



ALAMO COLLEGES DISTRICT

San Antonio College

# San Antonio College

## Center for English Language Learning

### **Curriculum Handbook**

**Student Learning Outcomes**  
**Curriculum Guide**  
**Course Descriptions**  
**Grading Criteria**

# *Acknowledgement*

*Content Contributions Provided by the following San Antonio College faculty*

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*Prepared by*

*Dr. Sharla Jones/Dr. Anna Budzinski*

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*Revised SLO's by*

*Dr. Sharla Jones: Professor; Facilitator of Curriculum Handbook; Curriculum Lead; Self-Study Curriculum Chair-- Grading Criteria, Curriculum Guide, ENGA SLO's*

*Dr. Anna Budzinski: Professor; Program Coordinator, Self-Study Curriculum Member-- Curriculum Guide, ESLA SLO's*

*John Trilling: Associate Professor; Coordinator for Accreditation--Course Descriptions, ESLA and ENGA SLO's*

*Tom Davis: Associate Professor, Facilitator for ESLA SLO's*

*Guadalupe "Sal" Gutierrez: Associate Professor, ESLA SLO's*

*Sylvia Ybarra: Professor, ESLA SLO's*

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## Student Learning Outcomes (SLOs) for ESLA/ESL; ENGA

2016-2017

(The SLOs for ESLA/ESL have been condensed and revised; The SLO's for ENGA have remained the same)

### Level One (ESLA/ESL)

#### 0310 Listening and Speaking

1. Manage basic language functions such as introductions, formal and informal greetings, expressing appreciation, and offering apologies.
2. Ask and answer questions about everyday topics such as locations, prices, dates, times, and friends.
3. Listen to and understand simple speech.
4. Speak with adequate control of English pronunciation to minimize miscommunications.

#### 0311 Writing

1. Write simple sentences, using appropriate word order.
2. Apply spelling, capitalization and punctuation rules.
3. Write simple descriptions and histories about familiar topics.
4. Edit past and present verb tenses and verb tense forms for basic verbs such as: be, have, there is, and there are.

#### 0312 Grammar

1. Identify and use basic verb forms for the simple and progressive aspects of present tense and for verbs with very basic modal auxiliaries.
2. Identify and use the correct word order in simple sentences and phrases.
3. Identify and use prepositions of location, place, and motion.
4. Identify and use common nouns, adjectives, and adverbs.

#### 0313 Reading

1. Understand short, simple texts.
2. Comprehend the meaning of words by using context clues and sequencing.
3. Identify topics, main ideas and supporting details in short simple personal and academic texts.
4. Make predictions by using strategies such as identifying transitional words and phrases.

### Level Two (ESLA/ESL)

#### 0320 Listening and Speaking

1. Speak effectively about a variety of topics including personal background, events, and experiences.
2. Listen to and understand conversations and short presentations on a variety of topics.
3. Manage basic language functions such as making and responding to offers and promises, asking for clarification and permission, and answering questions about daily activities, events, plans, and goals.
4. Pronounce English with sufficient clarity for native speakers of English to understand.

### **0321 Writing**

1. Write a series of related simple, compound, and basic complex sentences with the correct word order.
2. Edit sentences for basic vocabulary, grammar, and mechanics.
3. Use a computer to compose short narrative, descriptive, and process paragraphs.

### **0322 Grammar**

1. Identify and use correct verb forms for simple and progressive aspects of both present and past tenses and for the simple future tense to include both “will” and “be going to.”
2. Identify and use comparative, superlative, and equative adjective forms in sentences
3. Understand the meaning of and appropriately use common modal auxiliaries.
4. Identify and use high frequency irregular plural nouns.

### **0323 Reading**

1. Understand various short academic texts.
2. Comprehend the meaning of words, including high-frequency academic vocabulary, by using context clues.
3. Recognize transitional words and phrases to identify patterns of organization.
4. Distinguish between main ideas and supporting details.
5. Interpret reading by making inferences and drawing conclusions.

## **Level Three (ESLA/ESL)**

### **0330 Listening and Speaking**

1. Speak about various social, professional, and academic topics and experiences in both formal and informal settings, to include asking and answering appropriate questions.
2. Listen to, take notes on, and summarize information from textbook recordings, authentic sources and student presentations.
3. Manage more advanced language functions, such as stating a position and supporting opinions.
4. Speak with intelligible pronunciation, stress, and intonation.

### **0331 Writing**

1. Plan and organize ideas by using strategies such as brainstorming, mapping, and outlining.
2. Use a computer to compose for different types of academic paragraphs such as descriptive, definition/example and comparison and contrast, to include a topic sentence, supporting sentences, and a conclusion.
3. Use simple, compound, and complex sentences in academic paragraphs.
4. Revise academic paragraphs for organization and content; and edit sentences for grammar, mechanics, and vocabulary, including transitional words and expressions.

### **0332 Grammar**

1. Identify and use appropriate aspect, agreement and auxiliary support in present, past, and future tenses.
2. Identify and use common gerunds and infinitives.
3. Identify and use adverb clauses and basic adjective clauses in sentences.
4. Identify and use pronouns and irregular plural nouns.

### **0333 Reading**

1. Understand a variety of academic texts.
2. Comprehend the meaning of words by using context clues such as definition, examples, synonyms and antonyms, and general sense.
3. Identify and use vocabulary from the academic word list.
4. Recognize patterns of organization (e.g. time order, comparison and contrast, etc.).
5. Recognize stated and implied main ideas and supporting details.

<b>Level Four (ESLA/ESL)</b>
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### **0340 Listening and Speaking**

1. Speak about various social, professional, and academic topics and experiences in both prepared and extemporaneous formats, to include asking and answering appropriate questions.
2. Listen to, take notes on, and summarize information from textbook recordings, authentic sources and student presentations.
3. Manage advanced language functions such as persuasion, negotiation, and debate.
4. Speak with appropriate rhythm, stress, and intonation to convey precise meaning.

### **0341 Writing**

1. Use a computer to compose various types of essays such as classification, comparison and contrast, cause and effect, and argumentation.
2. Compose a well-developed thesis statement with parallel structure.
3. Develop supporting paragraphs with sufficient details, vocabulary and a strong conclusion.
4. Connect and expand ideas within paragraphs and throughout the essay with transitional words and expressions, coordination and subordination.
5. Revise essays for organization and content; edit sentence structure and grammar; and cite sources to avoid plagiarism.

### **0342 Grammar**

1. Demonstrate proficiency using appropriate verb tense, aspect, mood, agreement, and auxiliary support.
2. Demonstrate proficiency in using active and passive voice correctly in a sentence.
3. Demonstrate proficiency using adverb, adjective, and noun clauses.
4. Demonstrate proficiency using verbal phrases.

### **0343 Reading**

1. Understand a variety of academic texts to make inferences and draw conclusions.
2. Identify and use high-level academic vocabulary in a variety of advanced authentic texts.
3. Distinguish fact from opinion.
4. Recognize patterns of organization in higher level texts.
5. Identify the author's purpose, tone and style of writing.

## ENGA (mandated by THECB)

### **0351/0361 Composition and Grammar (Note: 0351-> to 0361 *OR* to college level 0361-> to college level)**

1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.
2. Demonstrate the ability to use the writing process by generating ideas, drafting, revising, and editing.
3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.
4. Write coherent and cohesive sentences in a variety of common patterns.
5. Recognize and use proper English mechanics.
6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.

### **0353/363 Reading and Vocabulary (Note: 0353-> to 0363 *OR* to college level 0363-> to college level)**

1. Comprehend and summarize texts, including the identification of the main idea, supporting details, audience and purpose of the text.
2. Interpret and critically analyze the author's bias, purpose, and perspective in academic materials.
3. Make inferences and draw conclusions from a variety of college level texts.
4. Respond critically, orally and in writing, to various kinds of college level texts.
5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.
6. Demonstrate knowledge of cultural and historical references to American society in written materials.



# Speaking and Listening Course Descriptions

## ESLA 0310 – 0340/ESL 1010-1040

Speaking/Listening Levels 1 - 4

Level	Course Descriptions:	Teaching Expectations
1	In this course students learn basic conversational skills on familiar topics for every day communications. Speaking activities help students with pronunciation, intonation, and rhythm of common words and phrases of American English.	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Talk about familiar topics and events.</li> <li>2. Introduce themselves, greet people formally and informally, show appreciation, and offer apologies.</li> <li>3. Ask and answer questions about everyday topics such as locations, prices, dates, times, and friends.</li> <li>4. Follow simple directions.</li> <li>5. Listen to and understand simple messages.</li> <li>6. Listen to and recite dialogs related to everyday situations.</li> <li>7. Speak with adequate control of the English pronunciation to minimize miscommunications.</li> </ol>
2	This course helps students learn effective conversational and listening skills to function in a variety of personal, academic and/or professional situations. They practice speaking strategies that help them communicate with increased proficiency and confidence.	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Describe personal background, events, and experiences.</li> <li>2. Ask and answer questions about daily activities, events, plans, and goals.</li> <li>3. Speak effectively about topics in a variety of situations.</li> <li>5. Make and respond to offers and promises.</li> <li>6. Ask for clarification.</li> <li>7. Ask for permission.</li> <li>8. Pronounce English with sufficient clarity for native speakers of English to understand.</li> </ol>
3	This course helps students improve oral communication skills in a variety of personal, professional, and/or academic situations. They also learn to talk about and describe events and situations in group discussions and presentations. Listening activities provide students opportunities to understand spoken English from authentic sources.	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Speak clearly about many social, professional, and academic situations and experiences.</li> <li>2. Speak with intelligible pronunciation, stress, and intonation.</li> <li>3. Deliver presentations, state a position, and support opinions.</li> <li>4. Respond appropriately to comprehension questions.</li> <li>5. Take notes during presentations and ask appropriate questions.</li> <li>6. Listen to and summarize information from authentic sources.</li> </ol>
4	In this course, students improve oral communication fluency and conversational strategies necessary to communicate in a wide range of personal, professional, academic, and cultural situations. Students also listen to English speakers in a	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Distinguish and use formal and informal language such as persuasion, negotiation, and debate) in contextual settings.</li> <li>2. Clearly use rhythm, stress, and intonation to convey precise meaning.</li> <li>3. Speak extemporaneously on diverse topics.</li> </ol>

	variety of authentic real-world situations to understand different points of view to function in a global community.	4. Comprehend and summarize extensive discourse. 5. Take notes during lectures and presentations (e.g. authentic, audio and video recordings) and explain ideas, issues, and positions. 6. Critique, evaluate, and discuss their observations, interpretations, and understanding.
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## Speaking and Listening Competencies

### ESLA 0310/ESL1010 - Speaking/Listening 1

Prerequisites: Placement test or approval by instructor.

In this course students learn basic conversational skills on familiar topics for every day communications. Speaking activities help students with pronunciation, intonation, and rhythm of common words and phrases of American English.

Semester Hours: (3 -3-0)

#### **PRODUCTION**

- Competency 1: The student will use grammatical structures consistent with level 1.
- The student will use present tenses in sentences and demonstrate the ability to:
- Competency 2:
- Describe daily routines.
  - Talk about the weather.
  - Describe possessions.
  - Talk about likes and dislikes.
- Competency 3: The student will use present tenses in questions and demonstrate the ability to inquire about basic subjects such as locations, prices, dates, times, and friends.
- Competency 4: The student will demonstrate the ability to interact in basic social situations such as introductions, greetings, appreciation, and apology.
- Competency 5: The student will demonstrate limited oral control over "s" forms including plurals, possessives, 3rd person singular, and contractions.
- Competency 6: The student will demonstrate the ability to clearly pronounce the letters of the alphabet and numbers.

#### **COMPREHENSION**

- Competency 7: The student will demonstrate the ability to follow simple directions.
- Competency 8: The student will demonstrate the ability to receive and record simple messages.
- Competency 9: The student will take simple dictation of connected discourse.

