Nile River, the Pacific Ocean, The Yellow Sea).
	  ○ names of mountain ranges (e.g. The Alps, The Andes).

Grammar Course Goal: **Students at this level will learn to use basic comparative/superlative forms of adjectives.**	

• Use *as...as* to say that two parts of a comparison are equal or the same in some way.
• Use *not as...as* to say that two parts of a comparison are different in some way.
  ○ Use *not quite as...as* to talk about small differences.
  ○ Use *not nearly as...as* to talk about big differences.
• Use *just as...as* to say that two parts of a comparison are exactly the same.
• Use *nearly/almost as...as* to say that two parts of a comparison are close the the same.
• Use comparatives forms of adjectives and adverbs to show the difference between two things
	• Make comparisons with *as + (adjective) + as*
	• Make comparisons with *as + (adverb) + as*
	• Make comparisons with *not as...as*
	• Make comparisons with *not quite as...as*
	• Make comparisons with *not nearly as...as*
	• Make comparisons with *as...as* and common modifiers *just, nearly* and *almost*
	• Make comparisons with *-er* or *more*
	• Make comparisons with *-est* or *most*
	• Spell comparative adjectives and adverbs correctly
	• Make comparisons with irregular adjectives, *good* and *bad*
	• Make comparisons with irregular adverbs, *well, badly* and *far*

Assessment *Throughout the semester, students will be assessed through:*	Classwork Quizzes Homework Tests Final Exam

Level 3

Grammar Course Goal: **Students at this level will learn to correctly use the present perfect and present perfect progressive.**	
Student Learning Outcomes *By the end of the semester, students should be able to:*	**Objective:** *Throughout the semester students will learn to:*
• Use the present perfect to talk and write about continuing actions or situations which began in the past. • Use the present perfect to describe recently completed actions. • Use the present perfect to talk and write about past life experiences. • Talk and write about past and continuing life experiences and situations using both the simple past and present perfect.	• Produce the spoken and written forms of past participles for regular verbs. • Produce the spoken and written forms of past participles for common irregular verbs. • Form affirmative sentences in the present perfect. • Use *since* and the present perfect to indicate a starting point for continuing actions and situations.

	• Use *for* and the present perfect to indicate the length of time of continuing actions and situations. • Form negative sentences in the present perfect. • Form yes/no questions in the present perfect. • Answer yes/no questions in the present perfect. • Use the present perfect to describe recently completed actions. • Use the present perfect with the adverbs *just, recently, already, yet, ever,* and *never*. • Specify the number of times an action was completed in the past. • Use the present perfect to describe past life experiences. • Determine whether to use the simple past or present perfect to describe an action or situation.
• Use the present perfect progressive to talk and write about continuing actions or situations which began in the past.	• Form affirmative sentences in the present perfect progressive. • Use the present perfect progressive to express the duration or starting point of continuing actions or situations that began in the past. • Distinguish between action verbs and non-action verbs that are generally not used in progressive tenses.
Grammar Course Goal: **Students at this level will learn to correctly use modal auxiliaries and phrasal modals to express possibility, permission, and necessity.**	
• Edit errors in the form of modal auxiliaries. • Express present and future possibility using *may*, *might,* and *could*. • Grant or deny permission using *can* and *may*. • Politely request permission using *may, could,* and *can*. • Politely request help using *would you, could you, will you,* and *can you*. • Ask for advice using *should*. • Give advice and suggestions using *should (not)*, *ought to,* and *had better (not)*.	• Correctly form sentences with modal auxiliaries by adding the base form of the verb. • Correctly form negative statements using modal auxiliaries. • Select the correct modal auxiliary to use for a given language function: expressing possibility, expressing permission, expressing advice, expressing necessity, expressing prohibition, and expressing logical conclusions. • Select the correct modal auxiliary to use based on its level of formality.

• Talk and write about the necessity of certain actions using *have to, have got to,* and *must.* • Give reasons for why one is unable to attend a social activity using *have to* or *have got to*. • Ask about the necessity of certain actions using *have to*. • Express a lack of necessity for certain actions using *do/does/did not have to*. • Prohibit someone to take a certain action using *must not*. • Express logical conclusions based on evidence using *must*.	• When giving advice, select from *should, ought to,* and *had better* based on the strength of the advice. • Form yes/no questions using modal auxiliaries. • Form questions using 'wh-' words and modal auxiliaries. • Soften advice by prefacing it with the word *maybe*. • When expressing necessity, choose between using *have to/have got to* and *must* based on the urgency of the situation. • Make statements about the necessity of actions in the past using *had to*. • Pronounce *have to*, *has to,* and *have got to* using common reductions ("hafta," "hasta," "gotta"). • Express prohibition using *must not*. • Express logical conclusions using *must.*
Grammar Course Goal: **Students at this level will learn to identify the difference between the passive and active voice and correctly use passive and active sentences.**	
• Rewrite an active sentence as a passive sentence with the same meaning. • Rewrite an active question as a passive question with the same meaning. • Correct errors in using the passive with intransitive verbs. • Write a short paragraph that uses both passive and active sentences appropriately (Examples: a short news story about a crime, a factual paragraph about a famous building).	• Identify the subjects, verbs, and objects in passive sentences. • Distinguish between active and passive sentences. • Explain the meaning of passive sentences. • Form passive sentences in the simple present, simple past, present progressive, past progressive, present perfect, and future (*will* + verb and *be going to* + verb). • Identify common verbs as transitive or intransitive. • Determine whether a verb can be used in the passive based on whether it is transitive or not. • Form passive sentences using a *by*-phrase. • Identify passive sentences in which a *by*-phrase is not necessary because it is unknown or unimportant who or what performed the action.

• Use participial adjectives to describe an experience and how one felt during the experience.	• Choose the past participle or present participle to describe how a person feels or the cause of the feeling. • Form sentences using participial adjectives.
Grammar Course Goal: **Students at this level will learn to correctly use gerunds as subjects and objects.**	
• Discuss personal preferences using gerunds and infinitives as objects following verbs (e.g., "I can't stand shopping."). • Use gerunds as objects of prepositions in conversation and writing. • Use gerunds as subjects of sentences to talk and write about various activities. • Use *It* as the subject of sentences and infinitive phrases to talk and write about various actions (e.g., "It is important to study hard.") • Rewrite a sentence which has a gerund as the subject by replacing the subject with *It* and changing the gerund to an infinitive (e.g., "Riding a bike is fun" becomes "It is fun to ride a bike.") • Express the purpose of an action with the infinitive of purpose. • Express the purpose of an action with a prepositional phrase using *for*.	• Identify commonly-used verbs that are followed by gerunds, infinitives, or both (with no change of meaning). • Form sentences using gerunds and infinitives as the object. • Form negative gerunds and infinitives. • Use *go* + *-ing* to talk about various activities. • Form sentences using gerunds as objects of prepositions. • Use common expressions with prepositions followed by gerunds. • Form sentences using gerunds as the subject. • Form sentences using *It* as the subject with an infinitive phrase (e.g., "It is fun to ride a bike"). • Form sentences with the following structure: *It is + adjective + for (someone) + infinitive phrase.* • Form sentences using infinitives of purpose. • Form sentences expressing purpose using prepositional phrases with *for* (e.g., I went out for lunch.).
Grammar Course Goal: **Students at this level will learn to make comparisons using the comparative/superlative forms of adjectives, adverbs, and nouns.**	

• Make comparisons between two people using *than* phrases in speaking and writing.
• Specify the degree to which a comparison is true by using the adverbs *very, much, a lot, far,* and *a little (bit)*.
• Make comparisons between two people, places, or things using the following structures:
  ○ *Less...than*
  ○ *Not as...as*
	• Form comparative sentences using *than* + subject pronoun + verb (e.g., "He is taller than I am.").
	• Form comparative sentences using *than* + object pronoun (e.g., "He is taller than me.").
	• Determine whether *than* should be followed by a subject pronoun or object pronoun based on the formality of the context.

○ *More* + noun • Make comparisons between two or more people, places, or things using superlatives in speaking and writing. • Make comparisons between to people, places, or things using the words *the same, similar, different, like,* and *alike* in speaking and writing.	• Form comparative sentences using *than* + possessive noun or possessive pronoun (e.g., "My car is older than Joe's," or "My car is older than his."). • Modify comparatives using *very, much, a lot, far,* and *a little (bit)* (e.g., "I am much smarter than my brother."). • Form comparatives using *less/more...than*. • Form comparatives using *not as...as*. • Form comparative sentences using *more* + noun (e.g., "My brother has more money than I do.") • Form superlative sentences using *the most/the least*. • Form superlative sentences using *one of the* + superlative adjective + noun (e.g., "L.A. is one of the largest cities in the U.S."). • Form superlative sentences using *never* + comparative adjective (e.g., "There has never been a hotter summer than this one.") • Form comparative sentences using *the same, similar, different, like,* and *alike*.
<u>Grammar Course Goal:</u> **Students at this level will learn to <u>correctly</u> use coordinating conjunctions to form compound sentences and use subordinating conjunctions (because, although, even though) to form complex sentences.**	
• Combine two related simple sentences into a compound sentence using a coordinating conjunction. • Combine two related simple sentences into a complex sentence using *because, although,* or *even though.* • Identify and correct errors in the use of compound and complex sentences in a paragraph. • Improve the cohesion of a short paragraph (6-8 simple sentences) by forming compound and complex sentences. • Write a short paragraph (8 sentences) that includes simple sentences, compound sentences and complex sentences (using one of the following subordinating conjunctions: *because, although, even though*).	• Write compound sentences using *for, and, nor, but, or, yet,* and *so*. • Form compound sentences in which the verb in the first clause is replaced by an auxiliary verb in the second (informal: e.g., "I don't like coffee, but my friends do.") Use the following structures: ○ *But* + subject + auxiliary ○ *And* + subject + auxiliary + *too* ○ *And* + *so* + auxiliary + subject ○ *And* + subject + negative auxiliary + *either* ○ *And* + *neither* + auxiliary + subject • Form compound sentences with the subordinating conjunctions *because, although,* and *even though.* • Identify and correct sentence fragments by forming a compound or complex sentence.

