

## Achievement Scale

### **ESLN 002 Foundations in ESL Writing**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"> <li>Use capital letters and basic punctuation in short sentences</li> </ul>	Consistently writes simple, isolated sentences with accurate basic punctuation and capitalization	Usually writes simple, isolated sentences with accurate basic punctuation and capitalization.	Occasionally writes simple, isolated sentences with accurate basic punctuation and capitalization.
<ul style="list-style-type: none"> <li>Use simple grammar (e.g., simple present, simple past, be verb, simple nouns, common adjectives and simple modals, can/n't, must/n't)</li> <li>Use simple conjunctions (and, but, or)</li> </ul>	Consistently uses simple grammar (as listed in the SLO) with accuracy	Usually uses simple grammar (as listed in the SLO) with accuracy. Limited errors may be limited to one or two types.	Occasionally uses simple grammar (as listed in the SLO) with accuracy. Commits frequent errors of more than one type.
<ul style="list-style-type: none"> <li>Include basic organization devices (e.g., using first, second, next) in paragraph – level pieces</li> </ul>	Dependably uses a variety of organizational devices and connectors appropriate to requirements of the writing task.	Usually uses a variety of organizational devices and connectors appropriate to requirements of the writing task. May be more proficient in one type	Organizational devices and connectors are frequently inconsistent, missing or used inappropriately.
<ul style="list-style-type: none"> <li>Communicate in writing using basic vocabulary of frequently used words (e.g. describe a room, list steps of simple activity)</li> </ul>	Uses a variety of basic vocabulary (as listed) for sentence-level and short paragraph-level writing tasks with fluency.	Uses a variety of basic vocabulary for sentence-level writing tasks with fluency. Paragraph-level (longer, more complex tasks) may be less fluent, accurate or contain some errors.	Uses a limited or inaccurate vocabulary or is unable to write at the paragraph level.

**ESLN 004 Foundations in ESL Reading**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>• Read and interpret short sentence-length texts with supportive visual cues &amp; familiar vocabulary such as, signs, text messages, social media, news headlines, directions, etc.</li></ul>	Accurately captures the meaning of short sentence-length texts with supportive visual cues & familiar vocabulary and subject.	Captures the meaning of short sentence-length texts with supportive visual cues & familiar vocabulary and subject with few misunderstandings that are rectified with support or clarification.	Partially captures meaning of short sentence-length texts with supportive visual cues & familiar vocabulary. Misunderstandings persist despite support and clarification.
<ul style="list-style-type: none"><li>• Interpret visual material such as simple charts, graphs.</li></ul>	Demonstrates accurate understanding of visual material such as simple charts, graphs.	Demonstrates understanding of visual material such as simple charts, graphs with few misunderstandings that are rectified with support or clarification.	Demonstrates partial understanding of visual material such as simple charts, graphs. Misunderstandings persist despite support and clarification.
<ul style="list-style-type: none"><li>• Read and respond to multi-sentence texts of general and personal topics</li></ul>	Responds appropriately with answers informed by the reading of multi-sentence texts of general and personal topics	Responds appropriately with answers informed by the reading	Responds partially or inaccurately despite support, clarification or multiple attempts.
<ul style="list-style-type: none"><li>• Recognize vocabulary in reading passages</li></ul>	Recently introduced vocabulary is recognized in reading passages and contributes to overall understanding	Most recently introduced vocabulary is recognized in reading passages and contributes to overall understanding	Few recently introduced vocabulary is recognized in reading passages and contributes to overall understanding

**ESLN 006 Foundations in ESL Speaking/Listening**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>Follow slow, carefully articulated speech with long pauses to assimilate meaning.</li></ul>	Able to comprehend slow, carefully articulated speech provided they are allowed long pauses to assimilate meaning.	Able to comprehend slow, carefully articulated speech with some repetition or clarification by the speaker	Partially follows slow, carefully articulated speech with some repetition or clarification by the speaker. Some misunderstandings may persist.
<ul style="list-style-type: none"><li>Recognize concrete information on familiar topics, delivered in slow and clear speech</li></ul>	Demonstrates understanding of main ideas and details. Misunderstandings are limited to unfamiliar topics, vocabulary & idioms or unclear speech.	Demonstrates understanding of most ideas and details with some repetition or clarification by the speaker	Demonstrates partial understanding of main ideas and some details. Some misunderstandings may persist despite repetition and clarification
<ul style="list-style-type: none"><li>Can produce simple mainly isolated phrases about people and places.</li></ul>	Able to produce simple phrases about people and places using basic vocabulary. Pronunciation and simplified structures may interfere slightly with understanding	Able to produce simple phrases about people and places using basic vocabulary. Pronunciation and simplified structures may interfere and require speaker to repeat and clarify	Able to produce single-word or memorized phrases. Misunderstanding due to pronunciation and simplified structures may persist.