## ESLA 0320/ESL 1020 - Speaking/Listening 2

Prerequisites: ESLA 0310, placement test, or approval by instructor.

This course helps students learn effective conversational and listening skills to function in a variety of personal, academic and/or professional situations. They practice speaking strategies that help them communicate with increased proficiency and confidence.

Semester Hours: (3 -3-0)

### **PRODUCTION**

- Competency 1: The student will use grammatical structures consistent with levels 1 and 2
- The student will demonstrate the ability to:
- Competency 2:
- a. Describe personal background and describe and narrate past events and experiences with limited control of past tense"-ed" forms and common irregular verbs.
  - b. Ask questions about others' past experiences and backgrounds.
- The student will demonstrate the ability to:
- Competency 3:
- a. Speak in the future using "going to" in such situations as making plans or schedules and expressing academic and professional goals.
  - b. Ask questions about others' future intentions.
- Competency 4: The student will by participate in classroom discussions with emphasis on narrating and describing situations to develop oral communication skills including fluency, idea sequencing, accuracy, vocabulary, and pronunciation.

### **COMPREHENSION**

- Competency 5: The student will demonstrate the ability to spell words and names and ask for the spelling of words and names.
- Competency 6: The student will listen to short discourses and will demonstrate the ability to identify the topics.
- Competency 7: The student will take accurate dictation of simple and compound sentences.

## ESLA 0330/ESL 1030 - Speaking/Listening 3

Prerequisites: ESLA 0320, placement test, or approval by instructor.

This course helps students improve oral communication skills in a variety of personal, professional, and/or academic situations. They also learn to talk about and describe events and situations in group discussions and presentations. Listening activities provide students opportunities to understand spoken English from authentic sources.

Semester Hours: (3 -3- 0)

<b>PRODUCTION</b>	
Competency 1:	The student will use grammatical structures consistent with levels 1-3.
Competency 2:	The student will continue to develop oral communication skills including fluency, idea sequencing, accuracy, vocabulary, and pronunciation.
Competency 3:	The student will demonstrate the ability to ask and answer questions, reword statements, and ask for clarification.
Competency 4:	The student will actively participate and be sufficiently understood in role playing, simulating simple social and academic situations. -
Competency 5:	The student will ask informational questions and ask for clarification.
Competency 6:	The student will actively participate in role playing, simulating social and academic situations (e.g., giving advice, expressing obligation, necessity, and permission and -drawing conclusions).
Competency 7:	The student will prepare simple oral presentations on familiar topics (e.g., comparison, classification, process.)
<b>COMPREHENSION</b>	
Competency 8:	The student will understand questions and directions appropriate to the level.
Competency 9:	The student will understand the main idea and major and minor details of a short oral discourse.
Competency 10:	The student will be able to draw conclusions, make simple predictions, and relate the content of a short oral discourse to personal experience.
Competency 11:	The student will follow orally expressed multistep directions appropriate to the level.

## ESLA 0340/ESL 1040 - Speaking/Listening 4

Prerequisites: ESLA 0330, placement test, or approval by instructor.

In this course, students improve oral communication fluency and conversational strategies necessary to communicate in a wide range of personal, professional, academic, and cultural situations. Students also listen to English speakers in a variety of authentic real-world situations to understand different points of view to function in a global community.

Semester Hours: (3-3- 0)

<b>PRODUCTION</b>	
Competency 1:	The student will use grammatical structures consistent with levels 1-3.
Competency 2:	The student will speak with intelligible pronunciation, stress, and intonation.
Competency 3:	The student will speak with sufficient accuracy and fluency to ensure comprehension in many social, professional, and academic situations.
Competency 4:	The student will demonstrate the ability to deliver presentations and explain and support opinions.
Competency 5:	The student will speak extemporaneously on diverse topics.
Competency 6:	The student will use formal and informal language (persuasion, negotiation, debate, etc.) tailored to specific audiences and contextual settings.
<b>COMPREHENSION</b>	
Competency 7:	The student will take notes during oral presentations and summarize the content.
Competency 8:	The student will understand factual information and respond appropriately to comprehension questions.
Competency 9:	The student will take notes on contemporary topics (e.g., news items, reports, etc.)
Competency 10:	The student will paraphrase basic information or opinion from original sources and credit the source.
Competency 11:	The student will edit and correct his/her own and other speakers' mistakes.
Competency 12:	The student will adjust his/her listening strategies to the task at hand.
Competency 13:	The student will be able to comprehend, analyze, synthesize and summarize extensive discourse.
Competency 14:	The student will be able to take notes during academic lectures.
Competency 15:	The student will demonstrate analytical listening skills: <ul style="list-style-type: none"><li>a. Distinguish fact from opinions.</li><li>b. Make inferences.</li><li>c. Identify speaker's purpose, point of view, and tone.</li><li>d. Comprehend use of figurative language.</li></ul>

## Writing Course Descriptions

### ESLA 0311 – 0341/ESL 1011-1041

Levels 1 - 4

Level	Course Description	Teaching Expectations
1	In this course students practice and apply basic structures of English grammar, correct spelling and accurate punctuation to produce simple writing tasks on personal topics.	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Write simple sentences with word order.</li> <li>2. Write simple sentences that unify ideas.</li> <li>3. Apply spelling, basic capitalization and punctuation rules.</li> <li>4. Write simple descriptions and histories about familiar topics.</li> <li>5. Edit simple present and present progressive verb tenses.</li> <li>6. Edit verb tense forms ( be, have, there is, there are )</li> </ol>
2	In this course, students develop and apply basic writing skills for personal, academic, and professional communications. They produce a series of simple and compound sentences, as well as short paragraphs on personal topics.	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Write a series of related simple and compound sentences with the correct word order.</li> <li>2. Produce the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.</li> <li>3. Compose short narrative, descriptive, and process paragraphs.</li> <li>4. Edit sentences for spelling, capitalization and punctuation errors.</li> <li>5. Edit basic grammar structures to develop writing accuracy.</li> <li>6. Use appropriate vocabulary for the writing topic.</li> <li>7. Type assignments using a word processing.</li> </ol>
3	In this course, students develop writing fluency and vocabulary by using more complex writing skills for personal, academic, and professional communications. They produce well-constructed paragraphs with clear topic sentences, supporting details and a conclusion. They also use editing and revising strategies.	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Plan and organize ideas using methods such as brainstorming and mapping, and outlining.</li> <li>2. Compose different types of academic paragraphs such as descriptive, definition/example, comparison and contrast</li> <li>3. Write a topic sentence, supporting sentences, and a conclusion.</li> <li>4. Write simple, compound, and complex sentences.</li> <li>5. Connect ideas with transitions words and expressions.</li> <li>6. Proofread, edit, and revise academic paragraphs for organization, content, grammar, and sentence structure.</li> <li>7. Compose and edit writing assignments with a computer.</li> </ol>

4	In this course, students develop greater writing fluency and vocabulary by using more complex grammar structures and vocabulary to produce and revise multi-paragraph essays necessary for academic and professional communications.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Compose a well-developed thesis statement with parallel structure.</li> <li>2. Develop supporting paragraphs with sufficient details and vocabulary-and produce a strong conclusion.</li> <li>3. Compose various types of multi-paragraph essays such as classification, comparison and contrast, cause and effect, and argumentation.</li> <li>4. Connect ideas with transitional words and expressions.</li> <li>5. Connect ideas with coordination and subordination.</li> <li>6. Proofread, edit, and revise essays for organization, content, and sentence structures.</li> <li>7. Document sources to avoid plagiarism.</li> </ol>
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## Writing Competencies

### ESLA 0311/ESL 1011 - Writing 1

Prerequisites: Placement test or approval by instructor.

In this course students practice and apply basic structures of English grammar, correct spelling and accurate punctuation to produce simple writing tasks on personal topics.

Semester Hours: (3 -3- 0)

- Competency 1: Student will **produce** a series of related sentences on personal topics with an emphasis on logical thought and the development of writing fluency and vocabulary.
- Competency 2: Student will **write** related simple and compound sentences appropriate to the level in Standard English and attend to grammatical form and word order in order to develop writing accuracy.
- Competency 3: Student will **proofread** and **edit** grammar and sentence structure appropriate to the level.
- Competency 4: Student will **use** appropriate tools to edit writing.
- Competency 5: Student will learn how to use basic features of word processing.

## ESLA 0321/ESL1021 - Writing 2

Prerequisites: ESLA 0311, placement test, or approval by instructor.

In this course, students develop and apply basic writing skills for personal, academic, and professional communications. They produce a series of simple and compound sentences, as well as short paragraphs on personal topics.

Semester Hours: (3 -3- 0)

Competency 1:	The student will <b>produce</b> basic, structured, academic/expository paragraphs on familiar topics (e.g., narrative, descriptive, definition, process) in order to develop writing fluency and vocabulary.
Competency 2:	The student will <b>write</b> basic single paragraphs using simple, compound, and complex sentences (with high frequency transition words) when appropriate. The paragraphs will be organized and written with clarity, substance, and Standard English appropriate to the level.
Competency 3:	The student will <b>execute</b> other academic writing tasks including: factual short answer responses to test questions, brief outlines of text, brief formal definitions of academic terms, and e-mail.
Competency 4:	The student will <b>proofread</b> and <b>edit</b> grammar and sentence structure appropriate to the level.
Competency 5:	The student will <b>use</b> word processing.

## ESLA 0331/ESL1031 - Writing 3

Prerequisites: ESLA 0321, placement test, or approval by instructor.

In this course, students develop writing fluency and vocabulary by using more complex writing skills for personal, academic, and professional communications. They produce well-constructed paragraphs with clear topic sentences, supporting details and a conclusion. They also use editing and revising strategies.

Semester Hours: (3 -3- 0)

Competency 1:	The student will <b>recognize</b> and <b>produce</b> the types of academic/expository paragraphs that a writing task requires.
Competency 2:	The student will <b>plan</b> and <b>write</b> well-developed, focused single paragraphs using a variety of sentence structures and vocabulary appropriate to the level. The paragraphs will be well organized and written with clarity, substance and Standard English appropriate to the level.
Competency 3:	The student will <b>execute</b> other academic writing tasks including: short answer responses to test questions demanding higher order thinking skills, simple summaries, extended formal definitions of academic terms, written records of observations, and e-mail.



- Competency 4: The student will **proofread** and **edit** grammar and sentence structure appropriate to the level.
- Competency 5: The student will **use** appropriate reference tools to edit writing.
- Competency 6: The student will **use** advanced functions for word processing.

## ESLA 0341/ESL1041 - Writing 4

Prerequisites: ESLA 0331, placement test, or approval by instructor.

In this course, students develop greater writing fluency and vocabulary by using more complex grammar structures and vocabulary to produce and revise multi-paragraph essays necessary for academic and professional communications.

Semester Hours: (3 -3- 0)

- Competency 1: The student will **recognize** and **produce** the types of academic/expository paragraphs and essays that a writing task requires.
- Competency 2: The student will **plan** and **develop** paragraphs and essays using a variety of sentence structures and vocabulary appropriate to the level. The paragraphs and essays will be written with clarity, coherence, substance and Standard English.
- Competency 3: The student will **proofread** and **edit** grammar and sentence structure appropriate to the level.
- Competency 4: The student will **use** reference tools to edit writing.
- Competency 5: The student will **execute** other academic writing tasks including: simple essay responses to test questions, written responses to reading selections, summaries, written records of observations and experiences, and e-mail.
- Competency 6: The student will **continue development** of computer word processing skills.

