

Student Achievement Scale

Course Level	CEFR Level	Course	Interpretation: <i>Upon successful completion of the course, you should be able to do the following:</i>
1	A1	Writing & Grammar	<ul style="list-style-type: none"> • Written Production: Write simple isolated phrases and sentences. • Written Interaction: Ask for or pass on personal details in written form. Read and write short, simple messages. • Academic Writing: Identify the elements of well-written sentences (subject, verb, object) and paragraphs (topic sentence, support). • Orthographic Control: Spell personal information and key vocabulary correctly. Use simple punctuation and capitalization correctly. • Grammar: Demonstrate limited control of a few simple grammatical structures and learned sentence patterns. Distinguish between sentences and fragments. (See Grammar Point Checklist for A1.) • Technology Literacy: Use technology to perform simple writing tasks on an English keyboard.
		Reading & Vocabulary	<ul style="list-style-type: none"> • Overall Reading Comprehension: Understand very short, simple texts. • Reading for Orientation: Recognize familiar names, words, and key phrases on simple notices in everyday situations. • Reading for Information & Argument: Get the idea of the content of simple informational materials and short simple descriptions, especially if there is visual support. • Processing Text: Copy single words and short texts. • Academic Reading: Use an illustrated English-English dictionary to look up new words. Identify the main point of a text. • Vocabulary: Establish a foundational vocabulary of isolated words and phrases related to concrete situations. • Technology Literacy: Use technology to develop sight vocabulary and to read for comprehension.
		Speaking & Listening	<ul style="list-style-type: none"> • Overall Listening: Follow slow, clear speech. • Academic Listening: Follow simple classroom instructions and procedures. • Spoken Interaction: Ask and answer simple questions. Make and respond to simple statements. Generally communicate in an appropriate cross-cultural manner in accordance with the proficiency level. • Spoken Production--Addressing Audiences: Give a very short, rehearsed statement in an appropriate cross-cultural manner (in accordance with the proficiency level); e.g., to introduce another person or speaker. • Spoken Production--Sustained Monologue: Introduce self and describe what he/she does and where he/she lives. • Phonological Control: Pronounce a very limited set of learned words and phrases correctly. • Grammar: Demonstrate limited control of a few simple structures and sentence patterns.
2	A2.1	Writing & Grammar	<ul style="list-style-type: none"> • Written Production: Write a series of simple phrases and sentences linked by the same idea. • Written Interaction: Read and write short, simple letters, emails, and notes relating to matters in areas of immediate need. • Academic Writing: Identify the elements of a well-written essay (thesis, support, closing). Develop, write, and edit a short, simple paragraph. • Orthographic Control: Spell active vocabulary correctly. Compose simple sentences and paragraphs with correct capitalization, punctuation, and indentation. • Grammar: Demonstrate control of more simple structures. (See Grammar Point Checklist for A2.1.) • Technology Literacy: Use technology to perform basic tasks and use tools to edit work
		Reading & Vocabulary	<ul style="list-style-type: none"> • Overall Reading Comprehension: Understand short, simple texts on familiar, concrete topics. Read extensively and intensively. • Reading for Orientation: Understand common signs, public notices, and information in everyday materials. • Reading for Information & Argument: Get the idea of the content of simple informational materials and simple directions. • Processing Text: Copy short texts in typed, printed or clearly hand-written format.