**ESLN 012/112 Beginning ESL Writing**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>• Write and edit simple, compound and some complex sentences in a variety of verb tenses using simple connectors (because, then)</li></ul>	Consistently demonstrates ability to write comprehensible compound and complex sentences accurately using a variety of verb tenses and connectors. Able to notice some errors and self-correct to improve accuracy and complexity.	Usually capable of writing comprehensible compound and complex sentences accurately using a variety of verb tenses and connectors. Able to improve accuracy and complexity through feedback.	Writing is produced at the word or phrase level or becomes inaccurate at the complex sentence level. Demonstrates limited ability. May notice some errors, but unable to improve accuracy and complexity despite feedback.
<ul style="list-style-type: none"><li>• Write related sentences to produce an organized paragraph on a specific topic (e.g. brief biography or description of family, recent travel, familiar location)</li></ul>	Produces organized, coherent paragraphs on topics listed with minimal errors.	Produces simple paragraphs on topics listed with slight errors.	Writes about topics as a list of information. Information is presented as disconnected pieces, or with missing information.
<ul style="list-style-type: none"><li>• Revise a paragraph to make it clearer with stronger support</li></ul>	Able to improve complexity and accuracy by adding details or expanding topics in subsequent drafts, given feedback and direction.	Able to improve organization and coherence given feedback and direction.	Intensive, continued feedback and direction may only slightly improve subsequent drafts.
<ul style="list-style-type: none"><li>• Use basic vocabulary in writing</li></ul>	Incorporates newly acquired vocabulary in the correct context as well as a narrow repertoire of previously acquired words.	Controls a narrow repertoire of words limited to everyday topics such as those listed in the SLO	Controls a limited repertoire of words restricted to an inadequate range of topics.

**ESLN 014/114 Beginning ESL Reading**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>• Understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</li></ul>	Demonstrates understanding of main ideas and details of listed topics. Misunderstandings are limited to complexity or unfamiliar topics, vocabulary & idioms.	Demonstrates understanding of most ideas and details with some support	Demonstrates partial understanding of main ideas and some details. Some misunderstandings may persist despite support.
<ul style="list-style-type: none"><li>• Understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.</li></ul>	Demonstrates understanding of detailed information given in illustrated brochures and maps	Demonstrates understanding of most information with some support	Demonstrates partial understanding of information. Some misunderstandings may persist despite support
<ul style="list-style-type: none"><li>• Understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</li></ul>	Demonstrates understanding of main ideas and details of listed topics. Misunderstandings are limited to complexity or unfamiliar topics, vocabulary & idioms.	Demonstrates understanding of most ideas and details with some support or repeated readings	Demonstrates partial understanding of main ideas and some details. Some misunderstandings may persist despite support or repeated readings
<ul style="list-style-type: none"><li>• Understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.</li></ul>	Demonstrates understanding of main ideas and details of listed topics. Misunderstandings are limited to complexity or unfamiliar topics, vocabulary & idioms.	Demonstrates understanding of most ideas and details with some repetition or clarification by the speaker	Demonstrates partial understanding of main ideas and some details. Some misunderstandings may persist despite support or repeated readings
<ul style="list-style-type: none"><li>• Understand written instructions over common classroom and daily life tasks</li></ul>	Consistently able to follow written instructions and directions.	Usually able to follow written instructions and directions. Misunderstandings or partial understanding can be overcome with support or multiple readings	Seldom able to follow written instructions and directions. Misunderstandings or partial understanding may persist despite support or multiple readings