## Grammar Course Descriptions

### ESLA 0312-0342/ESL1012-1042

Levels 1 - 4

Level	Course Description	Teaching Expectations
1	This course integrates grammar skills with listening, speaking, writing and reading activities based on common topics.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Produce basic verb tense forms (be, have, there is, there are) correctly</li> <li>2. Produce the simple present tense and present progressive correctly in a sentence.</li> <li>3. Produce common modal auxiliaries, e.g. can correctly in a sentence.</li> <li>4. Produce the correct word order in simple sentences and phrases.</li> </ol>

		<ol style="list-style-type: none"> <li>Produce correctly prepositions of location, place, and motion.</li> <li>Identify and use regular singular and plural forms of nouns.</li> <li>Identify adjectives and adverbs.</li> </ol>
2	<p>This course helps students to understand and use basic grammar structures. Students learn to recognize and produce simple, compound, and basic complex sentences necessary for writing tasks.</p>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>Contrast and produce the simple present and present progressive in sentences (simple and compound).</li> <li>Produce the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.</li> <li>Apply the simple future ("will" and "be going to") correctly in a sentence.</li> <li>Use comparative, superlative, and equative adjective forms in sentences.</li> <li>Understand the meaning and use common modal auxiliaries.</li> <li>Identify high frequency irregular plural nouns.</li> </ol>
3	<p>This course builds upon basic grammar structures to include additional verb tenses and complex sentences that support writing skills.</p>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>Produce sentences using present, past, and future tense forms.</li> <li>Produce sentences with present perfect and past perfect tenses.</li> <li>Produce sentences with common gerunds and infinitives.</li> <li>Differentiate modal auxiliaries and use in sentences.</li> <li>Identify and use adverb clauses and basic adjective clauses in sentences.</li> <li>Identify and use basic forms of the passive voice in sentences.</li> <li>Identify and use pronouns and identify irregular plural nouns.</li> </ol>
4	<p>This course helps students use advanced grammar structures for effective college-level writing.</p>	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>Demonstrate proficiency using grammatical structures showing verb tense and aspect.</li> <li>Recognize and use active and passive voice verbs correctly in a sentence.</li> <li>Demonstrate the ability to shift among tenses and use appropriate forms and agreement.</li> <li>Use past modals and related phrasal forms in affirmative, negative, and question forms.</li> <li>Demonstrate proficiency using adverb, adjective, and noun clauses.</li> <li>Demonstrate proficiency using verbal phrases including present and past participle and infinitive phrases.</li> </ol>

# Grammar Competencies

## ESLA 0312/ESL 10312 Grammar 1

Prerequisites: Placement test or approval by instructor.

This course integrates grammar skills with listening, speaking, writing and reading activities based on common topics.

Semester Hours: (3 -3-0)

### SENTENCE STRUCTURE

Competency 1:

The student will demonstrate proficiency when using the grammatical structures from Level 1.

The student will identify and produce the following sentence structure patterns containing grammatical forms covered in this and previous levels:

Competency 2:

- a. Simple sentences with complements
- b. Compound sentences
- c. Information questions ("WH")
- d. Simple questions (Yes/No)
- e. Short Answers

The student will **recognize and use** the following grammatical forms in context:

Competency 3:

- d. Nouns as subjects
- e. Proper nouns
- f. Regular plural nouns
- g. Subject pronouns
- h. Demonstrative pronouns
- i. Possessive adjectives
- j. Noun phrases that include adjectives
- k. Adjectives as attributes
- l. Basic prepositional phrases of time (in/at/on), place, and direction
- m. Simple verb phrases (Tense, Aspect, Voice, & Mood)

Competency 4:

The student will recognize and use the following active voice verbs in affirmative and negative forms:

- a. Simple Present (inc. "be", "have", and "there is/are")
- b. Present Progressive
- c. Simple Past (also "be" and "there was/were")
- d. Simple Future ("be going to")

\*Note: Only high frequency verbs should be covered for the tenses above.

Competency 5:

The student will **recognize and understand** the contextualized meaning of the following common modals in affirmative, negative, and question forms:

- a. Will (formal future)
- b. Can/could (ability)

## ESLA 0322/ESL 1022 - Grammar 2

Prerequisites: ESLA 0312, placement test, or approval by instructor.

This course helps students to understand and use basic grammar structures. Students learn to recognize and produce simple, compound, and basic complex sentences necessary for writing tasks.

Semester Hours: (3 -3- 0)

### SENTENCE STRUCTURE

- Competency 1: The student will **identify and produce** the following sentence structure pattern containing grammatical forms covered in this level:
- Simple sentences, including commands
- Competency 2: The student will identify correct examples of the following sentence structure patterns containing verb forms covered in this level:
- Compound sentences (and, but)
  - Simple questions (Yes/No)
  - Information questions ("WH" e.g., who, what, when, where)
  - Short answers
- Competency 3: The student will identify correct examples of the following sentence structure pattern containing verb forms covered in this and previous levels:
- Complex sentences with high frequency conjunctive adverbs showing sequence or reason (e.g., after, before, because)
- Competency 4: The student will recognize and use the following grammatical forms in context:
- High frequency irregular plural nouns
  - Count and non-count nouns
  - Noun phrases with quantifiers
  - High frequency gerunds as subjects or objects
  - Nouns as objects
  - Subject, object and possessive pronouns, and possessive adjectives
  - Adjective phrases
  - Adverbs of frequency
  - Adverbs of manner
  - High frequency prepositional phrases
  - Verb phrases in the aspects, tenses, voice, and mood
- Competency 5: The student will recognize and use the following active voice verbs in affirmative, negative, and question form:
- Simple Present as contrasted with Present Progressive
  - Simple past of regular and high frequency irregular verbs as contrasted with the Simple Present and Present Progressive tenses
  - Simple future (will be going to) as contrasted with Present and Past
- Competency 6: The student will recognize contextualized meaning and will use common modals and related phrasal forms in affirmative, negative, and question forms for present and future intention (e.g.):

- a. Will (formal future/prediction)
- b. Can (ability/permission)
- c. Have to/Need to (need/obligation)
- d. Want to/Would like to (desire)
- e. Like to (preference)

## ESLA 0332/ESL1032 - Grammar 3

Prerequisites: ESLA 0322, placement test, or approval by instructor.

This course builds upon basic grammar structures to include additional verb tenses and complex sentences that support writing skills.

Semester Hours: (3 -3- 0)

### SENTENCE STRUCTURE

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|---------------|---|
| Competency 1: | <p>The student will demonstrate proficiency when using the grammatical structures from Levels 1 - 2 (see competencies for these levels).</p> <p>The student will identify and produce the following sentence structure patterns containing grammatical forms covered in this and previous levels:</p> <ul style="list-style-type: none"> <li>a. Simple sentences and compound sentences</li> <li>b. Complex sentences with high frequency conjunctive adverbs (e.g., when, while, however)</li> </ul>   |
| Competency 2: | <ul style="list-style-type: none"> <li>c. Information questions ("WH")</li> <li>d. Simple questions (Yes/No)</li> <li>e. Short Answers</li> <li>f. Past Progressive as contrasted with Simple Past</li> <li>g. Present Perfect</li> <li>h. Present Perfect Progressive</li> </ul> <p>The student will recognize and use the following grammatical forms in context:</p> <ul style="list-style-type: none"> <li>a. Articles in noun phrases</li> <li>b. Forms of other (e.g., another, others, etc.)</li> <li>c. Possessive noun phrases</li> </ul>  |
| Competency 3: | <ul style="list-style-type: none"> <li>d. Direct and indirect object pronouns</li> <li>e. Reflexive and reciprocal pronouns</li> <li>f. Intensifiers and hedges (e.g., very, too, quite, kind of, etc.)</li> <li>g. Comparative, superlative, and equative adjective phrases</li> <li>h. High frequency phrasal verbs (separable and inseparable)</li> <li>i. Verb phrases in the aspect, tenses and tense shifts specified below:<br/>VERBS (Tense, Aspect, Voice, &amp; Mood)</li> </ul> <p>The student will recognize and use the following active voice verbs in affirmative, negative, and question forms:</p> |
| Competency 4: | <ul style="list-style-type: none"> <li>a. Simple Present, Past, or Future as indicated by the context of a passage or conversation</li> </ul>   |
| Competency 5: | <p>The student will identify and use passive voice verbs in context:</p>  |

- a. Simple Present
- b. Simple Past
- c. Simple Future

The student will recognize contextualized meaning and will use high frequency modals and related phrasal forms in affirmative, negative, and question forms for present and future intention (e.g.):

- Competency 6:
- a. Could/Would (polite request)
  - b. May (permission)
  - c. May/Might/Maybe (possibility)
  - d. Have got to/Must (necessity)
  - e. Should/Could (advice/suggestion)

## ESLA 0342/ESL 1042 - Grammar 4

Prerequisites: ESLA 0332, placement test, or approval by instructor.

This course helps students use advanced grammar structures for effective college-level writing.

Semester Hours: (3 -3- 0)

### SENTENCE STRUCTURE

- Competency 1: The student will demonstrate proficiency when using the grammatical structures from Levels 1 - 3 (see competencies for these levels).
- Competency 2: The student will **identify and produce** a variety of sentence structure patterns (including questions) appropriate to the level and containing grammatical forms covered in this and previous levels.
- The student will recognize and use the following grammatical forms in context:
- Competency 3:
- a. Gerunds and infinitives
  - b. Prepositional phrases with verbs and adjectives (e.g., depend on, be sorry for)
  - c. Present and past participles as adjectives (e.g., boring/bored)
  - d. Comparative, superlative, and equative adverb phrases
  - e. Tag questions
  - f. Short answers with either/neither, so/too
  - g. Verb phrases in the aspects, tenses and tense shifts specified below:
  - h. VERBS (Tense, Aspect, Voice, & Mood)
- The student will **recognize and use** the following verbs in affirmative, negative, and question forms:
- Competency 4:
- a. Simple, Progressive, or Perfect / Present, Past, or Future as indicated by the context of a passage or conversation
  - b. Past Perfect as contrasted with Simple Past
  - c. Passive voice in Present, Past, and Perfect forms

**Reading Course Descriptions**  
**ESLA 0313 – 0343/ESL 1013-1043**  
**Levels 1 – 4**

Level	Course Description	Teaching Expectations
1	In this beginning reading course, students read short personal stories and texts. They also learn basic strategies and vocabulary that aid reading comprehension. Students entering this class should have basic literacy.	Upon successful completion of the course, students will be able to: 1. Apply background knowledge and make predictions. 2. Interpret photographs, pictures, and illustrations. 3. Use basic vocabulary. 4. Demonstrate comprehension of simple sentences in context and in sequence. 5. Identify main idea and details in short, simple texts. 6. Comprehend, short personal stories, and academic texts. 7. Relate reading to personal experience.
2	This course helps students improve reading comprehension of various reading selections from basic academic texts and personal interest stories. Students learn specific reading strategies and increase vocabulary.	Upon successful completion of the course, students will be able to: 1. Determine the meaning of words by using context clues such as roots and affixes. 2. Identify and use basic high frequency academic vocabulary. 3. Recognize textual clues to identify simple patterns of organization. 4. Distinguish between main ideas and supporting details in texts. 5. Demonstrate reading comprehension of basic academic texts and narratives by answering questions and summarizing 6. Interpret reading and draw conclusions. 7. Read and interpret simple graphs and charts.
3	This course focuses on improving the students' reading skills, vocabulary and comprehension. Students read a selection of fiction and nonfiction texts and apply new knowledge to personal experiences and academic assignments.	Upon successful completion of the course, students will be able to: 1. Determine the meaning of words by using context clues such as roots, affixes, definition, and restatement. 2. Interpret and use academic vocabulary. 3. Interpret patterns of organization (e.g. time order, comparison and contrast, etc.). 4. Recognize stated and implied main ideas. 5. Distinguish between facts and opinions. 6. Make inferences and draw conclusion. 7. Analyze text by outlining, note taking, summarizing.