	• Identify and correct run-on sentences by forming simple, compound, or complex sentences. • Identify and correct errors in comma use between clauses.
Grammar Course Goal: **Students at this level will learn to correctly use restrictive relative clauses with the relative pronouns who(m), that, which, and whose.**	

• Use an adjective clause in speaking to identify the specific person one is speaking or writing about.
• Use an adjective clause to identify the specific object one is speaking or writing about.
	• Form restrictive adjective clauses in which the relative pronoun is the subject.
	  ○ Relative pronouns: *who, that, which*
	• Form restrictive adjective clauses in which the relative pronoun is the object.
	  ○ Relative pronouns: *who, whom, that, which*, or none
	• Form restrictive adjective clauses with both singular and plural verbs.
	• Form restrictive adjective clauses with the relative pronoun as the object of a preposition.
	  ○ Relative pronouns: *that, whom, which,* or none
	  ○ Informal (e.g., "The plane that I flew on…")
	  ○ Formal (e.g., "The plane on which I flew…")
	• Form adjective clauses indicating possession using *whose*.

Assessment *Throughout the semester, students will be assessed through:*	Classwork Quizzes Homework Tests Final Exam

Level 4

Grammar Course Goal: **Students at this level will learn to correctly use past perfect and past perfect progressive.**	
Student Learning Outcomes *By the end of the semester, students should be able to:*	**Objective:** *Throughout the semester students will learn to:*
• Write a short paragraph using the past perfect and past perfect progressive to	• Form sentences using the past perfect.

narrate events from a story or personal experience. • Identify when two events occurred in relation to each other in a sentence using the past perfect progressive.	• Identify which clause occurred first in a sentence that contains the past perfect. • Use the past perfect to narrate events. • Use the past perfect to report what someone has said. • Recognize contractions in the past perfect (*I'd, They'd, etc.*) • Form sentences using the past perfect progressive. • Identify when two events occurred in relation to each other in a sentence using the past perfect progressive. • Use the past perfect progressive to report what someone has said.
Grammar Course Goal: **Students at this level will learn to correctly use future progressive.**	

• Use the future progressive to inform someone of what one will be doing at a specific time in the future.
• Use the future progressive to give an excuse for why you cannot attend a particular event or fulfill a certain responsibility (e.g., "I can't meet you tomorrow because I'll be studying all weekend.").
	• Form sentences using the future progressive.
	  ○ *Will be* + verb-ing
	  ○ *Be going to be* + verb-ing

Grammar Course Goal: **Students at this level will learn to correctly use future perfect and future perfect progressive.**	
• Identify when two future events occur in relation to each other in a sentence using the future perfect or future perfect progressive. • Write a brief paragraph using the future perfect and future perfect progressive to make predictions about the future .	• Form sentences using the future perfect. • Form sentences using the future perfect progressive. • Identify when two future events occur in relation to each other in a sentence using the future perfect or future perfect progressive.
Grammar Course Goal: **Students at this level will learn to consistently and correctly use all modal/phrasal auxiliaries, including modals to express degree of certainty, necessity, prohibition, advisability, requests, suggestions, and past habits ("used to" and "would").**	
• Make polite requests using the modals *may, could, can, would,* and *will*.	• Select appropriate modals to regulate the degree of politeness when making a request. • Make polite requests with "I" as the subject (*May I/Could I/Can I*)

	• Make polite requests with "you" as the subject (*Would you/Will you/Could you/Can you*) • Ask for permission using the form *Would you mind if I….* • Ask someone to do something using the form *Would you mind* + gerund.
• Discuss one's present and future responsibilities using *have to* and *have got to.* • Give an excuse for not fulfilling a particular responsibility by using *had to* (e.g., "I missed class because I had to go to the doctor.") • Explain why it is unnecessary to fulfill a particular responsibility using *do not have to* (e.g., "We don't have to come to class tomorrow because it's a holiday.")	• Express present or future necessity using *have to, have got to,* and *must.* • Express past necessity using *had to*. • Select appropriate modals to indicate the degree of urgency when expressing necessity. • Express a lack of necessity using *do/does not have to.* • Express prohibition using *must not*.
• Make suggestions during a conversation using *should* and *ought to*. • Warn someone of consequences to their actions using *had better/had better not*.	• Give advice and make suggestions using *should, should not* and *ought to*. • Give a warning using *had better* and *had better not*. • Recognize and use contractions with modals: *shouldn't, You'd better.*
• Express regret for a past action using *should/shouldn't have*. • Mildly scold someone for neglecting to do something using *should have*.	• Use *should have* and *shouldn't have* to scold someone or express regret about a past action.
• Explain something that you are expected to do using *am supposed to* (e.g., "I am supposed to attend a meeting this afternoon.") • Mildly scold someone for neglecting to do something using *were supposed to* (e.g., "You were supposed to meet me for coffee yesterday. Where were you?")	• Express expectations that something will happen using *be supposed to*. • Express expectations about behavior using *be supposed to*. • Express unfulfilled expectations using *was/were supposed to*.
• Express an unfulfilled intention using *was/were going to* (e.g. "I was going to work on my essay last night, but I fell asleep.")	• Use *was/were going to* to talk about past intentions.
• Make suggestions in the context of planning a social activity using *Let's (not)* and *Why don't*. • Offer suggestions for solving a problem using *could* and *should*.	• Use *let's, let's not,* and *why don't* to make suggestions. • Form yes/no questions using *shall* to make suggestions.

	• Form tag questions using *shall* to initiate action (e.g., "Let's begin, shall we?") • Regulate the strength of suggestions by choosing between *could* and *should*. • Soften a suggestion by using *maybe.* • Give "hindsight" advice using *could have* and *should have*.
• Express logical conclusions based on available evidence using modals. • Express possible explanations for past and present situations using modals. • Express expectations about a future event using modals.	• Make affirmative and negative statements using modals to specify degree of certainty about situations in the present, past, and future. • Determine the degree of certainty of a statement based on the modal used. • Use progressive forms of modals to specify degree of certainty about present and past situations.
• Talk and write about past habits and situations using *would* and *used to*.	• Use *would* and *used to* to express actions that were regularly repeated in the past. • Use *used to* to express past situations.
• Tell someone which of two options you prefer using *would rather*.	• Use *would rather (not)...than* to express preferences. • Use the contraction *I'd* ("I'd rather…") • Use *would rather have* + past participle to express preferences about past situations. • Use *would rather be* + verb-ing to express preferences about current situations.
• Express inability to fulfill a future obligation using modals and phrasal modals (e.g., "I won't be able to pick you up tomorrow because my car broke down.") • Express the possibility that a future obligation may change (e.g., "I may not have to work tomorrow.").	• Make sentences that combine modals with phrasal modals.
<u>Grammar Course Goal:</u> **Students at this level will learn to use passive constructions.**	
• Write a short academic paragraph using both passive and active forms appropriately (sample topics: cultural norms, opinion on a controversial issue).	• Form passive verbs in each of the verb tenses. • Change the focus of a sentence by choosing between active and passive forms.

	• Determine whether a *by*-phrase is necessary based on the importance of the information. • Form passive modals in present and past tenses. • Determine whether an active or passive form is more appropriate in a given context.
Grammar Course Goal: **Students at this level will learn to correctly use non-restrictive relative clauses paired with proper nouns, with relative pronouns who(m), that, which, and whose.** **Students at this level will learn to correctly form complex sentences using adverb clauses, noun clauses, and adjective/relative clauses.** **Students at this level will learn to use commas and semicolons correctly to punctuate simple, compound, and complex sentences.**	
• Write non-restrictive adjective clauses to give non-essential information about the subject of a sentence. • Write restrictive adjective clauses to provide essential identifying information about the subject of a sentence.	• Distinguish between restrictive and non-restrictive adjective clauses. • Explain the difference in meaning between sentences using restrictive and non-restrictive adjective clauses. • Punctuate restrictive and non-restrictive adjective clauses appropriately. • Write restrictive and non-restrictive adjective clauses using the relative pronouns *that, which, who(m),* and *whose*.
Grammar Course Goal: **Students at this level will learn to correctly forming complex sentences using adverb clauses, noun clauses, and adjective/relative clauses and use commas and semicolons correctly to punctuate simple, compound, and complex sentences.**	
• Use noun clauses that function as the object of a sentence in speaking and writing. • Use noun clauses that function as the subject of a sentence in speaking and writing. • Ask indirect questions using noun clauses (e.g., Can you tell me where she is?). • Answer direct questions with noun clauses (e.g., I don't know where she is.). • Express an opinion using a noun clause (e.g., I think that…). • Express a fact or common sense using a noun clause (e.g., It's clear that…; It's well-known that…). • Use noun clauses to cite research (e.g., Smith claims that…; O'Shea reports that…)	• Identify noun clauses that function as the subject or object in the context of a sentence. • Form noun clauses that begin with questions words (*where, what, when, who, whose, how many, how long,* and *how far).* • Form noun clauses that begin with *if* and *whether*. • Change direct questions into noun clauses. • Use phrases that commonly precede noun clauses to form sentences (e.g., *I wonder, Can you tell me, I don't know, Do you know*).

	• Form noun clauses that begin with *that*. • Identify common verbs and phrases (e.g., I'm + adj.; It's + adj.) that may be followed by *that*- clauses.
Grammar Course Goal: **Students at this level will learn to form compound sentences using coordinating conjunctions, conjunctive adverbs, and sentence modifiers.** **Students at this level will learn to correctly form complex sentences using adverb clauses, noun clauses, and adjective/relative clauses.**	
• Use a variety of connectors (i.e., adverb clauses, prepositions, transitions, conjunctions) and sentence structures to show cause and effect. • Use a variety of connectors to show purpose (e.g., *so that, in order to*). • Use a variety of connectors and sentence structures to show contrast. • Use a variety of connectors and sentence structures to express conditions.	• Show time relationships using the subordinating conjunctions *after, before, when, while, as, by the time, since, until, as soon as, once, whenever, every time, the first time*. • Show cause and effect using the subordinating conjunctions *because, now that, since.* • Show contrast using the subordinating conjunctions *even though, while, whereas.* • Express conditions using the subordinating conjunctions *if, unless, whether or not, even if, in case, only if*. • Show cause and effect using the phrasal prepositions *because of, due to*. • Show cause and effect using the conjunctive adverbs *therefore* and *consequently*. • Show cause and effect using *such...that* and *so..that* (e.g., It was such a hot day that no one could go outside.). • Show purpose using *so that*. • Show contrast (unexpected result) with the prepositions *despite, in spite of, despite the fact that, in spite of the fact that.* • Show contrast (unexpected result) with the conjunctive adverbs *nevertheless, nonetheless, however...still*. • Show contrast (unexpected result) with the coordinating conjunctions *but...anyway, but...still, yet...still*. • Show direct contrast with the conjunctive adverbs *however, on the other hand*.