**ESLN 016/116 Beginning ESL Speaking/Listening**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"> <li>Understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated</li> </ul>	Consistently demonstrates full understanding of the type listed.	Usually demonstrates a full to high level of understanding of the type listed.	Occasionally demonstrates a high level of understanding. Frequently demonstrates partial understanding. Understanding may be limited to some of the types listed, while others are beyond current ability.
<ul style="list-style-type: none"> <li>Follow simple, sustained conversation and respond to main ideas and details.</li> </ul>	Easily follows simple, sustained conversation and responds (e.g. asking relevant questions to prolong conversation, accurately answering questions regarding to main ideas and details)	Follows most sustained conversation and responds (e.g. asking relevant questions to prolong conversation, accurately answering questions regarding to main ideas and details)	Follows brief conversations. Spoken interactions may be limited to a passive listener's role due to partial understanding or restrictions imposed by listening ability (not personality traits such as shyness)
<ul style="list-style-type: none"> <li>Can give a simple description or presentation over people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Easily and fluently presents information on topics listed in an intelligible, easy to follow speech. Control of vocabulary, audience engagement enhances the presentation demonstrating practiced mastery of subject and presentation style	Can present information on topics listed in an intelligible, easy to follow speech.	Limits on relevant vocabulary, grammatical accuracy, presentation style, prevent the speaker from delivering an effective presentation or affect audience ability to understand.
<ul style="list-style-type: none"> <li>Speak understandably with minimal repetition (using well-known words and phrases over familiar topics; understanding of may suffer when using unfamiliar vocabulary and less rehearsed topics)</li> </ul>	Approaching fluency in brief one-on-one conversations of the type described.	Speaking ability interferes minimally with the listener's understanding in brief one-on-one conversations of the type described. Speaker is able to clarify misunderstandings with minimal repetition.	Speaking ability often interferes with the listener's understanding in brief one-on-one conversations of the type described. Speaker is often unable to clarify misunderstandings or requires substantial repetition.



**ESLN 022/212 Intermediate ESL Writing**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"> <li>Write multiple simple paragraphs (i.e., focused on one topic, good support, connections between sentences and ideas, sentence variety).</li> </ul>	Consistently demonstrates ability to write multiple simple paragraphs of the type described.	Usually capable of writing multiple simple paragraphs of the type described. Able to improve accuracy and complexity through feedback.	Writing is produced at the sentence level as a list or paragraphs lacking coherence, organization, internal logic or contain an abundance of errors.
<ul style="list-style-type: none"> <li>Write a paragraph-length essay in a short time (30 minutes) (e.g. summarize or write brief report known facts)</li> </ul>	Able to produce an organized, coherent paragraph over known information in a limited time. May contain a higher degree of performance errors than untimed compositions, but shows evidence of review and attempted self-correction	Able to produce an organized, coherent paragraph over known information in a limited time. May contain a higher degree of performance errors than untimed compositions, but shows evidence of review and attempted self-correction	Partially able to complete a paragraph, but may lack details, organization, coherence or contain an abundance of errors that were left unreviewed.
<ul style="list-style-type: none"> <li>Write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion</li> </ul>	Consistently demonstrates ability to write multiple simple paragraphs of the type described.	Usually capable of writing multiple simple paragraphs of the type described. Able to improve accuracy and complexity through feedback.	Writing is produced at the sentence level as a list or paragraphs lacking coherence, organization, internal logic or contain an abundance of errors.
<ul style="list-style-type: none"> <li>Revise their own writing to make their paragraphs clear and easy to read</li> </ul>	Able to improve accuracy and complexity through self-correction over multiple drafts.	Able to improve accuracy and complexity through feedback over multiple drafts.	Multiple drafts often results in minimal improvement or repeated errors despite feedback and support
<ul style="list-style-type: none"> <li>Use and edit intermediate grammar, including some complex sentence forms</li> <li>Use intermediate vocabulary to express themselves with some circumlocution</li> </ul>	Accurately uses a repertoire of frequently used "routines" and patterns associated with common situations and topics listed. Demonstrates a repertoire of vocabulary to express themselves with some circumlocution	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with common situations and topics listed. Demonstrates a repertoire of vocabulary to express themselves with some circumlocution	Frequently uses basic sentence patterns. More complex forms are often used inaccurately or incompletely. Repertoire of vocabulary is incomplete to produce written works over the listed topics or under expected circumstances