4	In this course, students read a variety of authentic selections that include various ideas and perspectives as well as different political and cultural values. Students are encouraged to become independent thinkers by analyzing opposing views.	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret and explain high-level academic vocabulary in a variety of advanced authentic texts.</li> <li>2. Analyze high level texts to make inferences and draw conclusions.</li> <li>3. Evaluate the credibility (fallacies and biases) of the author's position.</li> <li>4. Identify the evidence that an author uses to support an argument.</li> <li>5. Interpret figurative language and the author's style of writing</li> <li>6. Interpret the author's purpose, point of view, and tone.</li> <li>7. Paraphrase, summarize, and compare perspectives.</li> </ol>
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## Reading Competencies

### ESLA 0313/ESL 1013 - Reading 1

Prerequisites: Placement test or approval by instructor.

This course focuses on academic reading and vocabulary building. Students learn to identify the main idea, context clues, word order, pronoun reference and signal words. They also preview, predict, understand and draw conclusions, scan, and summarize. Students also interpret diagrams, charts, and other visual content.

Semester Hours: (3 -3- 0)

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|---------------|--|
| Competency 1: | Student will comprehend familiar words and/or phrases related to academic settings, e.g., signs, directions, forms, and schedules.                                 |
| Competency 2: | Student will understand simple sentences that are clearly related (i.e., sequenced) when context, background knowledge, and/or visual information support meaning. |
| Competency 3: | Student will use a dictionary to search for word meaning.  |

### ESLA 0323/ESL 1023 - Reading 2

Prerequisites: ESLA 0313, placement test, or approval by instructor.

This course focuses on academic reading and vocabulary building. Students learn to identify the main idea, context clues, word order, pronoun reference and signal words. They also preview, predict, understand and draw conclusions, scan, and summarize. Students also interpret diagrams, charts, and other visual content.



Semester Hours: (3 -3 - 0)

Competency 1:	Student will understand sentence meaning by attending to word order and signal words.
Competency 2:	Student will read and understand short, simple text appropriate to the level (e.g., grade level 56).
Competency 3:	Student will identify general and specific information as well as sequence of events in limited text.
Competency 4:	Student will understand new words and/or phrases appropriate to the level by drawing on graphic and contextual support, as well as background knowledge.
Competency 5:	Student will recognize common roots and affixes in context.
Competency 6:	Student will demonstrate some awareness of common cultural references.
Competency 7:	Student will develop basic dictionary skills.

### ESLA 0333/ESL 1033 - Reading 3

Prerequisites: ESLA 0323, placement test, or approval by instructor

This course focuses on academic reading and vocabulary building. Students learn to identify the main idea, context clues, word order, pronoun reference and signal words. They also read a variety of texts to preview, predict, understand and draw conclusions, make inferences, scan, and summarize. Students also interpret diagrams, charts, and other visual content.

Semester Hours: (3-3-0)

Competency 1:	Student will comprehend texts appropriate to the level (e.g., grade level 6-8) on familiar topics with emphasis on vocabulary expansion.
Competency 2:	Student will distinguish between main ideas and supporting details in simplified texts.
Competency 3:	Student will use textual clues to identify simple patterns of organization, e.g., connectors and transitions to comprehend reading passages appropriate to the level.
Competency 4:	Student will develop vocabulary by recognizing context clues and using roots, affixes, definition, restatement, and appositive clues.
Competency 5:	Student will develop the following critical thinking skills when reading: a. Draw conclusions from stated information. b. Make simple predictions. c. Relate reading to personal experience.
Competency 6:	Student will recognize limited cultural references (or items).
Competency 7:	Student will enhance English/English dictionary skills.

## ESLA 0343/ESL 1043 - Reading 4

Prerequisites: ESLA 0333, placement test, or approval by instructor.

This course helps students develop academic reading and build vocabulary. Students learn to more effectively identify the main idea, context clues, word order, and pronoun reference and signal words. They also read a variety of texts to preview, predict, understand and draw conclusions, make inferences, scan, paraphrase, distinguish fact and opinion, and summarize. Completion of ESLA 0343 with a grade of "C" or better is equivalent to READ 0301.

Semester Hours: (3 -3- 0)

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|---------------|---|
| Competency 1: | Student will read a variety of texts of varying lengths on contemporary and literary topics with some fluency and speed emphasizing vocabulary expansion.   |
| Competency 2: | Student will distinguish between main ideas and supporting details in simplified and/or authentic texts at the high intermediate level.   |
| Competency 3: | Student will use a variety of textual clues, e.g., sentence connectors, signal words, and pronoun reference to understand and discuss the meaning and structure (i.e., patterns of organization) of a text.   |
| Competency 4: | <p>Student will apply the following critical thinking skills when reading:</p> <ul style="list-style-type: none"><li>a. Understand the meaning of new vocabulary through: Context clues, e.g., synonyms, antonyms, examples, definitions, and restatements, etc. Roots and affixes.</li><li>b. Analyze text, e.g., simple outlining and note taking, summarize, draw conclusions, and apply information to personal experiences.</li><li>c. Recognize facts and opinions.</li></ul> |
| Competency 5: | Student will identify common cultural references.   |
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# ENGA Composition and Grammar Course Descriptions

## ENGA 0351/0361

ENGA Composition (ENGA 0351)	
Course Description	Student Learning Outcomes
<p>This course is designed for non-native English speakers who need to acquire proficiency in composition and grammar in order to take college-level classes. Through guided writing practice on familiar topics, students have the opportunity to acquire the necessary writing and grammar proficiency for success in ENGL 1301 and other college-level classes. The course is taken concurrently with ENGA 0353 (Reading and Vocabulary). Students must pass the ENGA exit exam and earn a B or better in ENGA 0351 and ENGA 0353 to transition to college-level classes. Upon completion of ENGA 0351, students who need additional time to gain proficiency for college-level work will enroll in ENGA 0361.</p>	<ol style="list-style-type: none"> <li>1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.</li> <li>2. Demonstrate the ability to use the writing process by generating ideas, drafting, revising, and editing.</li> <li>3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.</li> <li>4. Write coherent and cohesive sentences in a variety of common patterns.</li> <li>5. Recognize and use proper English mechanics.</li> <li>6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.</li> </ol>
ENGA Composition (ENGA 0361)	
<p>This course is designed for non-native English speakers who have completed ENGA 0351 and need to acquire greater proficiency in composition and grammar in order to take college-level classes. Through guided writing practice on familiar topics, students have the opportunity to acquire the necessary writing and grammar proficiency for success in ENGL 1301 and other college-level classes. The course is taken concurrently with ENGA 0363. Students must pass the ENGA exit exam and earn a C or better in ENGA 0361 and ENGA 0363 to transition to college-level classes.</p>	<ol style="list-style-type: none"> <li>1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.</li> <li>2. Demonstrate the ability to use the writing process by generating ideas, drafting, revising, and editing.</li> <li>3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.</li> <li>4. Write coherent and cohesive sentences in a variety of common patterns.</li> <li>5. Recognize and use proper English mechanics.</li> <li>6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.</li> </ol>

## ENGA Composition and Grammar Competencies

Prerequisites: ESLA 0341 and ESLA 0342 with a grade of "C" or better, or placement exam, or departmental approval

This course is designed for non-native English speakers who need to acquire proficiency in composition and grammar in order to take college-level classes. Through guided writing practice on familiar topics, students have the opportunity to acquire the necessary writing and grammar proficiency for success in ENGL 1301 and other college-level classes. Students must pass the ENGA exit exam and earn a B or better in ENGA 0351 to transition to college-level classes. The course is taken concurrently with ENGA 0353 (Reading and Vocabulary). Students must pass the ENGA exit exam and earn a B or better in ENGA 0351 and ENGA0353 to transition to college-level classes. Upon completion of ENGA 0351, students who need additional time to gain proficiency for college-level work will enroll in ENGA 0361.

Semester Hours: (3-3-0)

	<b>Writing</b>
Competency 1:	The student will <b>recognize</b> and <b>produce</b> the type of essay each writing task requires (including some discipline-specific writing tasks as well as traditional English composition assignments).
Competency 2:	The student will exhibit increased fluency in writing and will <b>plan</b> and <b>develop</b> multi-paragraph essays (with some including analysis, synthesis, evaluation, etc.) using a variety of sentence structures and vocabulary, exhibiting clarity, coherence and substance, and the application of Standard English conventions appropriate to the level.
Competency 3:	The student will <b>proofread</b> and <b>edit</b> written work attending to grammar, mechanics, clarity, coherence, substance, audience, and purpose, etc.
Competency 4:	The student will <b>gather</b> information and <b>integrate</b> sources in written work where appropriate.
Competency 5:	The student will <b>use</b> reference tools to edit writing and give credit to sources by using basic forms of citation.
Competency 6:	The student will <b>refine</b> computer word processing skills including citation styles.
Competency 7:	The student will <b>execute</b> other academic writing tasks including: essay responses to test questions calling for higher-order thinking skills, written responses to reading selections, summaries, reaction papers (reflection of personal experiences as they relate to academic topics), and written tasks in online learning environments.

	SENTENCE STRUCTURE
Competency 1:	The student will demonstrate proficiency of all grammatical structures.
Competency 2:	The student will <b>identify and produce</b> a variety of sentence structure patterns (including questions) appropriate to the level and containing grammatical forms covered in this and previous levels.
Competency 3:	<p>The student will recognize and use the following grammatical structures in context:</p> <ul style="list-style-type: none"> <li>a. Noun clauses as subjects or objects (embedded speech with WH words, whether/if, that)</li> <li>b. Quoted speech</li> <li>c. Relative clauses, restrictive and non-restrictive (who, what, that, which, whose)</li> <li>d. Deletion of relative pronouns from relative clauses</li> <li>e. Subordinating adverb clauses of time, cause, contrast, and condition (e.g., as soon as, as, although, unless)</li> <li>f. Deletion of "noun + verb" in adverb clauses (e.g., while listening)</li> <li>g. Dangling modifiers</li> <li>h. Misplaced modifiers</li> <li>i. Clauses linked by conjunctive adverbs/adverb phrases (e.g. thus)</li> <li>j. Verb phrases (Tense, Aspect, Voice, &amp; Mood)</li> </ul>
Competency 4:	<p>The student will recognize contextualized meaning and will use simple past modals and related phrasal forms in affirmative, negative, and question forms (e.g.):</p> <ul style="list-style-type: none"> <li>a. Had to/Be supposed to (past obligation)</li> <li>b. Would/Used to (habitual past)</li> <li>c. Be/Get used/accustomed to (present or past habit)</li> <li>d. Be allowed to (permission)</li> <li>e. Be able to/Could (past ability)</li> </ul>
Competency 5:	<p>The student will recognize and use the following grammatical structures in context:</p> <ul style="list-style-type: none"> <li>a. Reported speech</li> <li>b. Conditionals - actual and hypothetical (if/wish)</li> <li>c. Subjunctive and causative forms</li> <li>d. Connectives and reductions covered in the previous level</li> <li>e. Clauses linked by correlative conjunctions (both ...and, either ...or, neither... nor)</li> <li>f. Prepositional phrases</li> <li>g. Determiners in phrases (e.g., articles, quantifiers and partitives, collective nouns)</li> <li>h. Referential forms (antecedent agreement)</li> <li>i. Verb phrases (Tense, Aspect, Voice, &amp; Mood)</li> </ul>
Competency 6:	

	The student will recognize and use active and passive voice verbs in affirmative, negative, and question forms as indicated by the context of a passage or conversation demonstrating the ability to shift among tenses and use appropriate forms of inflection.
Competency 7:	<p>The student will <b>recognize</b> contextualized meaning and will use perfect modals and related phrasal forms in affirmative, negative, and question forms (e.g.):</p> <ol style="list-style-type: none"> <li>Could have</li> <li>Would have</li> <li>May/Might have</li> <li>Should have</li> <li>Will have</li> </ol>