	• Express conditions with the conjunctive adverb *otherwise*. • Express conditions with the coordinating conjunction *or (else).* • Use semicolons before conjunctive adverbs to connect two related sentences together.
Grammar Course Goal: **Students at this level will learn to correctly use conditionals.**	
• Use a conditional sentence to describe a habitual activity or situation. • Use a conditional sentence to express a general truth. • Use a conditional sentence to express a future possibility. • Use a conditional sentence to express a hypothetical situation. • Use a conditional sentence to express regret over a past action or situation. • Use a conditional sentence to express past hypothetical possibilities.	• Form conditional sentences to express factual ideas in the present. • Form conditional sentences to express factual ideas in the future. • Form conditional sentences to express hypothetical situations in the present and future. • Form conditional sentences to express hypothetical situations in the past. • Form conditional sentences that indicate different times in each clause (e.g., "If I had not had an accident this morning, I would not be in the hospital now.")
Assessment *Throughout the semester, students will be assessed through:*	Classwork Quizzes Homework Tests Final Exam

Appendix G: Listening/Speaking Table of Curriculum Components

Level Foundation

Listening Course Goal:

Students at this level will learn to understand beginner (approximately A1) level audio materials (conversations and modified lectures) and demonstrate comprehension of these materials in authentic situations, scenarios and tasks.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
1. Identify the setting of a conversation and the interpersonal relations of the speakers involved.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine setting of a conversation and interpersonal relations of the speakers involved.	• Listening practice and assignments • Listening tests/quizzes • Final exam •
2. Identify key points (e.g. topic, main ideas, supporting details) in a conversation.	• Practice applying strategies (e.g., identifying students' own comprehension	• Listening practice and assignments • Listening tests/quizzes • Final exam

	difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine o setting of a conversation and interpersonal relations of the speakers involved. o the topic, main ideas, and supporting details in a conversation.	
3. Define target vocabulary in a conversation or lecture in previewing and post-viewing activities and practice.	• Accurately match target vocabulary words from a conversation or lecture to their appropriate definitions. • Accurately complete novel sentences with the correct target vocabulary words from a conversation or lecture.	• Listening practice and assignments • Listening tests/quizzes
4. Identify key points (e.g. topic, main ideas, supporting details) in a lecture.	• Practice accurately selecting topic, main ideas, and supporting details in a lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam
5. Fill in information into	• Listen to a	• Listening practice and

a visual, graphic, or cloze from a conversation or lecture while listening.	conversation about a topic. • Listen to a modified lecture. • Practice filling in a visual, graphic or cloze while listening to a conversation or lecture.	assignments • Listening tests/quizzes • Final exam

Speaking Course Goal: **Students at this level will learn to ask and answer simple questions, ask for clarification, integrate new vocabulary into conversations, and give a 2 to 3 minutes descriptive presentation.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
• Answer yes/no questions with some elaboration of their response. • Ask yes/no questions.	• Recognize yes/no questions. • Formulate and ask yes/no questions. • Respond to yes/no questions • Expand a yes/no response with a short explanation.	Classwork Speaking tests/quizzes
• Use new vocabulary effectively in discussions.	• Use selected vocabulary in discussions.	Classwork Speaking tests/quizzes
• Ask for clarification during discussions and class activities.	• Ask someone to clarify what they have said.	Classwork Quizzes
• Give a 2-3 minute descriptive speech.	• Describe things using appropriate adjectives. • Organize ideas in formal speeches. • Support ideas in formal speeches with details and examples. • Use effective eye contact, volume, and visual aids while giving formal speeches	Classwork Graded Homework Presentations

Level 1

Listening Course Goal:

Students at this level will learn to understand beginner (approximately A1-A2) level audio materials (conversations and modified lectures) take effective notes, and demonstrate comprehension of these materials in authentic situations, scenarios and tasks.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
1. Identify the setting of a conversation and the interpersonal relations of the speakers involved.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine setting of a conversation and interpersonal relations of the speakers involved.	• Listening practice and assignments • Listening tests/quizzes • Final exam
2. Identify key points (e.g. topic, main ideas, supporting details) in a conversation.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine • setting of a conversation	• Listening practice and assignments • Listening tests/quizzes • Final exam

	and interpersonal relations of the speakers involved. • the topic, main ideas, and supporting details in a conversation.	
3. Identify the overall meaning or purpose of a conversation. 4. Identify the meaning of an utterance or the speaker's intention/attitude in a conversation.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine • setting of a conversation and interpersonal relations of the speakers involved. • the topic, main ideas, and supporting details in a conversation. • the overall meaning or purpose of a conversation. • Practice applying strategies and what is known about setting, topic, and interpersonal relations to determine meaning of an utterance or speaker's intention or attitude in a conversation. • Practice forming and modifying hypotheses, predictions, and inferences about a conversation.	• Listening practice and assignments • Listening tests/quizzes • Final exam
5. Define target vocabulary	• Accurately match target	• Listening practice and

in a conversation or lecture in previewing and post-viewing activities and practice.	vocabulary words from a conversation or lecture to their appropriate definitions. • Accurately complete novel sentences with the correct target vocabulary words from a conversation or lecture.	assignments • Listening tests/quizzes
6. Identify key points (e.g. topic, main ideas, supporting details) in a lecture.	• Practice accurately selecting topic, main ideas, and supporting details in a lecture. • Practice identifying discourse markers (e.g., signal words for topic markers, topic shifters, definitions, summarizers, emphasis, clarification, segueing, repetition, elaboration) during a lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam
7. Identify the meaning of key points in a lecture. 8. Identify the speaker's point of view 9. Identify the overall meaning of a lecture. 10. Identify the speaker's point of view	• Practice accurately selecting topic, main ideas, and supporting details in a lecture. • Practice identifying discourse markers (e.g., signal words for topic markers, topic shifters, definitions, summarizers, emphasis, clarification, segueing, repetition, elaboration) during a lecture. • Practice identifying the speaker's point of view. • Practice applying what is known about target vocabulary, and key points, discourse markers, and the speaker's point of view to determine the	• Listening practice and assignments • Listening tests/quizzes • Final exam

	purpose and overall meaning of a lecture.	
11. Take notes on key information in a conversation or lecture while listening. 12. Take notes in a vertical linear form.	• Listen to a conversation about a topic. • Practice taking notes on key information (e.g., setting, topic, important details) in a conversation while listening. • Listen to a modified lecture. • Practice taking notes in a linear format (e.g., basic outline using numbers/letters/bullets/spacing). • Practice annotating key points of a lecture.	• Listening practice and assignments • Listening tests/quizzes

Speaking Course Goal:
Students at this level will learn to effectively participate in simple conversations, ask for clarification and confirm information, perform in role plays, and give a 3 to 5 minutes informative speech.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
• Answer yes/no questions with some elaboration of their response. • Ask yes/no questions. • Ask questions beginning with *who/what/when/where/why/how*.	• Recognize yes/no questions. • Form and ask yes/no questions. • Respond to yes/no questions • Expand a yes/no response with a short explanation. • Form and ask questions using *who/what/when/where/why/how*. • Respond to questions that begin with *who/what/when/where/why/how*.	Classwork Speaking tests/quizzes
• Use new vocabulary effectively in discussions and presentations.	• Use selected vocabulary in discussions and presentations.	Classwork Speaking tests/quizzes Presentations

• Respond to breakdowns in communication using communication repair techniques.	• Ask someone to clarify what they have said. • Confirm understanding of information given during a conversation by saying “right?” and “is that right?” • Ask someone to repeat what they have said in formal and informal situations. • Use question words to ask for repetition or clarification of an idea during conversations.	Classwork Quizzes
• Greet others and say good-bye appropriately.	• Use appropriate formal and informal phrases, gestures, and actions for greeting and saying good-bye to friends, teachers, and relatives.	Classwork Quizzes
• Give a 3-5 minute informative speech.	• Organize formal speeches with an introduction, body, and conclusion. • Support ideas in formal speeches with details and examples. • Deliver formal speeches with effective eye contact, appropriate volume, enthusiasm, and visual aids. • Use note cards as a memory aid while giving formal speeches.	Classwork Graded Homework Presentations
• Use conversation maintenance strategies to show understanding and check for listener understanding.	• Use verbal cues to show attentiveness during a conversation. • Use verbal cues to express surprise during a conversation. • Use verbal cues to respond to good and bad news during a conversation. • Confirm understanding during conversations by repeating information and saying, “I got it.” • Confirm listener understanding in both formal and informal conversations.	Classwork Quizzes
• Ask for and give directions to a specific place.	• Give directions to specific places. • Describe locations using appropriate prepositions. • Ask for directions to specific places.	Classwork Quizzes

	• Follow directions to specific places.	
• Introduce someone to others in both formal and informal situations.	• Introduce someone to others in both formal and informal situations.	Classwork Quizzes
• Describe the location of objects in a given space or picture. • Locate an object after hearing someone describe where it is.	• Use prepositions and adjectives to describe an object's location. • Understand an oral description of an object's location.	Classwork Quizzes
• Give step-by-step instructions. • Follow step-by-step instructions.	• Use transitions of sequence to give step-by-step instructions. • Recognize transitions of sequence while listening to step-by-step instructions.	Classwork Quizzes
• Tell a story about a personal experience. • Understand the sequence of events in a story.	• Use transitions of sequence to signal the order of events stories. • Use the simple past to tell about past events. • Recognize transition words that indicate the sequence of events while listening stories. • Identify the verbs used while listening to stories. • After listening to a story, put events in the correct sequence.	Classwork Quizzes

Level 2

Listening Course Goal:

