

Spring Semester Proficiency Scale

Upon completion of a course, student will show the following level of proficiency in skills listed according to the grade he/she receives.

A = Exceptionally proficient; B = Very Proficient; C = Proficient; D = Somewhat Proficient; F = Not Proficient

	Tier C TOEIC ≤ 365	Tier B TOEIC 370-545	Tier A TOEIC ≥ 550
ELAS 100 Academic Listening	<p>You can find important words and main ideas on topics (such as safety, health, classroom language, numbers) in listening exercises at your level. You can answer correctly to instructions and common social communication, when spoken in simple sentences at a near-normal speed, including yes/no questions and commands.</p> <p>You can show your ability to check your understanding of a message in a conversation by repeating the message, asking questions, writing the message, guessing etc.</p> <p>You can show your understanding of vocabulary, everyday expressions and grammar that you studied in class units on different topics.</p>	<p>You can show understanding of listening examples of real and some abstract topics from speech and recordings, e.g., interviews with native speakers, at your level at almost normal speed.</p> <p>You can recognize common academic vocabulary and expressions, and expressions that show organizational style in formal and informal communication.</p> <p>You can follow and do directions with many steps and actions in real situations on campus.</p> <p>You can retell or summarize what one person and/or several say in conversations, discussions and lectures at your level.</p>	<p>You can respond appropriately to conversations in most situations and participate in a class discussion by asking for information and/or clarification.</p> <p>You can recognize academic vocabulary most commonly used in lectures on a variety of topics, as well as expressions that show context, informal/formal speech and organizational style.</p> <p>You can analyze more advanced communication styles such as comparison-contrast and cause-effect.</p> <p>You can identify main points and relevant details and predict outcomes in more advanced, level-appropriate discussions, presentations, lectures and debates.</p> <p>You can analyze more advanced, level-appropriate phonetics, stress and intonation patterns and speech reductions used by native speakers.</p>
ELAS 105 Academic Speaking	<p>You can describe people, places, objects, situations and processes using basic, everyday vocabulary and phrases.</p> <p>You can communicate in short conversations on topics such as family, housing, food, shopping, travel, daily activities and personal wants. You can use the correct language for greetings, introductions, opening and closing conversations.</p>	<p>You can use vocabulary from topic lessons and common social and academic communication.</p> <p>You can participate well in short conversations and simple interviews on topics of general interest in class.</p>	<p>You can use academic vocabulary from thematic units and vocabulary for academic communication.</p> <p>You can interact effectively in conversations and interviews on academic topics introduced in class.</p> <p>You can participate in and lead small group discussions on academic topics. You can use language to begin discussion,</p>

	<p>You can reply to questions about everyday topics and give simple explanations to support your opinions. You can use language such as asking to check your understanding and showing agreement/disagreement on topics at the elementary level.</p> <p>You can make a 3-5 minute presentation with a clear introduction, main ideas and conclusion using notes and visual aids to help communicate the message on a topic related to daily activities, using information from personal experience and/or short, interviews with native speakers.</p> <p>You can do presentations, role plays, or dialogues with good pronunciation of sounds, stress & intonation and pauses that are understandable to a native speaker who is used to talking with non-native speakers</p> <p>You can use language skills through learning by doing/ learning outside of class and/or real language activities in the community.</p>	<p>You can participate in and lead small-group discussions on topics of general interest. You can use language to begin the discussion, to keep the discussion going, to give opinions, to help make your opinions strong, to ask for clearer meanings, to show agreement and disagreement, and to end the discussion.</p> <p>You can give a 5-7 minute presentation with a clear beginning, body, and ending statement using note cards and visuals (photos, charts, posters, etc.) to help communicate the message on a topic of general interest using information from simple interviews with native speakers and/or from outside .</p> <p>You can use pronunciation of individual sounds, accent, intonation and pausing which is understandable to a native speaker who can talk with non-native speakers while giving presentations, acting out conversations, or in regular conversation.</p> <p>You can use language skills through learning by doing/learning outside of class and/or real language activities in the community.</p>	<p>to keep the discussion going, to give opinions, to support opinions, to ask for clarification, to show agreement and disagreement, and to conclude the discussion.</p> <p>You can give a 5-10 minute oral presentation with an introduction, body, and conclusion using note cards and visual aids to help communicate the message on an academic topic with information gathered from interviews with native speakers and or information gathered from other sources.</p> <p>You can use pronunciation, stress, intonation, and pausing which are comprehensible to a native speaker used to dealing with non-native speakers while delivering presentations, role-plays, or dialogues.</p> <p>You can use language skills through learning by doing/learning outside of class and/or real language activities in the community.</p>
<p>ELAS 110 Academic Writing</p>	<p>You can write and change a paragraph on a topic with topic sentences, supporting ideas, concluding sentences, and correct punctuation.</p> <p>You can write at least one well-developed paragraph for each of the following styles:</p> <p>1. Description</p>	<p>You can write and change a paragraph on a topic with main-idea sentences, supporting ideas, concluding sentences, and correct punctuation.</p> <p>You can write and change a simple 5-paragraph essay with a beginning statement, body, and ending on a topic.</p> <p>You can write and change a 1-2 page essay in the following</p>	<p>You can structure and revise a paragraph on a topic with topic sentences, supporting ideas, concluding sentences, and correct punctuation.</p> <p>You can write and revise a 5-paragraph essay with an introduction, thesis statement, body, and conclusion and on a topic.</p>