## ENGA Reading and Vocabulary Course Descriptions

### ENGA 0353/0363

ENGA Reading and Vocabulary (ENGA 0353)	
Course Description	Student Learning Outcomes
<p>This course is designed for non-native English speakers who need to acquire fluency in reading comprehension in order to take college-level classes. Through reading authentic materials, including college texts and/or literature, students gain the necessary critical reading and thinking skills required for college-level assignments. The course is taken concurrently with ENGA 0351. Students must pass ENGA exit exam and earn a B or better in ENGA 0353 and ENGA 0351 to transition to college-level classes. Upon completion of ENGA 0353, students who need additional time to gain proficiency for college-level work will enroll in ENGA0363.</p>	<ol style="list-style-type: none"> <li>1. Comprehend and summarize texts, including the identification of the main idea, supporting details, audience and purpose of the text.</li> <li>2. Interpret and critically analyze the author's bias, purpose, and perspective in academic materials.</li> <li>3. Make inferences and draw conclusions from a variety of college level texts.</li> <li>4. Respond critically, orally and in writing, to various kinds of college level texts.</li> <li>5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.</li> <li>6. Demonstrate knowledge of cultural and historical references to American society in written materials.</li> <li>7. Demonstrate overall proficiency to transition to ENGA 0363 or English 1301.</li> </ol>
ENGA Reading and Vocabulary (ENGA 0363)	
<p>This course is designed for non-native English speakers who have completed ENGA 0353 and need to enhance their fluency in reading comprehension in order to take college-level classes. Through reading authentic materials, including college texts and/or literature,</p>	<ol style="list-style-type: none"> <li>1. Comprehend and summarize texts, including the identification of the main idea, supporting details, audience and purpose of the text</li> <li>2. Interpret and critically analyze the author's bias, purpose, and perspective in academic materials.</li> <li>3. Make inferences and draw conclusions from a variety of college level texts.</li> </ol>

<p>students gain the necessary critical reading and thinking skills required for college-level assignments. The course is taken concurrently with ENGA 0361. Students must pass the ENGA exit exam and earn a C or better in ENGA 0363 and ENGA0361 to transition to college-level classes.</p>	<p>4. Respond critically, orally and in writing, to various kinds of college level texts.</p> <p>5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.</p> <p>6. Demonstrate knowledge of cultural and historical references to American society in written materials. Demonstrate overall proficiency to transition to English 1301.</p>
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## ENGA Reading and Vocabulary Competencies

### ENGA 0353 - Reading and Vocabulary

Prerequisites: ESLA 0343 with a grade of "C" or better, or placement exam, or departmental approval

This course is designed for non-native English speakers who need to acquire fluency in reading comprehension in order to take college-level classes. Through reading authentic materials, including college texts and/or literature, students gain the necessary critical reading and thinking skills required for college-level assignments. The course is taken concurrently with ENGA 0351. Students must pass ENGA exit exam and earn a B or better in ENGA 0353 and ENGA 0351 to transition to college-level classes. Upon completion of ENGA 0353, students who need additional time to gain proficiency for college-level work will enroll in ENGA0363.

Semester Hours: (3-3-0)

Competency 1:	Student will apply reading strategies according to text (e.g., using test taking skills, applying personal schema to survey and predict, identifying implicit main idea, improving reading rate, etc.)
Competency 2:	Student will use a wide range of textual cues to compare the meaning and structure of academic materials.
Competency 3:	Student will analyze authentic reading materials through the use of outlining, paraphrasing, summarizing, and comparing perspectives.
Competency 4:	<p>Student will demonstrate the ability to apply the following critical thinking skills when reading:</p> <ol style="list-style-type: none"> <li>Distinguish facts from opinions.</li> <li>Make inferences (vocabulary context clues, main idea, etc.)</li> <li>Identify author's purpose, point of view, tone, and method of development.</li> <li>Comprehend the use of figurative language.</li> <li>Synthesize information gathered from reading in order to give informed opinion.</li> </ol>

- Competency 5: Student will understand and discuss common cultural references.
- Competency 6: Student will understand and use academic vocabulary across a variety of disciplines and genres.

### ENG 0363 - Reading and Vocabulary

Prerequisites: ENG 0353 with a grade of "C" or better, or placement exam, or departmental approval

This course is designed for non-native English speakers who have completed ENG 0353 and need to enhance their fluency in reading comprehension in order to take college-level classes. Through reading authentic materials, including college texts and/or literature, students gain the necessary critical reading and thinking skills required for college-level assignments. The course is taken concurrently with ENG 0361. Students must pass the ENG exit exam and earn a C or better in ENG 0363 and ENG 0361 to transition to college-level classes.

Semester Hours: (3-3-0)

- |               |  |
|---------------|--|
| Competency 1: | Student will adjust reading strategies (reading rate, test taking skills, etc.) according to text.   |
| Competency 2: | Student will demonstrate general understanding of conceptually and/or linguistically complex materials within a wide range of personal, professional, and academic contexts.   |
| Competency 3: | Student will explain and justify an opinion in reaction to authentic reading materials.  |
| Competency 4: | <p>Student will apply the following critical thinking skills when reading:</p> <ul style="list-style-type: none"> <li>a. Distinguish facts from opinions.</li> <li>b. Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.</li> <li>c. Infer hypotheses.</li> <li>d. Interpret aesthetic properties of language, i.e., figurative language.</li> <li>e. Interpret the author's purpose, point of view, and tone.</li> <li>f. Extrapolate and manipulate facts.</li> </ul> |
| Competency 5: | Student will demonstrate familiarity with common cultural schema.  |
| Competency 6: | Student will understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.  |



## Department Grading Criteria: ESLA/ESL Speaking and Listening

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### Level 1

#### DEPARTMENT GRADING RUBRIC

**A- Production and Comprehension:** Student produces sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Speaker can be understood with minimum difficulty. Student has minor interference from another language, (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur. Errors never or almost never interfere with communication. **Passing Student can effectively -**

- Interact in basic social situations such as introductions, greetings, appreciation, and apology without misrepresentation or confusion.
- Inquire about basic subjects such as locations, prices, dates, times, and friends.
- Follow simple directions.
- Listen and recite dialog on topics related to everyday situations.
- Listen and understand simple messages.
- Take dictation of words and simple sentences.
- Talk about present and past activities and events (using simple present and past tenses).
- Talk about past events (using simple past tense).
- Accurately pronounce sounds and patterns in context.

**B- Production and Comprehension:** Student produces sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Speaker can be understood with minimum difficulty. Student has some interference from another language, and a pattern of gaps in communication may occur. Speaker can usually be understood with minimum difficulty. Minor distracting errors interfere with communication. **Passing Student can -**

- Interact in basic social situations such as introductions, greetings, appreciation, and apology with minimum misrepresentation or confusion.
- Inquire about basic subjects such as locations, prices, dates, times, and friends with minor distracting grammar errors.
- Follow simple directions with a little difficulty.
- Listen and recite dialog on topics related to everyday situations with minimum difficulty.
- Listen and understand simple messages, and take dictation of words and simple sentences with minimum difficulty.
- Take dictation of words and simple sentences.
- Talk about present and past activities and events (using simple present and past tenses) with minor distracting errors.
- Talk about past events (using simple past tense) with minor distracting errors.
- Pronounce sounds and patterns in context with minor difficulty.
- Speak using appropriate vocabulary for the task.

**C- Production and Comprehension:** Student can only produce a limited number of uncomplicated sentences in straightforward social situations and predictable topics. Student has concrete exchanges and can usually be understood with some difficulty including interference from another language and distracting errors. **Passing Student can -**

- Interact in basic social situations such as introductions, greetings, appreciation, and apology with some misrepresentation or confusion.

- Inquire about basic subjects such as locations, prices, dates, times, and friends with some distracting grammar errors.
- Follow simple directions with some difficulty.
- Listen and recite dialog on topics related to everyday situations with some difficulty.
- Listen and understand simple messages, and take dictation of words and simple sentences with some difficulty.
- Speak using appropriate vocabulary for the task.

**F-Production and Comprehension:** Student cannot produce uncomplicated sentences in social situations and predictable topics. Student cannot be understood because of interference from another language and has serious distracting errors. **Student cannot –**

- Interact nor make inquiries in basic social situations.
- Follow simple directions.
- Listen and recite dialog on topics, listen and understand simple messages, nor take dictation.
- Talk about events using simple present and past tenses.
- Pronounce most sounds and speak clearly because of a lot of native language interference.
- Speak clearly because of distracting grammar errors and lack of appropriate vocabulary.

## Level 2

### DEPARTMENT GRADING RUBRIC

**A- Production and Comprehension:** Speaker asks and answers questions and can maintain simple conversations on familiar topics using sentences and strings of sentences. Speaker can be understood with minimum difficulty. Errors never or almost never interfere with communication. **Passing Student can effectively -**

- Describe personal background and narrate past events and experiences with no or a few grammar errors.
- Talk about present events and future plans, personal and professional goals with minor grammar errors.
- Pronounce sounds correctly but has some noticeable native language interference.
- Ask questions about past, present, and future intentions, events, activities, and daily life with minor grammar errors.
- Speak using appropriate vocabulary for the task.
- Listen to everyday conversations, events, lectures and report on content with minimum effort.

**B- Production and Comprehension:** Speaker asks and answers questions with minor difficulty. Speaker can mostly maintain simple conversations on familiar topics using sentences and strings of sentences. Speaker can usually be understood with minimum difficulty. Minor distracting errors interfere with communication. **Passing Student can –**

- Describe personal background and narrate past events and experiences with minor distracting grammar errors.
- Talk about present events and future plans, personal and professional goals with some grammar errors.
- Mostly pronounce sounds correctly but has some noticeable native language interference.
- Ask questions about past, present, and future intentions, events, activities, and daily life with some grammar errors.
- Speak using sufficient vocabulary for the task.

<ul style="list-style-type: none"> <li>Listen to everyday conversations, events, lectures and report on content <u>with some effort</u>.</li> </ul> <p><b>C- Production and Comprehension:</b> Speaker can mostly maintain simple conversations on familiar topics using sentences and strings of sentences. Speaker can usually be understood with minimum difficulty. Distracting errors somewhat interfere with communication. <b><u>Passing Student can -</u></b></p> <ul style="list-style-type: none"> <li>Describe personal background and narrate past events and experiences <u>with distracting grammar errors</u>.</li> <li>Talk about present events and future plans, personal and professional goals <u>with grammar errors</u>.</li> <li>Speak <u>mostly</u> with intelligible pronunciation but has some noticeable native language interference.</li> <li>Ask questions about past, present, and future intentions, events, activities, and daily life <u>with grammar errors</u>.</li> <li>Speak using adequate vocabulary for the task and may refer to native language for words or cognates.</li> </ul>
<p><b>F-Production and Comprehension:</b> Speaker cannot maintain simple conversations. Speaker cannot be understood. Speaker exhibits a great deal of difficulty conveying ideas. Distracting errors completely interfere with communication. <b><u>Student cannot -</u></b></p> <ul style="list-style-type: none"> <li>Describe personal background and narrate past events and experiences.</li> <li>Talk about present events and future plans, personal and professional goals.</li> <li>Speak with intelligible pronunciation, stress, and intonation.</li> <li>Pronounce most sounds because of a lot of native language interference.</li> <li>Speak clearly because of distracting grammar errors and lack of appropriate vocabulary.</li> </ul>