Students at this level will learn to listen to high beginner-low intermediate (approximately A2-B1) level audio materials (conversations and modified lectures) take effective notes, and demonstrate comprehension of these materials in authentic situations, scenarios and tasks.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
1. Identify the setting of a conversation and the	• Practice applying strategies (e.g., identifying	• Listening practice and assignments

interpersonal relations of the speakers involved.	students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine setting of a conversation and interpersonal relations of the speakers involved.	• Listening tests/quizzes • Final exam
2. Identify key points (e.g. topic, main ideas, supporting details) in a conversation.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine ○ setting of a conversation and interpersonal relations of the speakers involved. ○ the topic, main ideas, and supporting details in a conversation.	• Listening practice and assignments • Listening tests/quizzes • Final exam
3. Identify the overall meaning or purpose of a conversation. 4. Identify the meaning of an utterance or the speaker's intention/attitude in a conversation.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to	• Listening practice and assignments • Listening tests/quizzes • Final exam

	students' own strategies in L1 and L2, linking with prior knowledge) to determine ○ setting of a conversation and interpersonal relations of the speakers involved. ○ the topic, main ideas, and supporting details in a conversation. ○ the overall meaning or purpose of a conversation. • Practice applying strategies and what is known about setting, topic, and interpersonal relations to determine meaning of an utterance or speaker's intention or attitude in a conversation. • Practice forming and modifying hypotheses, predictions, and inferences about a conversation.	
5. Define target vocabulary in a conversation or lecture in previewing and/or post-viewing activities and practice.	• Accurately match target vocabulary words from a conversation or lecture to their appropriate definitions. • Accurately complete novel sentences with the correct target vocabulary words from a conversation or lecture.	• Listening practice and assignments • Listening tests/quizzes
6. Identify key points (e.g. topic, main ideas, supporting details) in an	• Practice accurately selecting topic, main ideas, and supporting	• Listening practice and assignments • Listening tests/quizzes

academic lecture.	details in a lecture. • Practice identifying discourse markers (e.g., signal words for topic markers, topic shifters, definitions, summarizers, emphasis, clarification, segueing, repetition, elaboration) during a lecture.	• Final exam
7. Form accurate hypotheses, predictions, and inferences about a conversation. ~~8.~~ Form accurate hypotheses, predictions, and inferences about an academic lecture.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to form hypotheses, predictions, and inferences about a conversation or lecture • Practice modifying hypotheses as more information is learned or understood.	• Listening practice and assignments • Listening tests/quizzes • Final exam
9. Identify the meaning of key points in an academic lecture. 10. Identify the rhetorical structure of a lecture. 11. Identify the speaker's point of view 12. Identify the overall meaning of a lecture.	• Practice identifying rhetorical structure of a lecture. • Discuss the purpose of various rhetorical structures of lectures. • Practice identifying the speaker's point of view. • Practice applying what is known about target vocabulary, key points, discourse markers, rhetorical structure, and the speaker's point of view to determine the	• Listening practice and assignments • Listening tests/quizzes • Final exam

	purpose and overall meaning of a lecture.	
13. Take notes on key information in a conversation while listening. 14. Take notes in an outline form (vertical).	• Listen to a conversation about a topic. • Practice taking notes on key information (e.g., setting, topic, important details) in a conversation while listening. • Listen to a modified lecture, both sheltered and authentic (TED Ed, BBC). • Practice taking notes in a linear format (e.g., basic outline using numbers/letters/bullets/spacing) with teacher scaffolding. • Practice using common abbreviations and symbols while taking notes with teaching scaffolding • Practice annotating key points of a lecture (e.g., topic, lecture preview/organization, examples) • Practice utilizing notes to review for an exam or accomplish an oral or written task days after listening	• Listening practice and assignments • Listening tests/quizzes • Final exam

Level 2

Speaking Course Goal: **Students at this level will learn to effectively participate in group discussions using turn-taking strategies, asking for clarification and additional information, and sharing opinions; participate in roles plays; and give a 5 to 7 minutes compare/contrast presentation.**		
Student Learning Outcome	**Objective**	**Assessment**

By the end of the semester, students should be able to:	*Throughout the semester, students will learn to:*	*Throughout the semester, students will be assessed through:*

• Ask follow-up questions in a group discussion.
• Give well-developed responses to discussion prompts during a group discussion.
• Initiate a new topic in a group discussion.
• Lead a group discussion.
• Present results of a group discussion to the class.
• Take notes on main ideas during a group discussion.
	• Participate effectively in group discussions.
	  ○ Practice responding to discussion prompts.
	  ○ Respond to what others have said with comments and follow-up questions.
	  ○ Ask others for their opinion.
	• Lead group discussions.
	  ○ Initiate discussion.
	  ○ Ask others to respond to discussion prompts.
	  ○ Change the topic of discussion.
	• Present results of a group discussion to the class.
	• Take notes on main ideas during a group discussion.
		Classwork

• Integrate new vocabulary effectively in discussions and presentations.	• Learn and practice using selected vocabulary in discussions and presentations.	Classwork Speaking tests/quizzes Presentations
• Respond to breakdowns in communication using communication repair techniques.	• Ask someone the correct word to use in a particular situation. • Ask someone the meaning of a word they just used in a conversation. • Ask someone to repeat a word they just used in a conversation. • Ask for linguistic information (spelling, synonyms/antonyms, word forms, part of speech) about a word used in a conversation. • When lacking the necessary vocabulary to express one's ideas, invent words to help others understand.	Classwork Quizzes

• Use reduced speech (e.g., "wanna") in informal conversation.	• Use reduced speech (e.g., "wanna") in informal conversation.	Classwork
• Give a 5-7 minute compare/contrast speech.	• Organize formal speeches with an introduction, body, and conclusion. • Develop ideas in formal speeches with main points and supporting details. • Deliver formal speeches with effective eye contact, appropriate volume, enthusiasm, and visual aids. • Use note cards as a memory aid while giving formal speeches.	Classwork Graded Homework Presentations
• Express agreement during a conversation.	• Express agreement with varying degrees of formality.	Classwork Quizzes
• Politely give advice to a peer. • Politely accept or reject advice.	• Give advice with varying degrees of formality. • Politely accept or reject advice.	Classwork Quizzes
• Express personal opinions during a conversation.	• Express personal opinions with varying degrees of formality.	Classwork Quizzes
• Use appropriate non-verbal behavior while having a conversation, according to generally accepted norms of American culture.	• Discuss cultural norms of conversational distance, posture, eye contact, touching, and facial expression. • Follow American norms of non-verbal behavior during conversations.	Classwork Quizzes
• Respond to questions about progress on an assignment by expressing that the work is not yet complete and specifying when it will be completed.	• Respond to questions about progress on an assignment by expressing that the work is not yet complete and specifying when it will be completed.	Classwork Quizzes
• Make small talk with a classmate.	• Ask appropriate small talk questions.	Classwork Quizzes

	• Comment about another person to initiate/continue small talk. • Compliment another person to initiate/continue small talk.	
• Open and close a phone conversation appropriately. • Use communication repair strategies during a phone conversation.	• Open and close a phone conversation appropriately. • Check for understanding during a phone conversation. • Ask for repetition during a phone conversation. • Ask for clarification during a phone conversation.	Classwork Quizzes
• Use appropriate gestures to communicate ideas to an American.	• Discuss and compare gestures from different cultures. • Identify the meaning of specific American gestures. • Use American gestures to communicate specific ideas.	Classwork Quizzes

Level 3

Listening Course Goal:

Students at this level will learn to understand intermediate (approximately B1) level audio materials (conversations and modified lectures) take effective notes, and demonstrate comprehension of these materials in authentic situations and scenarios and tasks.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
1. Identify the setting and topic of a conversation and the interpersonal relations of the speakers involved. 2. Identify key points (e.g. topic, main ideas,	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to	• Listening practice and assignments • Listening tests/quizzes • Final exam

supporting details) in a conversation.	students' own strategies in L1 and L2, linking with prior knowledge) to determine ○ setting and topic of a conversation and interpersonal relations of the speakers involved. ○ the topic, main ideas, and supporting details in a conversation.	
3. Identify the overall meaning or purpose of a conversation. 4. Identify the meaning of an utterance or the speaker's intention/attitude in a conversation. 5. Summarize the key points of a conversation orally or in a written task.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine ○ setting of a conversation and interpersonal relations of the speakers involved. ○ the topic, main ideas, and supporting details in a conversation. ○ the overall meaning or purpose of a conversation. ○ meaning of an utterance or speaker's	• Listening practice and assignments • Listening tests/quizzes • Final exam

	intention or attitude in a conversation. • Practice forming and modifying hypotheses, predictions, and inferences about a conversation.	
6. Define target vocabulary in a conversation or lecture in previewing and post-viewing activities and practice.	• Accurately match target vocabulary words from a conversation or lecture to their appropriate definitions. • Accurately complete novel sentences with the correct target vocabulary words from a conversation or lecture.	• Listening practice and assignments • Listening tests/quizzes
7. Identify key points (e.g. topic, main ideas, supporting details) in an academic lecture.	• Practice accurately selecting topic, main ideas, and supporting details in a lecture. • Practice identifying discourse markers (e.g., signal words for topic markers, topic shifters, definitions, summarizers, emphasis, clarification, segueing, repetition, elaboration) during a lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam
8. Form accurate hypotheses, predictions, and inferences about a conversation. 9. Form accurate hypotheses, predictions, and inferences about an academic lecture.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to form hypotheses, predictions, and inferences about a conversation or lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam

	• Practice modifying hypotheses as more information is learned or understood.	
10. Identify the meaning of key points in an academic lecture. 11. Identify the rhetorical structure of a lecture. 12. Identify the speaker's point of view 13. Identify the overall meaning of a lecture. 14. Summarize the key points of a lecture orally or in a written task.	• Practice identifying rhetorical structure of a lecture. • Discuss the purpose of various rhetorical structures of lectures. • Practice identifying the speaker's point of view. • Practice applying what is known about target vocabulary, key points, discourse markers, rhetorical structure, and the speaker's point of view to determine the purpose and overall meaning of a lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam
15. Take notes on key information in a conversation while listening. 16. Take notes on an academic lecture.	• Listen to a conversation about an academic or professional topic. • Practice taking notes on key information (e.g., setting, topic, important details) in a conversation while listening. • Listen to a modified academic lecture. • Practice taking notes in an organized format (e.g., outline or T-chart). • Practice using common abbreviations and symbols while taking notes. • Practice annotating key points of a lecture. • Practice utilizing notes to review for an exam or accomplish an oral or written task days after listening	• Listening practice and assignments • Listening tests/quizzes