		<ul style="list-style-type: none"> • Academic Reading: Use a simplified English-English dictionary with illustrations to look up new words. Differentiate between the main • Vocabulary: Increase active vocabulary for everyday transactions and survival. Develop passive vocabulary through extensive reading. • Technology Literacy: Use technology to develop sight vocabulary and increase reading speed.
	Speaking & Listening	<ul style="list-style-type: none"> • Overall Listening: Understand phrases and expressions related to areas of most immediate priority. • Academic Listening: Follow classroom procedures, instructions, and rules. • Spoken Interaction: Communicate in simple and routine tasks on familiar, routine matters. Participate in short social exchanges. Generally communicate in an appropriate cross-cultural manner in accordance with the proficiency level. • Spoken Production--Addressing Audiences: Give a short, rehearsed, basic presentation on a familiar subject. Answer simple follow-up questions. Generally present and respond in an appropriate cross-cultural manner (in accordance with the proficiency level). • Spoken Production--Sustained Monologue: Describe family living conditions, educational background, and a recent experience. • Phonological Control: Accurately produce most discrete sounds in guided activities. Accurately reproduce word stress patterns in prepared material. • Grammar: Demonstrate control of basic structures and syntax although grammatical errors may be frequent.
	Writing & Grammar	<ul style="list-style-type: none"> • Written Production: Write simple texts about familiar, personal topics; use multiple paragraphs and a single focus. • Written Interaction: Read and write short letters, emails, and notes relating to matters in areas of immediate need. • Academic Writing: Develop, write, and edit a short essay with multiple drafts. • Orthographic Control: Spell active vocabulary correctly. Compose sentences, paragraphs, and short essays with correct capitalization, punctuation, indentation, and spacing. • Grammar: Demonstrate control of most simple structures. (See Grammar Point Checklist for A2.2.) • Technology Literacy: Use technology to write and edit correspondence, paragraphs, and compositions.
3	A2.2	<ul style="list-style-type: none"> • Overall Reading Comprehension: Understand simple texts containing general, high frequency, and international vocabulary. Read • Reading for Orientation: Locate specific information in lists and isolate information required. Find specific predictable information in everyday materials. • Reading for Information & Argument: Identify specific information in simply written materials, such as brochures and short newspaper articles describing events. • Processing Text: Identify and reproduce key words, phrases, and short sentences. • Academic Reading: Use an English-English dictionary to look up new words. Differentiate between the main idea and supporting details. • Vocabulary: Increase active vocabulary. Develop passive vocabulary through extensive reading. • Technology Literacy: Use technology to develop vocabulary and increase reading speed.
	Speaking & Listening	<ul style="list-style-type: none"> • Overall Listening: Understand short, clear speech to meet basic needs. • Academic Listening: Listen to short, clear messages and respond to questions. • Spoken Interaction: Interact in structured situations and short conversations. Ask and answer questions and exchange ideas and information on familiar topics. Generally communicate in an appropriate cross-cultural manner in accordance with the proficiency level. • Spoken Production--Addressing Audiences: Give a short, rehearsed presentation on a topic important to student's life. Give brief reasons and explanations for opinions, plans, and actions. Generally present, explain, and respond in an appropriate cross-cultural manner (in accordance with the proficiency level). • Spoken Production--Sustained Monologue: Explain what students like or dislike about something. Describe plans and arrangements. • Phonological Control: Combine some sounds effectively. Be understood with repetition. Reproduce some North American stress, intonation, and rhythm in prepared materials. • Grammar: Demonstrate control of additional structures and syntax; grammatical errors may be frequent but intelligible.

4		Writing & Grammar	<ul style="list-style-type: none"> • Academic Writing: Synthesize information from a given source and then write a simple researched essay. Outline, develop, write, and edit a short essay with multiple drafts. • Orthographic Control: Spell active vocabulary correctly. Use mechanics accurately. Format sentences, paragraphs, and essays in correct academic style. • Grammar: Demonstrate control of complex structures in predictable situations. (See Grammar Point Checklist for B1.1.) • Technology Literacy: Use technology to write, edit, and format correspondence and compositions.
		Reading & Vocabulary	<ul style="list-style-type: none"> • Overall Reading Comprehension: Understand unambiguous, factual texts on a range of familiar topics. Read extensively and intensively. • Reading for Orientation: Find and understand relevant information in everyday material, such as letters, brochures and short official documents. • Reading for Information & Argument: Recognize significant points in straightforward newspaper articles on familiar or interesting subjects. Differentiate between fact and opinion. • Processing Text: Paraphrase short, simple texts. Summarize passages. • Academic Reading: Identify information from a number of sources about a topic and write a short annotated bibliography. Skim for the • Vocabulary: Expand active vocabulary to express themselves on most topics important to the student. Expand passive vocabulary • Technology Literacy: Use technology to increase reading speed and to read for information and argument.
		Speaking & Listening	<ul style="list-style-type: none"> • Overall Listening: Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, • Academic Listening: Listen to short presentations, make a list of key points, and respond to questions. • Spoken Interaction: Participate in conversations on familiar topics, express thoughts and opinions, and exchange information in an appropriate cross-cultural manner in accordance with the proficiency level. • Spoken Production--Addressing Audiences: Give a clear, prepared presentation on a familiar topic. Give reasons and explanations for opinions, plans, and actions. Answer follow-up questions. Present, explain, and respond in an appropriate cross-cultural manner (in accordance with the proficiency level). • Spoken Production--Sustained Monologue: Narrate a story. Describe events, real or imagined. Describe dreams, hopes, and ambitions. Relate the plot of a story or film and describe reactions. • Phonological Control: Often demonstrate development of normal North American stress, intonation, and rhythm in unguided speech. Often be understood without repetition. Often apply correct word stress patterns in everyday speech. • Grammar: Demonstrate some control of more complex structures and syntax with a reasonable degree of grammatical accuracy in prepared material.
5	B1.2	Writing & Grammar	<ul style="list-style-type: none"> • Written Production: Write clear, linear, connected texts on a range of concrete subjects. Incorporate outside sources into the text. • Written Interaction: Read and write audience-appropriate correspondence asking for or giving important information. • Academic Writing: Outline, develop, write, revise (multiple drafts), and edit a researched expository essay. Synthesize information from several sources and use the information in research-supported essays. • Orthographic Control: Spell active vocabulary. Use mechanics accurately. Format sentences, paragraphs, essays, and citations in correct academic style. • Grammar: Demonstrate generally good control of all structures. (See Grammar Point Checklist for B1.2.) • Technology Literacy: Use technology to gather information and then to write, edit, document, and format academic texts or correspondence.
		Reading & Vocabulary	<ul style="list-style-type: none"> • Overall Reading Comprehension: Understand unambiguous, authentic texts on a range of general and academic topics. Read extensively and intensively. • Reading for Orientation: Scan longer texts in order to locate desired information. • Reading for Information & Argument: Recognize the line of an argument in a clearly signaled text and identify the main conclusions.