### Level 3

#### DEPARTMENT GRADING RUBRIC

<p><b>A- Production and Comprehension:</b> Speaker converses, discusses topics of personal interest, describes, narrate events in the past, present, and future. Speaker can be understood with minimum difficulty. Errors never or almost never interfere with communication. <b><u>Passing Student can effectively -</u></b></p> <ul style="list-style-type: none"> <li>Speak about many social, professional, and academic situations and experiences.</li> <li>Speak with intelligible pronunciation, stress, and intonation.</li> <li>Pronounce most sounds without a lot of native language interference.</li> <li>Deliver presentations, explain, and support opinions <u>with minimum effort</u>.</li> <li>Simulate social and academic situations.</li> <li>Understand factual information and respond appropriately to comprehension questions.</li> <li>Take notes during presentations and demonstrate comprehension.</li> <li>Summarize and synthesize academic lectures.</li> </ul>
<p><b>B- Production and Comprehension:</b> Speaker converses, discusses topics of personal interest, describes, narrate events in the past, present, and future. Speaker can be understood with minimum difficulty. Minor distracting errors interfere with communication. <b><u>Passing Student can -</u></b></p> <ul style="list-style-type: none"> <li>Speak about many social, professional, and academic situations and experiences with minor difficulty.</li> <li>Speak <u>mostly</u> with intelligible pronunciation, stress, and intonation.</li> <li>Mostly pronounce sounds correctly but has some noticeable native language interference.</li> <li>Deliver presentations, explain, and support opinions <u>with minimum effort</u>.</li> <li>Simulate social and academic situations.</li> </ul>

<ul style="list-style-type: none"> <li>• Mostly understand factual information and respond appropriately to comprehension questions.</li> <li>• Take notes during presentations and demonstrate comprehension with some difficulty.</li> <li>• Summarize and synthesize academic lectures with minor difficulty.</li> </ul>
<p><b>C- Production and Comprehension:</b> Speaker converses, discusses topics of personal interest, describes, narrate events in the past, present, and future. Speaker can be understood with some difficulty. Distracting errors frequently interfere with communication. <b><u>Passing Student can -</u></b></p> <ul style="list-style-type: none"> <li>• Speak about many social, professional, and academic situations and experiences with some difficulty.</li> <li>• Speak <u>mostly</u> with intelligible pronunciation, stress, and intonation and certain sounds are difficult to pronounce.</li> <li>• Pronounce certain sounds correctly but has some noticeable native language interference.</li> <li>• Deliver presentations, explain, and support opinions <u>with minimum effort</u>.</li> <li>• Simulate social and academic situations with some difficulty.</li> <li>• Understand factual information and respond appropriately to comprehension questions with some difficulty.</li> <li>• Take notes during presentations and demonstrate comprehension with some difficulty.</li> <li>• Summarize and synthesize academic lectures with minor difficulty.</li> </ul>
<p><b>F-Production and Comprehension:</b> Speaker cannot converse, discuss, describe, and narrate events. Distracting errors completely interfere with communication. <b><u>Student cannot -</u></b></p> <ul style="list-style-type: none"> <li>• Speak about situations and experiences without major difficulty.</li> <li>• Speak with intelligible pronunciation, stress, and intonation.</li> <li>• Pronounce most sounds because of a lot of native language interference.</li> <li>• Speak clearly because of distracting <u>grammar errors</u>.</li> <li>• Deliver presentations, explain, and support opinions without major difficulty.</li> <li>• Simulate social and academic situations.</li> <li>• Understand factual information and respond appropriately to comprehension questions.</li> </ul>

## Level 4

### DEPARTMENT GRADING RUBRIC

<p><b>A- Production and Comprehension:</b> At this level, speaker engages in conversation in a clearly participatory manner. Errors never or almost never interfere with communication. <b><u>Passing Student can effectively -</u></b></p> <ul style="list-style-type: none"> <li>• Speak using formal and informal language in persuasion, negotiation, debate, etc.</li> <li>• Use rhythm, stress, and intonation to convey <u>precise</u> meaning even though they are unable to master particular sounds based on native language interference.</li> <li>• Pronounce most sounds without a lot of native language interference.</li> <li>• Use past, present, future, and modals (to express hypothetical) with minimum or no difficulty.</li> <li>• Speak extemporaneously on diverse topics.</li> <li>• Comprehend, analyze, synthesize and summarize extensive discourse.</li> <li>• Take notes on contemporary topics (e.g., news items, reports, etc.)</li> <li>• Take notes during lectures and presentations, and summarize the content.</li> </ul>
<p><b>B-Production and Comprehension:</b> Speaker engages in conversation in a clearly participatory manner with minimum difficulty. Minor distracting errors interfere with communication. <b><u>Passing Student can -</u></b></p>

- Speak using formal and informal language with noticeable effort in persuasion, negotiation, debate, etc.
- Use rhythm, stress, and intonation to convey mostly understandable meaning even with minor incomprehensible sounds based on native language.
- Mostly pronounce sounds correctly but has some noticeable native language interference.
- Speak using minimal non-distracting grammar errors.
- Speak extemporaneously on diverse topics.
- Comprehend, analyze, synthesize and summarize extensive discourse with minor difficulty.
- Take notes on contemporary topics (e.g., news items, reports, etc.) with minimum difficulty.
- Take notes during lectures and presentations, and summarize the content with minimum difficulty.

**C-Production and Comprehension:** Speaker engages in conversation in a clearly participatory manner with certain grammatical roughness (e.g., inconsistent control of verb endings). Distracting errors somewhat interfere with communication. Passing Student can –

- Speak using formal and informal language with some difficulty in persuasion, negotiation, debate, etc.
- Use rhythm, stress, and intonation to convey mostly understandable meaning even with some incomprehensible sounds based on native language.
- Pronounce certain sounds correctly but has some noticeable native language interference.
- Speak using some distracting grammar errors.
- Speak extemporaneously on diverse topics with minor difficulty.
- Comprehend, analyze, synthesize and summarize extensive discourse with some difficulty.
- Take notes on contemporary topics (e.g., news items, reports, etc.) with some difficulty.
- Take notes during lectures and presentations, and summarize the content with some difficulty.

**F-Production and Comprehension:** Speaker cannot engage in conversation in a clearly participatory manner. Distracting errors completely interfere with communication. Student cannot –

- Speak using formal and informal language in persuasion, negotiation, debate, etc.
- Pronounce most sounds because of a lot of native language interference.
- Use rhythm, stress, and intonation to convey understandable meaning.
- Speak clearly because of distracting grammar errors.
- Speak extemporaneously on diverse topics.
- Comprehend, analyze, synthesize and summarize extensive discourse.
- Take notes on contemporary topics (e.g., news items, reports, etc.) without a great deal of difficulty.
- Take notes during lectures and presentations, and summarize the content without a great deal of difficulty.

## Department Grading Criteria: ESLA/ESL Writing

### Level 1

#### DEPARTMENT GRADING RUBRIC

<p><b>A-Paper: <u>Passing</u></b></p> <ul style="list-style-type: none"><li>• Has correct word order in sentences: Subject – Verb – Object (SVO).</li><li>• Has no or minor spelling errors.</li><li>• Has correct punctuation marks.</li><li>• Has correct simple, compound, and complex sentences.</li><li>• Is generally free of distracting errors or has <u>minimal</u> non-distracting <u>grammar errors</u> such as fragments, run-ons, comma splices, and shifts in verb tenses.</li><li>• Has a logical organization of sentences.</li></ul>
<p><b>B-Paper: <u>Passing</u></b></p> <ul style="list-style-type: none"><li>• Has <u>mostly</u> correct or maybe a few minor errors in word order: Subject – Verb – Object (SVO).</li><li>• Has no or minor spelling errors.</li><li>• Has mostly correct punctuation marks.</li><li>• Has no errors in simple sentences but may have <u>minor</u> errors in compound and complex sentences.</li><li>• Has <u>minor</u> errors with verb tenses, incorrect or unclear word usage, limited vocabulary, and punctuation.</li><li>• Has a logical sequence of sentences.</li></ul>
<p><b>C-Paper: <u>Barely Passing</u></b></p> <ul style="list-style-type: none"><li>• Has <u>mostly</u> correct or maybe a few minor errors in word order: Subject – Verb – Object (SVO).</li><li>• Has minimal spelling errors.</li><li>• Has a few errors with punctuation marks.</li><li>• Has <u>minor</u> errors in simple, compound, and complex sentences.</li><li>• Has a few distracting errors with verb tenses, incorrect or unclear word usage, and limited vocabulary.</li><li>• Has problems with a logical sequence of sentences.</li></ul>
<p><b>F-Paper: <u>Not Passing</u></b></p> <ul style="list-style-type: none"><li>• Has many incorrectly written sentences.</li><li>• Has confusing ideas.</li><li>• Has no organization or logical sequence of sentences.</li><li>• Has no sentence structure.</li><li>• Has <u>serious</u> errors in grammar, spelling, punctuation, and other sentence errors that interfere with readability and understanding.</li></ul>

Level 2  
DEPARTMENT GRADING RUBRIC

<p><b>A-Paper: <u>Passing</u></b></p> <ul style="list-style-type: none"> <li>• Has clear and concise paragraph format.</li> <li>• Has sentences with correct word order: Subject – Verb – Object (SVO).</li> <li>• Is unified with correct simple, compound, and complex sentences.</li> <li>• Is generally free of distracting errors or has <u>minimal</u> non-distracting <u>grammar errors</u> such as fragments, run-ons, comma splices, and shifts in verb tenses.</li> <li>• Has correct sentence structure: Subject – Verb agreement, correct pronouns.</li> <li>• Has no or minor spelling errors.</li> <li>• Has correct punctuation marks.</li> <li>• Was typed using correct paragraph format with a word processor.</li> <li>• Has a logical organization of ideas.</li> </ul>
<p><b>B-Paper: <u>Passing</u></b></p> <ul style="list-style-type: none"> <li>• Has clear and concise paragraph format.</li> <li>• Has sentences with correct word order: Subject – Verb – Object (SVO).</li> <li>• Has <u>minor</u> errors in correct simple, compound, and complex sentences.</li> <li>• Has some distracting errors, such as verb tenses, spelling, incorrect or unclear word usage, limited vocabulary, and punctuation.</li> <li>• Has some errors, such as fragments, run-ons, and comma splices.</li> <li>• Has <u>mostly</u> correct sentence structure: Subject – Verb agreement, correct pronouns.</li> <li>• Was typed using mostly correct paragraph format with a word processor.</li> <li>• Has a logical organization of ideas.</li> </ul>
<p><b>C-Paper: <u>Barely Passing</u></b></p> <ul style="list-style-type: none"> <li>• Has a somewhat concise paragraph format.</li> <li>• Has sentences with <u>mostly</u> correct word order: Subject – Verb – Object (SVO).</li> <li>• Has correct or minor errors with simple, compound, and complex sentences.</li> <li>• Has some distracting errors, such as verb tenses, spelling, incorrect or unclear word usage, limited vocabulary, and punctuation.</li> <li>• Has some errors, such as fragments, run-ons, and comma splices.</li> <li>• Was typed but incorrectly (line-by-line sentences) with a word processor.</li> <li>• Has some logical organization of ideas.</li> </ul>
<p><b>F-Paper: <u>Not Passing</u></b></p> <ul style="list-style-type: none"> <li>• Doesn't have a paragraph format.</li> <li>• Has confusing ideas.</li> <li>• Has no organization of ideas.</li> <li>• Has illogical sentence structures or no structure.</li> <li>• Has <u>serious</u> errors in grammar, spelling, punctuation, and other sentence errors that interfere with readability and understanding.</li> </ul>

Level 3  
DEPARTMENT GRADING RUBRIC

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**FORMAT REQUIREMENTS**

The academic paragraphs should have a correct heading.

The academic paragraphs should be double spaced and typed in 12-pt. Times New Roman.

**A-Academic Paragraph: Passing**

- Has a focus topic and controlling idea clearly identified.
- Has clear and concise organization and development with topic sentence, body, and conclusion.
- Answers the topic directly with a focus on the type of paragraph such as Descriptive, Compare, Contrast, etc.
- Is unified with correct transition words.
- Is correctly organized with 5 – 8 sentences (simple, compound, and complex).
- Is generally free of distracting errors or has minimal non-distracting grammar errors, such as fragments, run-ons, comma splices, and shifts in verb tenses.