Speaking Course Goal: **Students at this level will learn to participate in group discussions on academic topics, orally summarize discussions and readings of academic topics, use effective turn-taking techniques in conversations, and give a 7 to 10 minute presentation using outside sources.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
• Give a coherent oral summary of group's effort after group work.	• Take notes on main ideas during a group task. • Summarize results of a group task to the class.	Classwork
• Use an informal register during group work. • Use a formal register during presentations.	• Identify situations that require a formal or informal speaking register. • Use an informal register during group work. • Use a formal register during presentations.	Classwork Presentations
• Voluntarily contribute to a whole class discussion.	• Take initiative to ask questions, answer questions, and comment during whole class discussions.	Classwork
• Give a 7-10 minute expository speech.	• Organize formal speeches with an introduction, body, and conclusion. • Thoroughly develop ideas in formal speeches with at least 3 main points and supporting details. • Incorporate information from at least one outside sources in formal speeches. • Create an organized outline to prepare for formal speeches. • Include informal references for outside sources in speech outlines (references need not follow a particular format, e.g., MLA/APA).	Classwork Graded Homework Presentations

	• Deliver formal speeches with effective eye contact, appropriate volume, enthusiasm, and visual aids. • Use note cards as a memory aid while giving formal speeches.	
• Give an oral summary of a sheltered newspaper or magazine article (e.g., from *Junior Scholastic*).	• Use expressions referencing an article during oral summaries (e.g., "The author states that…") • Introduce oral summaries, stating the title, source, and author of an article. • Use transition expressions to signal main points during an oral summary (e.g., "Next, the author discusses...")	Classwork Presentations
• Apologize appropriately in both formal and informal situations. • Respond to an apology appropriately.	• Determine the degree of formality in various situations when an apology is necessary. • Determine how strong apologies need to be in various situations. • Use formal and informal expressions to apologize in various situations. • Use common expressions to respond to apologies in various situations.	Classwork Quizzes
• Avoid answering someone's question when it would be awkward or inappropriate to answer.	• Use common expressions to avoid answering questions. • Identify questions that may be inappropriate or awkward in various contexts in American culture.	Classwork Quizzes
• Give a compliment to start a conversation.	• Use common expressions and adjectives to give compliments about appearance, specific acts, ability/character, and possessions. • Consider factors such as gender and type of relationship	Classwork Quizzes

	(e.g., acquaintance, coworker, close friend) to determine the appropriacy of various types of compliments. • Respond to compliments appropriately.	
• Initiate small talk on an appropriate topic.	• Determine appropriate topics for small talk in American culture. • Initiate small talk with classmates. • Change to a more appropriate topic when a small talk conversation feels too personal.	Classwork Quizzes
• Ask for permission in both formal and informal situations. • Give or deny permission when someone asks for permission.	• Determine the formality of various situations in which one needs to ask for permission. • Use expressions of various degrees of formality to ask for permission. • Use common expressions to give or deny permission. • Identify common situations in which people ask and do not ask for permission in American culture.	Classwork Quizzes
• Congratulate someone in both formal and informal situations.	• Determine the formality of various situations in which one would offer congratulations. • Use expressions of varying degrees of formality to congratulate someone.	Classwork Quizzes
• Express gratitude in both formal and informal situations. • Respond to expressions of gratitude in both formal and informal situations.	• Determine the formality of various situations in which one would express gratitude. • Use expressions of various degrees of formality to express gratitude. • Use expressions of various degrees of formality to respond to expressions of gratitude.	Classwork Quizzes

	• Identify common situations in which people express gratitude in American culture.	
• Politely correct someone when they state incorrect information during a conversation.	• Use expressions of various degrees of formality to correct someone politely. • Identify common situations in which Americans correct or do not correct others.	Classwork Quizzes
• Paraphrase what someone has said in a conversation to confirm that one's own understanding is correct. • During conversation, check to confirm whether a particular word or phrase is the correct one to use for the topic under discussion.	• Use common expressions to check that one's own understanding of what someone has said is correct. • Paraphrase what someone has said during conversation to confirm that one has understood them correctly. • Use common expressions to check that a particular word or phrase is the correct one to use for the topic under discussion.	Classwork Quizzes
• Give an oral invitation in both a formal and an informal situation. • Accept an invitation and ask for further details. • Reject an invitation politely and give an acceptable reason for it.	• Determine the formality of various situations in which one would give an invitation. • Use expressions of various degrees of formality to give an invitation. • Use expressions of various degrees of formality to accept an invitation. • After accepting an invitation, ask for further details. • Use expressions of various degrees of formality to reject an invitation. • Give acceptable reasons for rejecting an invitation. • Stall to avoid directly rejecting an invitation. • Recognize cultural cues to understand who will pay when invited to eat out.	Classwork Quizzes

	• Recognize that a casual invitation may just be small talk, rather than a genuine invitation.	
• Make a request in both a formal and an informal situation. • Agree to a request. • Deny a request and give an acceptable reason for it.	• Use expressions of various degrees of formality to make a request. • Use common expressions to agree to a request. • Use common expressions to deny a request. • Give an acceptable reason for denying a request.	Classwork Quizzes
• Rephrase a word when someone does not understand it during a conversation. • When one does not know the correct word for a particular idea, elicit the word by giving its opposite.	• Rephrase a word when someone does not understand it during a conversation. • Give definitions to explain concepts when one does not know the correct word. • Elicit the correct word for a particular idea by asking, "What's the opposite of _____?" • Use *not* + a word's opposite when one does not know the correct word to use.	Classwork Quizzes

Level 4

Listening Course Goal:

Students at this level will learn to understand high intermediate (approximately B1-B2) level audio materials (conversations and modified lectures) take effective notes, and demonstrate comprehension of these materials in authentic situations and scenarios and tasks.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
1. Identify the setting and topic of a conversation and	• Practice applying strategies (e.g., identifying students'	Listening practice and assignments

the interpersonal relations of the speakers involved. 2. Identify key points (e.g. topic, main ideas, supporting details) in a conversation. 3. Identify the overall meaning or purpose of a conversation. 4. Summarize the key points of a conversation orally or in a written task.	own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine ○ setting and topic of a conversation and interpersonal relations of the speakers involved. ○ the topic, main ideas, and supporting details in a conversation. ○ the overall meaning or purpose of a conversation.	Listening tests/quizzes Final exam Suggested Activities: • Teacher can elicit meaning ("What is the purpose of this conversation? / Why does this person do --- or what does this person need or want?") • Teacher can point out different degrees of formality, familiarity, social rank, etc. in a conversation • Share the information you learned with a friend. • Follow the directions for something based on the information you learned in the conversation.
5. Identify the meaning of an utterance or the speaker's intention/attitude in a conversation.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) and what is known about setting, topic, and interpersonal relations to determine meaning of an utterance or speaker's intention or attitude in a conversation. • Practice forming and modifying hypotheses, predictions, and inferences	• Listening practice and assignments • Listening tests/quizzes • Final exam

	about a conversation.	
6. Define target vocabulary in a conversation or lecture in previewing and post-viewing activities and practice.	• Accurately match target vocabulary words from a conversation or lecture to their appropriate definitions. • Accurately complete novel sentences with the correct target vocabulary words from a conversation or lecture.	• Listening practice and assignments • Listening tests/quizzes
7. Identify key points (e.g. topic, main ideas, supporting details) in an academic lecture.	• Practice accurately selecting topic, main ideas, and supporting details in a lecture. • Practice identifying discourse markers (e.g., signal words for topic markers, topic shifters, definitions, summarizers, emphasis, clarification, segueing, repetition, elaboration) during a lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam
8. Form accurate hypotheses, predictions, and inferences about a conversation. 9. Form accurate hypotheses, predictions, and inferences about an academic lecture.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to form hypotheses, predictions, and inferences about a conversation or lecture. • Practice modifying hypotheses as more information is learned or understood.	• Listening practice and assignments • Listening tests/quizzes • Final exam
10. Identify the meaning of key	• Practice identifying	• Listening practice and

points in an academic lecture. 11. Identify the rhetorical structure of a lecture. 12. Identify the speaker's point of view 13. Identify the overall meaning of a lecture. 14. Summarize the key points of a lecture orally or in a written task.	rhetorical structure of a lecture. • Discuss the purpose of various rhetorical structures of lectures. • Practice identifying the speaker's point of view. • Practice applying what is known about target vocabulary, key points, discourse markers, rhetorical structure, and the speaker's point of view to determine the purpose and overall meaning of a lecture.	assignments • Listening tests/quizzes • Final exam
15. Take notes on key information in a conversation while listening. 16. Take well-organized notes on an academic lecture.	• Listen to a conversation about an academic or professional topic. • Practice taking notes on key information (e.g., setting, topic, important details) in a conversation while listening. • Listen to a modified academic lecture. • Practice taking notes in an organized format (e.g., outline or T-chart). • Practice using common abbreviations and symbols while taking notes. • Practice annotating key points of a lecture. • Practice utilizing notes to review for an exam or accomplish an oral or written task days after listening	• Listening practice and assignments • Listening tests/quizzes

Speaking Course Goal:

Students at this level will learn to converse with others on academic topics, using pragmatically appropriate turn-taking techniques and strategies for discussion when topics are controversial; to describe concept or ideas in multiple ways; and give a 9 to 12 minute formal persuasive presentation using outside sources.		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
• Use idiomatic language during group work. • Use a formal register during presentations.	• Identify situations that require a formal or informal speaking register. • Use an informal register during group work. • Use a formal register during presentations. • Use effective word choice to convey shades of meaning in formal and informal speaking contexts. • Use paralinguistic devices to convey shades of meaning in formal and informal speaking situations.	Classwork Presentations
• Give a 9-12 minute persuasive speech.	• Organize formal speeches with an introduction, body, and conclusion. • Thoroughly develop ideas in formal speeches with at least 3 main points and supporting details. • Incorporate information from at least two outside sources in formal speeches. • Create an organized outline to prepare for formal speeches. • Include references for outside sources in speech outlines using a standard format such as APA or MLA. • Deliver formal speeches with effective eye contact, appropriate volume, enthusiasm, and visual aids.	Classwork Graded Homework Presentations