**ESLN 024/214 Intermediate ESL Reading**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>• Read straightforward factual texts on subjects related to his/her field, personal interest, news of familiar topics such as sports, with a satisfactory level of comprehension.</li></ul>	Demonstrates understanding of the gist of texts of the type listed with little need of support or repeated readings.	Demonstrates understanding of the gist of texts of the type listed with some level of support or repeated readings.	Demonstrates partial understanding of the gist of texts, or able to understand the gist of more simplistic texts or subjects. Some misunderstandings may persist despite support.
<ul style="list-style-type: none"><li>• Pick out main ideas and details of short texts as described above.</li></ul>	Demonstrates understanding of main ideas and details of listed topics. Misunderstandings are limited to advanced level of text, unfamiliar topics, vocabulary & idioms.	Demonstrates understanding of most ideas and details with some support,	Demonstrates partial understanding of main ideas and some details. Some misunderstandings may persist despite support,
<ul style="list-style-type: none"><li>• Follow a list of rules or directions expressed in full sentences or multiple paragraphs.</li></ul>	Able to follow written rules or directions as they appear in full sentences or multiple paragraphs with great accuracy and detail.	Able to follow written rules or directions as they appear in full sentences or multiple paragraphs with great accuracy and detail.	Able to follow written rules or directions if they are bulleted short phrases, but shows difficulty with full sentences and multiple paragraphs,
<ul style="list-style-type: none"><li>• Follow plot in short fiction and non-fiction texts.</li></ul>	Demonstrates understanding of plot or story-line short fiction and nonfiction works. Shows understanding of works which may be longer, more nuanced, or convey unexpected meaning with more complex rhetorical and textual devices,	Demonstrates understanding of plot or story-line short fiction and nonfiction works.	Is nearing full understanding of plot points in short fiction and nonfiction works. Length of the piece, complexity of sentence structure or organization may prevent full understanding.

**ESLN 026/216 Intermediate ESL Speaking/Listening**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"> <li>Understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li> </ul>	Demonstrates full understanding of a sufficient range of topics and in familiar academic and social situations.	Demonstrates reasonable understanding of a sufficient range of topics and in familiar academic and social situations	Inconsistently demonstrates reasonable understanding, indicating a limited range of topics or situations
<ul style="list-style-type: none"> <li>Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives</li> </ul>	Demonstrates full understanding of main points and some details of a speech or presentation that covers the topics and situations such as those listed.	Demonstrates reasonable main points and some details of a speech or presentation that covers the topics and situations such as those listed.	Demonstrates insufficient understanding or inconsistent understanding of main points of expected topics and situations.
<ul style="list-style-type: none"> <li>Follow complex, sustained conversation with multiple participants and respond to main ideas and details.</li> </ul>	Easily follows complex, sustained conversation and responds (e.g. asking relevant questions to prolong conversation, accurately answering questions regarding to main ideas and details)	Follows most complex sustained conversation and responds (e.g. asking relevant questions to prolong conversation, accurately answering questions regarding to main ideas and details)	Follows simple conversations or parts of sustained complex conversations. May have difficulty engaging as an active participant.
<ul style="list-style-type: none"> <li>Sustain a straightforward description with reasonably fluency of one of a variety of familiar subjects, presenting it as a linear sequence of points</li> </ul>	Present a straightforward description with ease and fluency. Presentation is organized in a linear sequence of points and presented using presentation skills with a level of practice that enhances audience understanding.	Present a straightforward description with reasonable fluency. Presentation is organized in a linear sequence of points and presented using practiced presentation skills.	Able to present simplified description lacking detail, organization. Fluency and presentation skills are below expectations.