**B-Academic Paragraph: Passing**

- Has a focus topic and controlling idea clearly identified.
- Has clear and concise organization and development with topic sentence, body, and conclusion.
- Answers the topic directly with a focus on the type of paragraph such as Descriptive, Compare, Contrast, etc.
- Is somewhat unified with correct transition words.
- Is correctly organized with 5 – 8 sentences (simple, compound, and complex).
- Has some distracting errors, such as verb tenses, spelling, incorrect or unclear word usage, limited vocabulary.
- Has some errors such as fragments, run-ons, and comma splices.

**C-Academic Paragraph: Barely Passing**

- Doesn't have a clearly identified focus topic and controlling idea.
- Has a few missing sentences in the organization and development (topic sentence, body, and conclusion).
- Answers the topic directly with a focus on the type of paragraph such as Descriptive, Compare, Contrast, etc.
- Doesn't have transition words.
- Isn't correctly organized with 5 – 8 sentences (simple, compound, and complex); it has too few or too many.
- Has some errors, such as fragments, run-ons, and comma splices.

**F-Academic Paragraph: Not Passing**

- Does not address the topic.
- Writes confusing ideas.
- Has no organization or development.
- Has an illogical paragraph structure or no structure.
- Reflects lack of editing and other problems.
- Has serious errors in grammar, spelling, punctuation, and other sentence errors that interfere with readability and understanding.



Level 4  
**DEPARTMENT GRADING RUBRIC**

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**FORMAT REQUIREMENTS**

The essay should have a correct heading.

The essay should be double spaced and typed in 12-pt. Times New Roman.

The essay should contain five paragraphs (300-500 words).

**A-Essay: Passing**

The writer's position is clear, well-developed, and supported by strong evidence.

- Has an explicit thesis statement.
- Has a well-constructed (parallel) thesis statement (parallel structure, three main points).
- Answers the prompt directly with a focus on the type of essay such as Compare/Contrast, Process, Cause/Effect, Argumentative, etc.
- Has skillfully constructed and unified sentences using appropriate transition words, etc.
- Has correct structure and form (including the development of paragraphs as well as an introduction and conclusion.)
- Has logical coherence and repeatedly supports the thesis.
- Has none or minor grammar and punctuation errors, and the errors do not interfere heavily with the paper's clarity or readability.

**B- Essay: Passing**

The writer's position is mostly clear, developed, and supported by evidence.

- Has an explicit thesis statement, and may have a little problem with parallel points.
- Answers the prompt directly with a focus on the type of essay such as Compare/Contrast, Process, Cause/Effect, Argumentative, etc.
- Is unified with transition words, etc.
- Has correct structure and form, but the essay is not as clearly developed as the **A-paper**.
- Has a modest number of vocabulary, subordination, pronoun usage and parallel structure errors causing only minimal confusion.
- Is generally free of distracting errors, but it does have some grammar errors such as fragments, run-ons, comma splices, and shifts in verb tenses.

**C- Essay: Barely Passing**

The writer has defined and developed a position but lacks strong support and has some problems with the essay development.

- May have a thesis statement, but it is vague/weak, or it is not clearly stated.
- Problems with thesis construction (parallel structure, three main points).
- Answers the prompt indirectly or is confusing.
- Is somewhat unified.
- Has correct structure and form (sentences are mostly well constructed), but the essay is not as fully developed.
- Has some noticeable errors, including limited and inappropriate vocabulary.
- Has a few grammar errors in verb tense and form, word usage and form, subordination, pronoun usage, and parallel structure.
- Has some fragments, run-ons, and comma splices.

**F- Essay:** The writer takes no identifiable position, and the essay lacks coherence and unity.

- Has no thesis statement.
- Has a weak organization and development.
- Does not address the prompt.
- Has many confusing ideas.
- Has serious errors in grammar and punctuation that interfere with readability and understanding.

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## Department Grading Criteria: ESLA/ESL Grammar

### Level 1

#### DEPARTMENT GRADING RUBRIC

##### **A- Grammar demonstrated in sentences and phrases:** Passing

- Has correct spelling of verb forms.
- Has correct use of verb tense forms (be, have, there is, there are) and are appropriately used in sentences (affirmative and negative forms, questions, and short answers).
- Has correct use of the simple present tense and present progressive in a sentence.
- Has correct use of the simple future ("BE going to") and "will" (formal future) in a sentence.
- Has correct use of common modal auxiliaries, e.g. can/could (ability) in a sentence.
- Has correct use of word order in simple sentences and phrases (Subject-Verb-Object)
- Use correctly prepositions of location, place, and motion.
- Has correct use of regular singular and plural forms of nouns.
- Has correct use of adjectives and adverbs.

##### **B- Grammar demonstrated in sentences and phrases:** Passing

- Has minimum spelling errors of verb forms.
- Has minor errors with the use of verb tense forms (be, have, there is, there are) in sentences and affirmative and negative forms, questions, and short answers.
- Has minor errors with the use of simple present tense and present progressive in a sentence.
- Has minor errors with the use of simple future ("BE going to") and "will" (formal future) in a sentence.
- Has minor errors with the use of common modal auxiliaries, e.g. can/could (ability) in a sentence.
- Has minor errors with the use of word order in simple sentences and phrases (Subject-Verb-Object)
- Has minor errors with the use of prepositions of location, place, and motion.
- Has minor errors with the use of regular singular and plural forms of nouns.
- Has minor errors with the use of adjectives and adverbs.

##### **C- Grammar demonstrated in sentences and phrases:** Barely Passing

- Has a few major spelling errors of verb forms.
- Has a few major errors with the use of verb tense forms (be, have, there is, there are) in

sentences and affirmative and negative forms, questions, and short answers.

- Has a few major with the use of simple present tense and present progressive in a sentence.
- Has a few major with the use of simple future ("BE going to") and "will" (formal future) in a sentence.
- Has a few major with the use of common modal auxiliaries, e.g. can/could (ability) in a sentence.
- Has a few major with the use of word order in simple sentences and phrases (Subject-Verb-Object)
- Has a few major with the use of prepositions of location, place, and motion.
- Has a few major with the use of regular singular and plural forms of nouns.
- Has a few major with the use of adjectives and adverbs.

**F- Grammar demonstrated in sentences and phrases: Not Passing**

- Has serious spelling errors of verb forms.
- Has excessive errors with the use of verb tense forms.
- Has excessive errors with the use of word order.
- Has major errors with nouns, adjectives, adverbs, and prepositions.

**Level 2  
DEPARTMENT GRADING RUBRIC**

**A- Grammar demonstrated in sentences and phrases: Passing**

- Has correct spelling for present and past tense verb forms.
- Has correct use of the simple present and present progressive in sentences (simple and compound).
- Has correct use of action and non-action verbs.
- Has correct use of the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.
- Has correct use of the future ("will" and "be going to") in sentences.
- Has correct use of comparative, superlative, and equative adjective forms in sentences.
- Has correct use of common modal auxiliaries.
- Has correct use and spelling of high frequency irregular plural nouns.

**B- Grammar demonstrated in sentences and phrases: Passing**

- Has minimum spelling errors of present and past tense verb forms.
- Has correct use of the simple present and present progressive in sentences (simple and compound).
- Has correct use of action and non-action verbs.
- Has correct use of the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.
- Has correct use of the future ("will" and "be going to") in sentences.
- Has minor errors with the use of comparative, superlative, and equative adjective forms in sentences.
- Has minor errors with the use of common modal auxiliaries.
- Has minor errors with the use and spelling of high frequency irregular plural nouns.

**C- Grammar demonstrated in sentences and phrases: Barely Passing**

- Has a few major spelling errors of present and past tense verb forms.
- Has a few major errors in the use of the simple present and present progressive in sentences (simple and compound).
- Has a few major errors in the use of action and non-action verbs.
- Has a few major errors in the use of the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses.
- Has a few major errors in the use of the future ("will" and "be going to") in sentences.
- Has a few major errors in the use of comparative, superlative, and equative adjective forms in sentences.
- Has minor errors with the use of common modal auxiliaries.
- Has some errors in the use and spelling of high frequency irregular plural nouns.

**F- Grammar demonstrated in sentences and phrases: Not Passing**

- Has serious spelling errors of verb forms and high frequency irregular plural nouns.
- Has excessive errors in the use of present, past, future tenses, and modals.
- Has excessive errors in the use of comparative, superlative, and equative adjective forms.

Level 3  
DEPARTMENT GRADING RUBRIC

**A- Grammar demonstrated in paragraphs and sentences: Passing**

- Has correct spelling for all verb forms and irregular plural nouns.
- Includes correct use of sentence structures containing verb tenses in simple, compound, and complex sentences.
- Includes correct use of the past tense and present perfect tenses in complex sentences.
- Includes correct use of common gerunds and infinitives.
- Includes correct use of modals and related phrasal forms in affirmative, negative, and question forms for present and future intention in writing tasks.
- Has correct adverb and adjective clauses.
- Has correct use of nouns and pronouns (regular and irregular forms).

**B- Grammar demonstrated in paragraphs and sentences: Passing**

- Has minimum spelling errors of irregular plurals nouns and verb forms, especially irregular past and past participle.
- Includes correct use of sentence structures containing verb tenses in simple, compound, and complex sentences.
- Includes correct use of the past tense and present perfect tenses in complex sentences.
- Has a few errors with the use of common gerunds and infinitives.
- Has minor errors in the use of modals and related phrasal forms in affirmative, negative, and question forms for present and future intention in writing tasks.
- Has minor errors in the use adverb and adjective clauses.
- Has minor errors in the use of nouns and pronouns (regular and irregular forms).

**C- Grammar demonstrated in paragraphs and sentences: Barely Passing**

- Has a few spelling errors of irregular plurals nouns and verb forms, especially irregular past and past participle.
- Includes minimum errors in sentence structures containing verb tenses in simple, compound, and complex sentences.

- Includes minimum errors in the past tense and present perfect tenses in complex sentences.
- Has a few errors with the use of common gerunds and infinitives.
- Has some errors in the use adverb and adjective clauses.
- Has some errors in the use of modals and related phrasal forms in affirmative, negative, and question forms for present and future intention in writing tasks.
- Has some errors in the use of nouns and pronouns (regular and irregular forms).

**F- Grammar demonstrated in paragraphs and sentences: Not Passing**

- Has serious spelling errors in verb forms and irregular nouns.
- Has excessive errors in grammatical structures and sentence structure patterns containing complex grammatical forms and clauses, and writing doesn't have clear coherent sentences.
- Has extensive errors with nouns and pronouns (regular and irregular forms).

Level 4  
DEPARTMENT GRADING RUBRIC

**A- Grammar demonstrated in paragraphs and sentences: Passing**

- Has correct spelling for all verb forms.
- Includes correct use of grammatical structures showing tense, aspect, voice, and mood in writing tasks.
- Includes correct use of a variety of sentence structure patterns containing complex grammatical forms and clauses in writing tasks.
- Includes correct use of active and passive voice verbs in affirmative, negative, and question forms correctly in writing tasks.
- Includes correct shift among tenses and use of appropriate forms.
- Has correct past modals and related phrasal forms in affirmative, negative, and question forms in writing tasks.

**B- Grammar demonstrated in paragraphs and sentences: Passing**

- Has minimum spelling errors in verb forms, especially irregular past and past participle.
- Includes correct use of grammatical structures showing tense, aspect, voice, and mood in writing tasks.
- Has a few errors in sentence structure patterns containing complex grammatical forms and clauses in writing tasks.
- Includes minor errors in active and passive voice verbs in affirmative, negative, and question forms correctly in writing tasks which may include clear subject identification.
- Has minor errors in shift among tenses and use of appropriate forms.
- Has minor errors in the use of past modals and related phrasal forms in affirmative, negative, and question forms in writing tasks.