	• Use note cards as a memory aid while giving formal speeches. • Develop clear position statements for persuasive discourse. • Develop an introduction that contains a hook, background information about the topic, and a clear position statement. • Develop logical arguments to support a position. • Support arguments with various types of evidence, such as examples, common sense, statistics, and expert opinion. • Develop logical counterarguments and rebuttals to support a position. • Use common academic expressions to introduce arguments and evidence in persuasive discourse. • Develop a persuasive conclusion that summarizes key arguments and ends with memorable final comments.	
• Accurately summarize lectures • Give an oral summary of a newspaper or magazine article (e.g., from *Upfront*). • Give an informal summary of a lecture to a classmate.	• Use expressions referencing an article during oral summaries (e.g., “The author states that…”) • Introduce oral summaries, stating the title, source, and author of an article or name of the speaker. • Use transition expressions to signal main points during an oral summary (e.g., “Next, the author discusses...”). • Use expressions to indicate the significance of main points during an oral summary (e.g., “This is important because…”) • Distinguish between summary and reaction.	Classwork Presentations

	• Orally summarize lectures using lecture notes as a reference.	
• Ask about cultural differences in an appropriate way.	• Use expressions of various degrees of formality to ask appropriate questions. • Use appropriate language when discussing controversial topics	Classwork Quizzes
• Politely interrupt a conversation in both formal and informal situations. • Appropriately interrupt a classmate in order to hear from others during a group discussion. • Regain the floor after being interrupted during a group discussion.	• Recognize appropriate and inappropriate reasons for interrupting someone. • Use expressions of various degrees of formality to interrupt a conversation. • Use common expressions to interrupt someone and invite others to speak during a group discussion. • Use expressions of various degrees of formality to regain the floor after being interrupted during a group discussion. • Maintain rate and volume of speech and adjust eye contact in order to keep the floor during a group discussion.	Classwork Quizzes
• Offer new ideas during a group discussion. • Affirm the ideas of others during a group discussion. • Expand on the ideas of others during a group discussion.	• Use common expressions to offer new ideas during a group discussion. • Use common expressions to affirm the ideas of others during a group discussion. • Use common expressions to expand on the ideas of others during a group discussion.	Classwork Quizzes
• Describe something well enough that another person can understand it. • Substitute an appropriate informal expression (e.g., “thing”) when unable to remember the name of an object.	• Describe objects, places, and other concepts by explaining their type, appearance, typical location, and use. • Substitute an informal expression (e.g., “thing”) when unable to remember the name of an object.	Classwork Quizzes

	• Practice using general words of substitution for specific vocabulary as needed	

• Role play negotiations for one or more of the following situations:
  ○ Buying a product
  ○ Making social plans
  ○ Organizing group work for class
  ○ Discussing a business proposal
  ○ Negotiating starting salary
	• Identify acceptable and unacceptable contexts for negotiation in American culture.
	• Use expressions of various degrees of formality to make proposals, suggestions, and requests.
	• Use expressions of various degrees of formality to decline offers.
	• Use expressions of various degrees of formality to accept offers.
	• Identify useful negotiation strategies for American culture, such as keeping a "poker face."
		Classwork
		Quizzes

• Role play making a complaint in one or more of the following contexts:
  ○ As a consumer, when dissatisfied with a product or service
  ○ As a student, when having a problem with a course or instructor
	• Identify appropriate and inappropriate situations in which to make a complaint in American culture.
	• Use common expressions to politely make a complaint.
	• Use common expressions to politely respond to a complaint
	• Recognize when a complaint has been reasonably resolved, and when to insist that more be done to resolve the situation.
	• When a complaint is not resolved, expand the complaint using the following strategies:
	  ○ Explain what has been done so far
	  ○ Request other options
	  ○ Ask to speak to a manager
	  ○ Describe future action
	• Modulate tone of voice while making a complaint, from calm and firm to more insistent.
		Classwork
		Quizzes

• Meet with an instructor during their office hours to discuss something related to class.	• Understand the practice of holding office hours at universities in the United States. • Identify appropriate reasons to visit an instructor during office hours. • Prepare to meet an instructor during office hours by writing down key questions/concerns, gathering relevant documents, and bringing relevant materials (e.g., textbook, notebook). • Initiate office hours conversations with an instructor by greeting them with the appropriate title, introducing oneself, and stating the reason for the visit. • Understand and recognize key vocabulary for discussing office hours, such as “posting office hours,” “holding office hours,” and “stop by/drop by.”	Classwork Quizzes

Level 5

Listening Course Goal: Students at this level will learn to understand advanced (approximately B2) level audio materials (conversations and lectures), take effective notes, and demonstrate comprehension of these materials in authentic situations and scenarios and tasks.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
1. Identify the setting and topic of a conversation and the interpersonal relations of the speakers involved.	• Practice applying strategies (e.g., identifying students’ own comprehension difficulties, raising awareness	• Listening practice and assignments • Listening tests/quizzes • Final exam

2. Identify key points (e.g. topic, main ideas, supporting details) in a conversation. 3. Identify the overall meaning or purpose of a conversation. 4. Summarize the key points of a conversation orally or in a written task.	to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to determine ○ setting and topic of a conversation and interpersonal relations of the speakers involved. ○ the topic, main ideas, and supporting details in a conversation. ○ the overall meaning or purpose of a conversation.	
5. Identify the meaning of an utterance or the speaker's intention/attitude in a conversation.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) and what is known about setting, topic, and interpersonal relations to determine meaning of an utterance or speaker's intention or attitude in a conversation. • Practice forming and modifying hypotheses, predictions, and inferences about a conversation.	• Listening practice and assignments • Listening tests/quizzes • Final exam
6. Define target vocabulary in a conversation or lecture in previewing and post-viewing activities and practice.	• Accurately match target vocabulary words from a conversation or lecture to their appropriate definitions. • Accurately complete novel	• Listening practice and assignments • Listening tests/quizzes

	sentences with the correct target vocabulary words from a conversation or lecture.	
7. Identify key points (e.g. topic, main ideas, supporting details) in an academic lecture.	• Practice accurately selecting topic, main ideas, and supporting details in a lecture. • Practice identifying discourse markers (e.g., signal words for topic markers, topic shifters, definitions, summarizers, emphasis, clarification, segueing, repetition, elaboration) during a lecture.	• Listening practice and assignments • Listening tests/quizzes • Final exam
8. Form accurate hypotheses, predictions, and inferences about a conversation. 9. Form accurate hypotheses, predictions, and inferences about an academic lecture.	• Practice applying strategies (e.g., identifying students' own comprehension difficulties, raising awareness to linguistic and extralinguistic signals, raising awareness to students' own strategies in L1 and L2, linking with prior knowledge) to form hypotheses, predictions, and inferences about a conversation or lecture. • Practice modifying hypotheses as more information is learned or understood.	• Listening practice and assignments • Listening tests/quizzes • Final exam
10. Identify the meaning of key points in an academic lecture. 11. Identify the rhetorical structure of a lecture. 12. Identify the speaker's point of view 13. Identify the overall meaning of a lecture. 14. Summarize the key points of	• Practice identifying rhetorical structure of a lecture. • Discuss the purpose of various rhetorical structures of lectures. • Practice identifying the speaker's point of view. • Practice applying what is known about target	• Listening practice and assignments • Listening tests/quizzes • Final exam

a lecture orally or in a written task.	vocabulary, key points, discourse markers, rhetorical structure, and the speaker's point of view to determine the purpose and overall meaning of a lecture.	
15. Take notes on key information in a conversation while listening. 16. Take well-organized notes on an academic lecture.	• Listen to a conversation about an academic or professional topic. • Practice taking notes on key information (e.g., setting, topic, important details) in a conversation while listening. • Listen to modified and unmodified academic lectures. • Practice taking notes in an organized format (e.g., outline, T-chart, Cornell). • Practice using common abbreviations and symbols while taking notes. • Practice annotating key points of a lecture. • Practice utilizing notes to review for an exam or accomplish an oral or written task days after listening	• Listening practice and assignments • Listening tests/quizzes

Speaking Course Goal: **Students at this level will learn to orally summarize lectures and readings, effectively participate in informal class discussions on academic topics, and give a 15 to 20 formal presentation correctly using appropriate academic sources.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn to:*	**Assessment** *Throughout the semester, students will be assessed through:*
• Use idiomatic language during informal group discussions.	• Use an informal register during group work.	Classwork Presentations

• Lead an academic group discussion. • Contribute actively to a group discussion.	• Use a formal register during presentations. • Initiate topics of conversation & changes of topic during group discussions. • Use common expressions for keeping the group on task during group discussions. • Invite others to contribute ideas during group discussions. • Interrupt and manage interruptions appropriately during group discussions.	
• Present vocabulary from an authentic, academic speech or lecture to prepare the class to understand the speech. • Orally introduce background information related to the topic of an authentic, academic speech.	• Identify, study, and explain topic-specific vocabulary. • Research background information to prepare for listening to and presenting academic speeches. • Use academic vocabulary and expressions to communicate academic content.	
• Accurately summarize lectures • Orally summarize an academic-level article (e.g., from *The Economist*) of about 250 words.	• Orally paraphrase ideas from an academic article. • Identify and summarize main ideas from an academic article. • During an oral summary, use reporting phrases (e.g., "The author argues that..") to refer to information from the article. • Use academic vocabulary and expressions to communicate academic content.	
• Give a 15-20 minute academic speech.	• Organize formal speeches with an introduction, body, and conclusion.	Classwork Graded Homework Presentations

	• Develop introductions with an attention getter and preview of speech content. • Thoroughly develop ideas in formal speeches with at least 3 main points and supporting details. • Summarize key ideas in speech conclusions. • Incorporate information from at least three outside sources in formal speeches. • Create an organized outline to prepare for formal speeches. • Include references for outside sources in speech outlines using a standard format such as APA or MLA. • Deliver formal speeches with effective eye contact, appropriate volume, enthusiasm, and visual aids. • Use note cards as a memory aid while giving formal speeches. • Present data visually in various formats, such as charts. • Use presentation technology, such as PowerPoint, to enhance speeches. • Invite the audience to ask questions following speeches. • Use academic vocabulary and expressions to communicate academic content.	
• Role play complaining and responding to complaints as a form of small talk to establish rapport with others.	• Appropriately express and respond to complaints as a form of small talk to establish rapport with others.	Classwork Quizzes

	• Make indirect complaints.	
• Incorporate ideas from independent research to participate in a team presentation.	• Do independent research to prepare for team presentations (e.g., panel discussions or debates). • Cite information from outside sources.	Classwork Graded Homework Presentations