			<ul style="list-style-type: none"> • Academic Reading: Identify information from a number of sources about a topic and write an annotated bibliography. Read and summarize introductory academic texts using effective study skills. Identify simple figurative language and rhetorical devices. Respond • Vocabulary: Convert passive vocabulary to active in order to express themselves on topics important to the student. Enlarge both active • Technology Literacy: Use technology to increase reading speed, find resources, and read for information and argument.
		Speaking & Listening	<ul style="list-style-type: none"> • Overall Listening: Understand factual information about general and school- or job-related topics, identifying both main ideas and specific details. • Academic Listening: Listen to short lectures, take clear notes on important points, and respond to questions. • Spoken Interaction: Communicate on routine and non-routine matters related to interests and/or field. Exchange, check, and confirm information. Explain problems. Generally interact and explain in an appropriate cross-cultural manner in accordance with the proficiency • Spoken Production--Addressing Audiences: Give a clear, point-by-point presentation on an assigned topic. Answer follow-up questions. Make presentations and answer questions in an appropriate cross-cultural manner (in accordance with the proficiency level). • Spoken Production--Sustained Monologue: Relate details of unpredictable occurrences; e.g., an accident or surprise. Relate fluently a straightforward narrative or description as a linear sequence of points. Give detailed accounts of experiences, describing feelings and reactions. Give reasons and explanations for opinions, plans, and actions. • Phonological Control: Produce understandable and connected speech. Use clearly intelligible pronunciation of consonants and vowels. Apply correct word stress patterns. Attempt to produce appropriate rises and falls in tone to indicate meaning. • Grammar: Demonstrate generally good control of most structures and sentence patterns with few grammatical errors in prepared
		Writing & Grammar	<ul style="list-style-type: none"> • Written Production: Write unambiguous, coherent texts on a variety of abstract and concrete subjects, developing ideas with relevant supporting details. • Written Interaction: Read and write audience-appropriate correspondence making requests and resolving problems. • Academic Writing: Synthesize information from a number of outside sources and use the information to explain and/or defend an arguable position. Outline, develop, revise (multiple drafts), and edit researched university-level essays or professional reports. Respond critically to texts in writing. • Orthographic Control: Spell active vocabulary correctly. Use mechanics accurately. Format sentences, paragraphs, essays, and citations correctly. • Grammar: Demonstrate a relatively high degree of control of all structures. (See Grammar Point Checklist for B2.1.) • Technology Literacy: Use technology to gather information and then to write, edit, document, and format academic or professional texts
6	B2.1	Reading & Vocabulary	<ul style="list-style-type: none"> • Reading for Orientation: Quickly identify the content, relevance, and priority of news items, articles and reports on a wide range of topics. • Reading for Information & Argument: Understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. • Processing Text: Summarize extracts from news items, interviews, or documentaries containing opinion, argument, and discussion. • Academic Reading: Select and evaluate information from a number of sources about an issue. Use effective test-taking strategies. Read and summarize passages from university texts. • Vocabulary: Acquire specialized vocabulary related to the students' interests and/or field, as well as to most general topics. Enhance vocabulary through advanced etymological study. • Technology Literacy: Use technology to expand vocabulary, increase reading speed, and find resources.
		Speaking & Listening	<ul style="list-style-type: none"> • Overall Listening: Follow extended speech and complex lines of argument on familiar topics. Understand the main ideas of complex • Academic Listening: Listen to lectures, take clear notes on important points, and respond to questions. • Spoken Interaction: Interact with others with a degree of fluency, spontaneity, and ease. Highlight the personal significance of events and experiences. Explain and sustain views clearly with relevant explanations and arguments. Generally communicate in an appropriate

- **Spoken Production--Addressing Audiences:** Give clear, detailed presentations on a wide range of topics. Answer follow-up questions. Make presentations and answer questions in an appropriate cross-cultural manner (in accordance with the proficiency level).
- **Spoken Production--Sustained Monologue:** Give clear, detailed descriptions of a wide range of subjects. Explain viewpoint on a topic giving the advantages and disadvantages of various options. Develop a clear argument expanding and supporting points of view at some
- **Phonological Control:** Successfully produce understandable and connected speech. Consistently use clearly intelligible pronunciation of consonants and vowels. Consistently apply correct word stress patterns. Generally produce appropriate rises and falls in tone to indicate
- **Grammar:** Demonstrate a relatively high degree of control of all structures and sentence patterns with a high degree of grammatical