**C- Grammar demonstrated in paragraphs and sentences: Barely Passing**

- Has a few spelling errors in for all verb forms.
- Includes minimum errors in grammatical structures and sentence structure patterns containing complex grammatical forms and clauses in writing tasks.
- Includes some errors in active and passive voice verbs in affirmative, negative, and question

<p>forms correctly in writing tasks which may include clear subject identification.</p> <ul style="list-style-type: none"> <li>• Has some errors in shift among tenses and use of appropriate forms.</li> <li>• Has some errors in the use of past modals and related phrasal forms in affirmative, negative, and question forms in writing tasks.</li> </ul>
<p><b>F- Grammar demonstrated in paragraphs and sentences: <u>Not Passing</u></b></p> <ul style="list-style-type: none"> <li>• Has serious spelling errors in verb forms.</li> <li>• Has excessive errors in grammatical structures and sentence structure patterns containing complex grammatical forms and clauses, and writing doesn't have clear coherent sentences.</li> <li>• Has extensive errors in shift among tenses and use of appropriate forms.</li> </ul>

## Department Grading Criteria: ESLA/ESL Reading

### Level 1

#### DEPARTMENT GRADING RUBRIC

**A grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student can read and understand simple texts that convey basic information (e.g., diagrams, announcements, lists, notices, and simple short stories). Student can also demonstrate an overall understanding of text on familiar subjects from which new vocabulary can be determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 90 – 100 percent comprehension fluency. Student has a significant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning. **Passing student can effectively–**

*Use reading skills to successfully:*

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).
- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify simple transitions and connectors and apply them in reading comprehension.

*Apply the following critical thinking skills to successfully:*

- Understand sentence meaning by attending to word order and signal words
- Apply background knowledge, and/or visual information to support meaning.
- Understand simple sentences in context and in sequence.
- Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
- Demonstrate reading comprehension by answering questions in written and spoken form.
- Use high frequency vocabulary

- Read modified and simplified texts appropriate for nonnative English speakers.

**B grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student can mostly read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate with minor difficulty an overall understanding of text with familiar subjects or non-complex unfamiliar text from which new vocabulary can be determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 80 – 89 percent comprehension fluency. Student has a good range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning. **Passing student can probably -**

*Use reading skills with minimum difficulty to:*

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).
- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify simple transitions and connectors and apply them in reading comprehension.

*Apply the following critical thinking skills with minimum difficulty to:*

- Understand sentence meaning by attending to word order and signal words
- Apply background knowledge, and/or visual information to support meaning.
- Understand simple sentences in context and in sequence.
- Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
- Demonstrate reading comprehension by answering questions in written and spoken form.
- Use high frequency vocabulary
- Read modified and simplified texts appropriate for nonnative English speakers.

**C grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student can read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text with occasional gaps in understanding due to 70 – 79 percent comprehension, limited vocabulary, structures, and writing conventions of the language. Student has an average range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning. **Passing student can somewhat -**

*Use reading skills to marginally:*

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).
- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).

- Distinguish between main ideas and supporting details in texts.
  - Identify simple transitions and connectors and apply them in reading comprehension.
- Apply the following critical thinking skills with some difficulty to:*
- Understand sentence meaning by attending to word order and signal words
  - Apply background knowledge, and/or visual information to support meaning.
  - Understand simple sentences in context and in sequence.
  - Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
  - Demonstrate reading comprehension by answering questions in written and spoken form.
  - Use high frequency vocabulary
  - Read modified and simplified texts appropriate for nonnative English speakers.

**F grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student cannot read and understand or has a great deal of difficulty understanding texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student cannot demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text or may have major difficulty due to 0 – 69 percent comprehension, very limited vocabulary, structures, and writing conventions of the language. Student has an insignificant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

**Unsuccessful student cannot pass because –**

*Lacks adequate reading skills to:*

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).
- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify simple transitions and connectors and apply them in reading comprehension.

*Meagerly applies the following critical thinking skills to:*

- Understand sentence meaning by attending to word order and signal words
- Apply background knowledge, and/or visual information to support meaning.
- Understand simple sentences in context and in sequence.
- Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
- Demonstrate reading comprehension by answering questions in written and spoken form.
- Use high frequency vocabulary
- Read modified and simplified texts appropriate for nonnative English speakers.

## Level 2

### DEPARTMENT GRADING RUBRIC

**A grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student can easily read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can also demonstrate an overall understanding of text on familiar subjects or non-complex unfamiliar text from which new vocabulary can be



determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 90 – 100 percent comprehension fluency. Student has a significant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning. **Passing student can effectively-**

*Use reading skills to successfully:*

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

*Apply the following critical thinking skills to successfully:*

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding
- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary
- Read modified texts appropriate for nonnative English speakers

**B grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student can mostly read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate with minor difficulty an overall understanding of text with familiar subjects or non-complex unfamiliar text from which new vocabulary can be determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 80 – 89 percent comprehension fluency. Student has a good range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning. **Passing student can probably -**

*Use reading skills with minimum difficulty to:*

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

*Apply the following critical thinking skills with minimum difficulty to:*

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding
- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary

- Read modified texts appropriate for nonnative English speakers

**C grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student can read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text with occasional gaps in understanding due to 70 – 79 percent comprehension, limited vocabulary, structures, and writing conventions of the language. Student has an average range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning. **Passing student can somewhat -**

*Use reading skills to marginally:*

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

*Apply the following critical thinking skills with some difficulty to:*

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding
- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary
- Read modified texts appropriate for nonnative English speakers

**F grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student cannot read and understand or has a great deal of difficulty understanding texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student cannot demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text or may have major difficulty due to 0 – 69 percent comprehension, very limited vocabulary, structures, and writing conventions of the language. Student has an insignificant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

**Unsuccessful student cannot pass because -**

*Lacks adequate reading skills to:*

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

*Meagerly applies the following critical thinking skills to:*

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding

- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary
- Read modified texts appropriate for nonnative English speakers

### Level 3

#### DEPARTMENT GRADING RUBRIC

**A grade - Reading Proficiency and Academic Vocabulary:** At this level, student can read and understand fully and with ease short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with 90 – 100 percent comprehension fluency. Student has a clear understanding of the underlying structure and writing conventions of the language. Student has a broad range of high frequency vocabulary. **Passing student can effectively -**

*Use reading skills to successfully:*

- Identify high-frequency academic vocabulary and structures
- Identify affixes, word formation, and context clues
- Identify statement main ideas and supporting details
- Recognize text patterns (e.g. sequential/chronological order, comparison and contrast)
- Identify implied main ideas and draw conclusions
- make simple inferences and draw conclusions

*Apply the following critical thinking skills to successfully:*

- Interpret simple authentic materials on familiar (e.g., newspaper articles on current events, business letters, public information notices, stories) summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

**B grade - Reading Proficiency and Academic Vocabulary:** At this level, student can mostly read and understand short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with 80 – 89 percent comprehension fluency. Student can understand the underlying structure and writing conventions of the language with minor difficulty. Student has a significant range of high frequency vocabulary. **Passing student can probably -**

*Use reading skills with minimum difficulty to:*

- Identify high-frequency academic vocabulary and structures
- Identify affixes, word formation, and context clues
- Identify statement main ideas and supporting details
- Recognize text patterns (e.g. sequential/chronological order, comparison and contrast)
- Identify implied main ideas and draw conclusions
- make simple inferences and draw conclusions

*Apply the following critical thinking skills with minimum difficulty to:*

- Interpret simple authentic materials on familiar topics (e.g., newspaper articles on current events, business letters, public information notices, stories)
- summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

**C grade - Reading Proficiency and Academic Vocabulary:** At this level, student can read and understand short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with occasional gaps in understanding due to 70 – 79 percent comprehension, limited vocabulary, structures, and writing conventions of the language. Student can understand the underlying structure and writing conventions of the language with difficulty. Student has an acceptable range of high frequency vocabulary. **Passing student can somewhat -**

*Use reading skills to marginally:*

- Identify high-frequency academic vocabulary and structures
- Identify affixes, word formation, and context clues
- Identify statement main ideas and supporting details
- Recognize text patterns (e.g. sequential/chronological order, comparison and contrast)
- Identify implied main ideas and draw conclusions
- make simple inferences and draw conclusions

*Apply the following critical thinking skills with some difficulty to:*

- Interpret simple authentic materials on familiar topics (e.g., newspaper articles on current events, business letters, public information notices, stories) summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

**F grade - Reading Proficiency and High Frequency Vocabulary:** At this level, student cannot read and understand or has a great deal of difficulty understanding short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with many gaps in understanding due to 0 – 69 percent comprehension, very limited vocabulary, structures, and writing conventions of the language. Student cannot understand the underlying structure and writing conventions of the language or may have major difficulty. Student has an insignificant range of high frequency vocabulary. **Unsuccessful student cannot pass because -**

*Lacks adequate reading skills to:*

- Identify high-frequency vocabulary and structures
- Identify affixes and context clues
- Identify statement main ideas and supporting details

- Recognize patterns of organization in text (e.g. sequential/chronological order, comparison, and contrast)
- make simple inferences
- draw conclusions
- identify elements of an author's style
- recognize interpretations

*Meagerly applies the following critical thinking skills to:*

- Interpret simple authentic materials on familiar topics ((e.g., newspaper articles on current events, business letters, public information notices, stories) summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

## Level 4

### DEPARTMENT GRADING RUBRIC

**A grade - Reading Proficiency and Academic Vocabulary:** At this level, student can understand texts from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature.) Student can derive meaning from texts that are structurally and/or conceptually complex, use broad vocabulary, have knowledge of the target culture, and read with 90 – 100 percent comprehension fluency. **Passing student can effectively –**

*Use reading skills to successfully:*

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)
- Make inferences from textual clues (appositives – pronoun references, adjective and adverb phrases/clauses), extra linguistic clues, and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.
- Develop vocabulary by recognizing context clues and using roots, affixes, definition, restatement, and appositive clues.

*Apply the following critical thinking skills to successfully:*

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).
- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns

- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text

**B grade - Reading Proficiency and Academic Vocabulary:** At this level, student can mostly understand texts from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature.) Student can derive meaning from texts that are structurally and/or conceptually complex with minor difficulty, use broad vocabulary, have knowledge of the target culture, read with 80 – 89 percent comprehension fluency. **Passing student can somewhat -**

*Use reading skills with minimum difficulty to:*

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)
- Make inferences from textual and extra linguistic clues and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.

*Apply the following critical thinking skills with minimum difficulty to:*

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).
- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns
- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text

**C grade - Reading Proficiency and Academic Vocabulary:** At this level, student can understand texts with moderate difficulty from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature). Student can derive meaning from texts with some difficulty that are structurally and/or conceptually complex with some difficulty, use broad vocabulary, have knowledge of the target culture, read with 70 – 79 percent comprehension fluency. **Passing student can somewhat -**

*Use reading skills to marginally:*

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)
- Make inferences from textual and extra linguistic clues and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.

*Apply the following critical thinking skills with some difficulty to:*

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).
- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns
- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text

**F grade - Reading Proficiency and Academic Vocabulary:** At this level, student cannot understand or has a great deal of difficulty understanding texts from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature). Student cannot derive or has a great deal of difficulty deriving meaning from texts that are structurally and/or conceptually complex, cannot use broad vocabulary, and can read with 0– 69 percent comprehension fluency. **Unsuccessful student cannot pass because**

*Lacks adequate reading skills to:*

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)
- Make inferences from textual and extra linguistic clues and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.

*Meagerly applies the following critical thinking skills to:*

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).
- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns
- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text