Appendix H: Enrichment Table of Curricular Components

Enrichment

Level I

Vocabulary I Course Goal: **The goal of this course is to improve students' understanding and use of English vocabulary in everyday and academic contexts. Students will learn and use vocabulary selected from the 2rd and 3rd sublists of the New General Service list and the 1st sublist of the Academic Word list.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Accurately match vocabulary words with their correct definitions	Using new vocabulary words (8-12 words per week) in speech and writing with flashcards, vocabulary logs, association, images, and note cards.	Vocab Notebook Homework Classwork Quizzes
Develop a vocabulary log to study the form, meaning, and use of target vocabulary.	Creating a written or electronic vocabulary log with definitions and translations if appropriate. Write practice sentences using target vocabulary in multiple sentence structures.	Vocab Notebook
Write original sentences using target vocabulary words with correct usage and spelling.	Writing sentences using target words in class activities, homework, and quizzes.	Vocab Notebook Homework Classwork Quizzes

Use target vocabulary words correctly in spoken interactions.	Using target words in oral class activities, homework, and quizzes.	Homework Classwork Quizzes
Recognize high frequency collocations for target words.	Identifying and selecting collocations for target words in class activities and homework.	Homework Classwork Quizzes

Level 2

Pronunciation I Course Goal:

The goal of this course is to improve low intermediate students' American English pronunciation and fluency through hands on practice with extensive oral interaction and communication with others.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Differentiate common English vowel sounds and consonants that occur in minimal pairs	Identifying common English vowel and consonant sounds .	Classwork Homework Quizzes
Accurately produce target vowel sounds and consonants that occur in minimal pairs and in phrases and sentences.	• Producing common English vowel and consonant sounds • Forming various mouth, lip, teeth, and tongue positions needed to produce common vowel and consonant sounds	Classwork Homework Quizzes
Differentiate between stressed and	• Identifying stressed and unstressed syllables	Classwork

unstressed syllables	• Producing stressed and unstressed syllables	Homework Quizzes
Differentiate between correct and incorrect rhythm in sentences	• Identifying stressed and unstressed words in sentences • Identifying reduced words and contractions in sentences • Identifying strong/content words and weak/function words • Breaking sentences into shorter parts • Pronouncing words in a thought group together	Classwork Homework Quizzes

Vocabulary II Course Goal:

The goal of this course is to improve students' understanding and use of English vocabulary in everyday and academic contexts. Students will learn and use vocabulary selected from the 1st through 4th sublists of the Academic Word list.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Accurately choose targeted vocabulary words to complete written sentences.	Using new vocabulary words (8-12 words per week) in speech and writing with flashcards, vocabulary logs, images, and note cards.	Vocab Notebook Homework Classwork Quizzes
Develop a vocabulary log to study the form, meaning, and use of target vocabulary.	Creating a written or electronic vocabulary log with definitions and translations if appropriate. Write practice sentences using target vocabulary in multiple sentence structures.	Vocab Notebook
Accurately choose affixes related to target words.	Identifying and using high frequency affixes related to target words.	Homework Classwork Quizzes

Accurately use high frequency collocations for target words.	Identifying and using collocations for target words in class activities and homework.	Homework Classwork Quizzes
Use target vocabulary words correctly in spoken interactions.	Using target words in oral class activities, homework, and quizzes.	Homework Classwork Quizzes

Business English I Course Goal:

This Enrichment class is designed to provide students in level 2 with communicative language skills for use in professional and business situations. The main goal of this course is to develop the students' business skills for professional, educational, and personal reasons. The course is organized to cover the many styles and purposes of professional etiquette and to offer students a variety of structured exercises.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Match specialized and work-related vocabulary words with their correct meaning. Spell target words correctly.	• Read about work related topics in short passages that use target vocabulary • Listen to passages of 1-2 minutes on professional or business related topics • Practice target vocabulary in speaking activities	Classwork Homework Quizzes
Identify and utilize professional etiquette in emails	• Discuss guidelines for writing effective email messages • Practice writing 2-5 sentence emails to professors • Practice written greetings, closings, and simple requests	Classwork Homework Quizzes

Write a clear and concise resume in English.	• Identify the sections of a resume • Practice formatting a basic resume • Draft education and work experience components of a resume	Classwork Homework Quizzes
Deliver presentations of 1-2 minutes on business-related topics	• Plan and organize a presentation on a business-related topic • Practice using target vocabulary to speak about business related topics	In class presentations

Level 3

Pronunciation II Course Goal:

The goal of this course is to improve intermediate students' American English pronunciation and fluency through hand on practice with extensive oral interaction and communication with others.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Differentiate English vowel sounds and consonants that occur in minimal pairs	• Identifying English vowel and consonant sounds that students recognize as new or difficult	Classwork Homework Quizzes
Accurately produce target vowel and consonant sound that occur in minimal pairs and in phrases and sentences.	• Producing English vowel and consonant sounds that students recognize as new or difficult • Forming various mouth, lip, teeth, and tongue positions needed to produce vowel and consonant sounds that students recognize as new or difficult	Classwork Homework Quizzes
Accurately produce stressed and unstressed syllables	• Identifying stressed and unstressed syllables • Producing stressed and unstressed syllables	Classwork Homework Quizzes

Accurately produce sentences with correct rhythm	• Identifying stressed and unstressed words in sentences • Identifying reduced words and contractions in sentences • Identifying strong/content words and weak/function words • Breaking sentences into shorter parts • Pronouncing words in a thought group together	Classwork Homework Quizzes
Accurately produce sentences with correct stress and intonation	• Highlighting new and contrasting information in a sentence • Using rising and falling intonation to show certainty • Using rising and falling intonation to list items or express choices • Using rising and falling intonation with question words and tag questions • Using contrastive stress to compare information • Using rising and falling intonation to show that a speaker is unfinished • Using intonation for parentheticals and appositives	Homework Classwork Quizzes

TOEFL Prep I Course Goal:

The goal of this course is to prepare students to take the Internet based TOEFL exam.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify the instructions of each section of the TOEFL exam.	Differentiating the format, purpose, and item types of each section of the TOEFL exam.	Classwork Homework Quizzes

Identify the academic and language skills and strategies that apply to each section of the TOEFL test.	• Applying the academic language skills and strategies relevant to each section of the tests as described in the textbook. • Completing TOEFL iBT timed reading, listening, writing, and speaking tasks within a time limit • Identifying the main idea of written and spoken passages in the TOEFL exam • Taking notes while listening to conversations and academic lectures from the TOEFL exam • Identifying subjects and their referents from a reading passage. • Inferring the tone and position of the speaker/writer. • Using context to guess the meaning of unknown vocabulary words.	Classwork Homework Quizzes

IELTS Prep I Course Goal:

The goal of this course is to prepare students to take the IELTS exam.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify the instructions of each section of the IELTS exam.	Differentiating the format, purpose, and item types of each section of the IELTS exam.	Classwork Homework Quizzes
Identify the academic and language skills and strategies that apply to each section of the IELTS test.	• Applying the academic language skills and strategies relevant to each section of the test sections as described in the textbook. • Completing IELTS timed reading and writing tasks within a time limit • Identifying the main idea of written and spoken passages in the IELTS practice exam materials • Taking notes while listening to conversations and academic lectures from	Classwork Homework Quizzes

	the IELTS practice exam materials • Identifying subjects and their referents from a reading passage. • Inferring the tone and position of the speaker/writer. • Using context to guess the meaning of unknown vocabulary words.	

Business English II Course Goal: This Enrichment class is designed to provide students in level 3 with communicative language skills for use in professional and business situations. The main goal of this course is to develop the students' business skills for professional, educational, and personal reasons. The course is organized to cover the many styles and purposes of professional etiquette and to offer students a variety of structured exercises.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Use target vocabulary correctly in business-related contexts	• Read about work related topics in short passages that use target vocabulary • Listen to passages of 2-3 minutes on professional or business related topics • Practice target vocabulary in speaking activities	Classwork Homework Quizzes
Identify and utilize professional etiquette in emails	• Discuss guidelines for writing effective email messages • Practice writing 5-7 sentence emails to professors and employers • Practice written greetings, closings, and complex requests with explanations	Classwork Homework Quizzes
Write a clear, concise, and descriptive resume in English.	• Identify the sections of a resume • Practice formatting different styles of resumes • Draft education, work experience, and skills components of a resume • Identify the correct resume format for a specific field or position	Classwork Homework Quizzes

Deliver presentations of 3-4 minutes on business-related topics	• Plan and organize a presentation on a business-related topic • Practice using target vocabulary to speak about business related topics	In class presentations

Dynamic Speaking II Course Goal:

The goal of this course is to develop and improve intermediate (level 3) students' confidence in delivering organized and effective presentations and participating actively in group discussions.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Deliver improvised and prepared organized presentations (2–4 minutes).	• Use clear intro/body/conclusion with clear transition signals. • Practice creating and using notecards as memory aids and not scripts. • Respond to audience questions. • Evaluate and refine performance using self and peer assessment	Classwork Homework Quizzes
Use verbal and non-verbal strategies.	• Control pace, pausing, gestures. • Maintain eye contact, control volume and posture. • Practice other appropriate body language features (e.g., Face audience, use gestures, avoid pacing, etc.)	Classwork Homework Quizzes

Support ideas with reasons and examples.	Expand ideas clearly using linking language for giving examples, reasons, explanation, or clarification	Classwork Homework Quizzes
Listen actively during a presentation or discussion	• Ask/answer questions • Give constructive feedback	Classwork Homework Quizzes
Participate in group discussions	Practice various moves in a discussion: contribute an idea or thought, ask for clarification, agree/disagree	Homework Classwork Quizzes
Use effective visuals to enhance and support information	• Refer to visuals without reading directly from them • Use bullet points • Limit text and elements on a slide • Citing sources	Homework Classwork Quizzes

Study Skills I Course Goal:

The goal of this course is to help students enhance and develop their study skills, so they can apply these study skills to all classes. The class will begin with a short lecture, demonstration, or activity related to a study skill. The remainder of the class will be used to study and complete assignments for other classes.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify effective study skills.	Differentiating various tools and strategies in the areas of goal setting, time management, studying, test taking, participation, and communication.	Classwork Homework