	<p>2. Compare and Contrast</p> <p>3. Process/Cause and Effect</p> <p>You can write and change a simple 1-2 page essay with an introduction, main points, and conclusion.</p> <p>You can write and revise a short summary of a reading at your level which includes the topic and important details.</p>	<p>styles:</p> <p>1. Compare and Contrast</p> <p>2. Process/Cause and Effect /Opinion</p> <p>You can write and revise a short summary which has topic and key details of a low-intermediate level reading.</p> <p>You can list texts or people for information quoted or paraphrased in an essay.</p>	<p>You can write and revise a 2-3 page essay in the following styles:</p> <p>1. Compare and Contrast,</p> <p>2. Process/Cause and Effect/ Persuasion/Opinion.</p> <p>You can write and revise a one page summary which includes topic and key details of a high-intermediate level reading.</p> <p>You can cite sources for information summarized, quoted or paraphrased in an essay assignment.</p>
<p>ELAS 115</p> <p>Academic Reading</p>	<p>You can use skills such as previewing, skimming, scanning, finding communication markers, and finding important words to help you to understand basic readings.</p> <p>You can find the meaning of new vocabulary in elementary readings using hints such as explanations, definitions, similar and opposite words, and punctuation.</p> <p>You can find and tell the meaning of new academic vocabulary presented in elementary readings.</p> <p>You can tell your opinions and basic facts about an elementary reading in a small group discussion, when given questions or visual information about the reading.</p>	<p>You can use skills such as previewing, skimming, scanning, making inferences, communication markers, showing fact vs. opinion, finding key words, and studying graphic organizers to help in understanding of subjects in low-intermediate texts.</p> <p>You can find the meaning of new vocabulary in low-intermediate texts using in-text hints such as in text explanations, definitions, similar and opposite words, and punctuation.</p> <p>You can identify and give the meaning for new academic vocabulary found in low- intermediate texts.</p> <p>You can give opinions, ask and answer questions about a low-intermediate text in a small-group discussion.</p>	<p>You can use skills such as previewing, skimming, scanning, making inferences, identifying communication markers, separating fact from opinion, locating key words, identifying point of view, and studying graphic organizers to help in the understanding of high intermediate texts.</p> <p>You can find the meaning of new vocabulary within high intermediate texts using context clues such as in text explanations, definitions, antonyms or synonyms, and punctuation.</p> <p>You can identify and define new academic vocabulary presented in high intermediate texts.</p> <p>You can ask questions, respond to questions, and express opinions about a high intermediate text in a small group discussion.</p>
<p>ELAS 120</p> <p>Grammar + TOEIC</p>	<p>You can choose correct forms and rewrite or complete sentences in sentence and paragraph-level grammar exercises and on tests for grammar patterns in this level. (See Grammar Target Structures)</p> <p>You can regularly use grammar patterns (see Grammar Target Structures) correctly in speaking during in-class</p>	<p>You can choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for forms in this level. (See Grammar Target Structures)</p> <p>You can regularly use grammar patterns (see Grammar Target Structures) correctly in speaking during in-class</p>	<p>You can choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for grammar patterns in this level. (See Grammar Target Structures)</p> <p>You can regularly use grammar patterns (see Grammar Target Structures) correctly in speaking during in-class</p>

	<p>communication activities and on formal speaking tests.</p> <p>You can regularly use grammar patterns (see Grammar Target Structures) correctly in writing assignments and on tests using correct punctuation and capitalization.</p> <p>You can use English reading strategies and improve reading skills in finding main ideas and important details in short introductory readings on the TOEIC test.</p> <p>You can use grammar knowledge to choose the correct word to complete a sentence and to find mistakes in questions on the TOEIC.</p>	<p>communicative activities and on formal speaking tests.</p> <p>You can regularly use grammar patterns (see Grammar Target Structures) correctly in writing assignments and on tests using correct punctuation, capitalization, and other mechanics of writing.</p> <p>You can use English reading strategies or plans and improve reading skills in finding main ideas and key details in short intermediate readings on the TOEIC test.</p> <p>You can utilize grammar knowledge in finding the correct word to complete a sentence and in identifying mistakes in questions on the TOEIC.</p>	<p>communication activities and on formal speaking assessments.</p> <p>You can consistently use grammar patterns (see Grammar Target Structures) correctly in writing assignments and on tests using appropriate punctuation, capitalization, and other mechanics of writing.</p> <p>You can use English reading strategies and improve reading skills in finding main ideas and key details in short advanced readings on the TOEIC test.</p> <p>You can use grammar knowledge in finding the correct word to complete a sentence and in identifying errors in questions on the TOEIC.</p>
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Grammar Target Structure SLO Sequence

Tier C Grammar Target Structures

- Review simple present
- Review simple past (regular & common irregular verbs)
- Verb “be”
- Present progressive tense
- Prepositions of place and time
- Possessive nouns and adjectives
- Adverbs of frequency
- Simple coordinating conjunctions and appropriate punctuation
- Introduction to Wh questions
- Modals for expressing ability (i.e. can/can’t); advice (i.e. should/shouldn’t)

Tier B Grammar Target Structures

- Review and expansion of present time: simple and progressive, simple past tense and simple future tense and adverbs of frequency
- Present progressive and past progressive
- Independent and dependent clauses with conjunctions
- Present perfect
- Modals
- Expansion of Wh and Yes/No Questions

Tier A Grammar Target Structures

- Review and expansion of present time: simple and progressive, simple past tense and simple future tense and adverbs of frequency
- Present and Past perfect
- Future progressive
- Independent and dependent clauses
- Connectors: subordinating, coordinating and transitional
- Gerunds and infinitives (expansion)
- Modals
- Transitive and intransitive verbs