		Quizzes

Level 4

TOEFL Prep II Course Goal: **The goal of this course is to prepare students to take the Internet based TOEFL exam.**		
Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Interpret and follow the instructions of each section of the TOEFL exam.	Applying knowledge of the format, purpose, and item types of each section of the TOEFL exam to answer practice exam questions.	Classwork Homework Quizzes
Explain the academic and language skills and strategies that apply to each section of the TOEFL test and select the skills and strategies which are most effective in answering specific exam questions and completing exam tasks.	• Applying the academic language skills and strategies relevant to each section of the test as described in the textbook. • Completing TOEFL iBT timed reading, listening, writing, and speaking tasks within a time limit • Explaining the main idea of written and spoken passages in the TOEFL exam • Taking notes while listening to conversations and academic lectures from the TOEFL exam and synthesizing information from notes to answer TOEFL questions and respond to integrated tasks. • Identifying subjects and their referents from a reading passage. • Inferring the tone and position of the speaker/writer. • Using context to guess the meaning of unknown vocabulary words.	Classwork Homework Quizzes

IELTS Prep II Course Goal:

The goal of this course is to prepare students to take the IELTS exam.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Interpret and follow the instructions of each section of the IELTS exam.	Applying knowledge of the format, purpose, and item types of each section of the IELTS exam to answer practice exam questions.	Classwork Homework Quizzes
Explain the academic and language skills and strategies that apply to each section of the IELTS test and select the skills and strategies which are most effective in answering specific exam questions and completing exam tasks.	• Applying the academic language skills and strategies relevant to each section of the tests as described in the textbook. • Completing IELTS timed reading and writing tasks within a time limit • Explaining the main idea of written and spoken passages in the IELTS practice exam materials • Taking notes while listening to conversations and academic lectures from the IELTS practice exam materials and synthesizing information from notes to answer IELTS practice exam questions and respond to integrated tasks. • Identifying subjects and their referents from a reading passage. • Inferring the tone and position of the speaker/writer. • Using context to guess the meaning of unknown vocabulary words.	Classwork Homework Quizzes Class Project

Business English III Course Goal:

This Enrichment class is designed to provide students in level 4 with communicative language skills for use in professional and business situations. The main goal of this course is to develop the students' business skills for professional, educational,

and personal reasons. The course is organized to cover the many styles and purposes of professional etiquette and to offer students a variety of structured exercises.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Understand and use specialized and work-related terminology for technical and business writing.	• Read about work related topics in short passages that use target vocabulary • Listen to passages of 3-4 minutes on professional or business related topics • Read and listen to authentic passages on professional and business-related topics • Discuss business-related issues using target vocabulary	Classwork Homework Quizzes
Discuss business-related issues using target vocabulary	• Recognize the importance of coherent and ethical communication in the business world. • Understand and practice idiomatic expressions in business	Classwork Homework Quizzes
Identify and utilize professional etiquette in email requests and responses	• Discuss guidelines for writing effective email messages • Practice writing multi-paragraph emails to professors and employers • Practice written greetings, closings, and complex requests with explanations • Practice replying to complex requests	Classwork Homework Quizzes
Write a 3-paragraph cover letter that introduces your resume and highlights your education and/or work experience.	• Discuss guidelines for writing effective cover letters • Discuss formats for cover letters • Draft 3-paragraph cover letters in response to different job postings	Classwork Homework Quizzes

	• Practice editing multi-paragraph letters for accuracy in sentence structure and spelling	
Write a clear, concise, and descriptive resume in English.	• Identify and use the correct resume format for a specific field or position • Determine the most appropriate sections to include in a resume • Practice formatting different styles of resumes • Draft education, work experience, and skills components of a resume using accurate sentence structure and targeted vocabulary	Classwork Homework Quizzes
Deliver presentations of 5-6 minutes on business-related topics	• Plan and organize a presentation on a business-related topic • Practice using target vocabulary to speak about business related topics	In class presentations

Pronunciation III Course Goal:

The goal of this course is to improve level 4 students' American English pronunciation and fluency through hand on practice with extensive oral interaction and communication with others.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Differentiate English vowel sounds and consonants that occur in minimal pairs	Identifying English vowel and consonant sounds that students recognize as new or difficult	Classwork Homework Quizzes
Accurately produce target vowel and consonant sound that occur in minimal pairs and in phrases and sentences.	• Producing English vowel and consonant sounds that students recognize as new or difficult	Classwork Homework Quizzes

	• Forming various mouth, lip, teeth, and tongue positions needed to produce vowel and consonant sounds that students recognize as new or difficult	
Accurately produce stressed and unstressed syllables	• Identifying stressed and unstressed syllables • Producing stressed and unstressed syllables that students recognize as new or difficult	Classwork Homework Quizzes
Accurately produce sentences with correct rhythm	• Identifying stressed and unstressed words in sentences • Identifying reduced words and contractions in sentences • Identifying strong/content words and weak/function words • Breaking sentences into shorter parts • Pronouncing words in a thought group together • Using pauses to signal the end of thought groups • Using falling pitch to signal the end of thought groups	Classwork Homework Quizzes
Accurately produce sentences with correct stress and intonation	• Highlighting new and contrasting information in a sentence • Using rising and falling intonation to show certainty • Using rising and falling intonation to list items or express choices • Using rising and falling intonation with question words and tag questions • Using contrastive stress to compare information • Using rising and falling intonation to show that a	Homework Classwork Quizzes

	speaker is unfinished • Using intonation for parentheticals and appositives • Using stress and intonation to accurately convey new and contrasting information, certainty, items or choices in a series, comparisons, ongoing ideas, and parenthetical information.	
Accurately produce clear and comprehensible extended speech and dialogue.	• Synthesizing accurate pronunciation of vowel and consonant sounds, stressed and unstressed syllables, stress and intonation in extended monologue and dialogue practice.	Homework Classwork Quizzes

Dynamic Speaking II Course Goal:

The goal of this course is to develop and improve (level 4) students' confidence in delivering engaging presentations and participating actively in group discussions and formal speaking situations.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Deliver extended presentations (4–6 minutes).	• Use thesis, transitions, and clear organization. • Practice creating and using notecards as memory aids and not scripts. • Clarify and manage unexpected questions. • Evaluate and refine performance using self and peer assessment	Classwork Homework Quizzes

Use verbal and non-verbal strategies.	• Employ effective emphasis • Strategically use rhetorical questions • Expand ideas clearly using linking language for giving examples, reasons, explanation, or clarification • Control pace, pausing, gestures. • Maintain eye contact, control volume and posture. • Practice other appropriate body language features (e.g., Face audience, use gestures, avoid pacing, etc.)	Classwork Homework Quizzes
Listen actively during a presentation or discussion	• Ask/answer questions • Give constructive feedback	Classwork Homework Quizzes
Participate in group discussions	Practice various moves in a discussion: contribute an idea or thought, ask for clarification, agree/disagree	Classwork Homework Quizzes
Integrate visuals effectively.	• Refer to visuals without reading directly from them • Use bullet points • Limit text and elements on a slide • Citing sources	Homework Classwork Quizzes

Debate a controversial topic	• Rebut proposed arguments in a structured debate • Research for/against arguments on an assigned topic • Support ideas with clearly explained reasons and examples	Homework Classwork Quizzes

Study Skills II Course Goal:

The goal of this course is to help students enhance and develop their study skills, so they can apply these study skills to all classes. The class will begin with a short lecture, demonstration, or activity related to a study skill. The remainder of the class will be used to study and complete assignments for other classes.

Student Learning Outcome *By the end of the semester, students should be able to:*	**Objective** *Throughout the semester, students will learn and practice:*	**Assessment** *Throughout the semester, students will be assessed through:*
Identify effective study skills.	Differentiating various tools and strategies in the areas of goal setting, time management, studying, test taking, participation, and communication.	Classwork Homework Quizzes
Explain effective study skills that can apply to various classes and contexts,	Applying various tools and strategies in the areas of goal setting, time management, studying, test taking, participation, and communication to various classes and contexts.	Classwork Homework Quizzes

Filing a Complaint with CEA

Leading by Advancing Standards

Filing a Complaint Against a CEA Accredited Site

A program or language institution that is accredited by the Commission on English Language Program Accreditation must maintain compliance with the *CEA Standards for English Language Programs and Institutions* throughout the term of accreditation. CEA provides the public the opportunity to report any evidence that the *CEA Standards* are not being met. Detailed procedures are published in the *CEA Policies and Procedures*, available on the CEA website at www.cea-accredit.org.

Why to file

- An accredited program must continue to meet the *CEA Standards*. Complaints may be filed for noncompliance with one or more standards.
- An accredited program must report any substantive change that affects its eligibility for accreditation. Complaints may be filed for failure to report substantive change.

Who may file

Students, faculty members, staff members, and others who may have knowledge of an alleged failure by an accredited program or language institution to maintain the *CEA Standards*, may file.

How to file

Complaints must contain contact information of the complainant and should be submitted following the procedures in the *CEA Policies and Procedures*. Complaints can be submitted electronically to info@cea-accredit.org or by mail to the address below.

- Complaints for non-compliance with the *CEA Standards* must be written, must reference a specific standard, and must document the nature of the non-compliance.
- Complaints for failure to report a substantive change must be written and signed and should explain how, in process or content, the program or language institution has substantively changed from when it was last reviewed.

Note that each accredited site must publicly post a copy of the *CEA Standards*. The *CEA Standards* are also available on the CEA website at www.cea-accredit.org.

Adjudication of complaints

CEA sends a copy of the complaint to the primary contact at the accredited program or language institution for a response. The complaint is adjudicated following the procedures specified in *the CEA Policies and Procedures*. In reviewing a complaint, CEA's policies intend to provide judicious review of the complainant's concern regarding compliance with the *CEA Standards* while ensuring due process for the site.

If you have questions, or you would like to discuss your concerns, please contact CEA at info@cea-accredit.org or (703) 665-3400.

Commission on English Language Program Accreditation
1001 North Fairfax St., Suite 630, Alexandria VA 22314
Phone: (703) 665-3400 www.cea-accredit.org

Closing Message

The ALI hopes that you have a positive experience while studying here. This handbook contains information that may be useful throughout your time here, so you should keep it handy. If you have a question or concern, please come to the ALI office in CPACE 204 to ask one of our staff members. We wish you a lot of success in learning English here at the ALI! ***Go Beach!***

CALIFORNIA STATE UNIVERSITY
LONG BEACH
American Language Institute

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