**ESLN 031/311 Advanced ESL Writing**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>• Write a well-developed short essay (e.g., 2 pages typed, double-spaced)</li></ul>	Can write clear, detailed official and semi-official texts on a variety of familiar subjects, synthesizing and evaluating information and arguments from a number of sources. Can make a distinction between formal and informal language and academic writing conventions.	Can write clear, detailed official and semi-official texts on a variety of familiar subjects, synthesizing and evaluating information and arguments from a number of sources. Can make a distinction between formal and informal language and academic writing conventions with occasional lapses or inappropriate usage.	Can produce prescribed essays following a memorized pattern, but lacking originality, development or support from information sources.
<ul style="list-style-type: none"><li>• Compose a well-developed, multiple-paragraph essay in a limited amount of time (50 minutes) in class.</li></ul>	Can reliably produce a well-developed, multiple-paragraph essay under time constraints with high-level accuracy, organization and cohesion and evidence of self-correction and revision	Can reliably produce a well-developed, multiple-paragraph essay under time constraints with reasonable accuracy, organization and cohesion and some evidence of self-correction and revision	Able, under time constraints, to produce short essay with limited development. Timed work contains frequent uncorrected errors, limited organization or strictly memorized writing patterns. Time constraints may permit little self-correction or revision.
<ul style="list-style-type: none"><li>• Summarize and synthesize information from other sources in order to introduce supporting facts, quotations and paraphrases.</li></ul>	Supports essays with multiple facts, quotations and paraphrases from multiple sources. Elements are organized and worded to enhance impact.	Supports essays with several facts, quotations or paraphrases from multiple sources. Elements are organized and worded following acceptable practices that may be somewhat formulaic or memorized.	Includes little information from outside sources; uses irrelevant information, extended quotations with little interpretation. May fail to follow acceptable wording or academic conventions.
<ul style="list-style-type: none"><li>• Choose appropriate topic and essay format, style and organization.</li></ul>	Given assignment parameters, is able to choose an appropriate topic, essay format, style and organization which enhances the reader's understanding and enjoyment of the piece	Given assignment parameters, is able to choose an appropriate topic, essay format, style and organization which satisfies the reader's understanding and enjoyment of the piece	Given assignment parameters, is unable to choose an appropriate topic or develop the essay with appropriate format, style or organization.
<ul style="list-style-type: none"><li>• Self-edit and improve readability, sentence-level accuracy, vocabulary choice and style over multiple drafts to an advanced level.</li></ul>	Uses the writing process to produce multiple drafts that show extensive editing and revision over time.	Uses the writing process to produce several drafts that show adequate editing and revision over time.	Relies on one draft, commits repeated errors that show little attention to editing or development.

**ESLN 035/324 Advanced ESL Reading**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>• Read novelette and chapter-length fiction and non-fiction, follow straightforward story-lines, make inferences and draw conclusions based on details and simple rhetorical and textual devices.</li></ul>	Consistently demonstrates full understanding of themes, main ideas and details of longer works of fiction and non-fiction. Demonstrates understanding of story-lines, ability to make inferences and draw conclusions through textual analysis.	Usually demonstrates adequate understanding of themes, main ideas and details of longer works of fiction and non-fiction. Demonstrates adequate understanding of story-lines and shows their ability to make inferences and draw conclusions through textual analysis.	Demonstrates partial understanding of the lengthier texts, or greater to understanding of shorter simplistic texts or subjects. Some misunderstandings may persist despite support.
<ul style="list-style-type: none"><li>• Read with a large degree of independence, adapting style and speed of reading to different texts and purposes</li></ul>	Reads independently from a variety of texts, including unfamiliar topics, vocabulary & idioms and for a variety of purposes.	Is comfortable reading a variety of texts, unfamiliar topics, vocabulary & idioms for a variety of purposes	Is comfortable reading some topics and types of text that are familiar and known, while requiring substantial support.
<ul style="list-style-type: none"><li>• Demonstrate a broad active reading vocabulary (although may experience some difficulty with low-frequency idioms and specialized terminology.)</li></ul>	Controls a wide range of vocabulary of frequently occurring words and phrases as well as substantial quantities of academic or specialized terminology and demonstrates ability to glean words from context in readings of familiar topics.	Controls a wide range of vocabulary of frequently occurring words and phrases and demonstrates ability to glean words from context in readings of familiar topics.	Demonstrates an adequate range of the most commonly used words and phrases. Newly introduced vocabulary may interrupt comprehension or slow reading.
<ul style="list-style-type: none"><li>• Read and respond to 500-750 word texts such as complex operating instructions, reports and articles of contemporary issues.</li></ul>	Quickly reads and assimilates a variety of texts such as instructions, reports and articles of contemporary issues. Is able to report textual information and respond with questions, critiques and opinions.	Reads and demonstrates understanding of the mentioned texts.	Demonstrates some understanding of the mentioned texts. Requires additional time and support to raise level of comprehension. May be weaker in one genre of text or topic than others.

**ESLN 045/326 Advanced ESL Speaking/Listening**

SLO	Mastered	Proficient	Approaching Proficient
<ul style="list-style-type: none"><li>• Understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.</li></ul>	Demonstrate full understanding of spoken language covering a wide range of topics, in multiple formats.	Demonstrate adequate understanding of spoken language covering a wide range of topics, in multiple formats.	Demonstrate some level of understanding of spoken language. Some topics or formats may be stronger than others.
<ul style="list-style-type: none"><li>• Understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in known subjects.</li></ul>	Consistently demonstrates full understanding of complex speech on a wide range of topics, including technical discussion.	Usually demonstrates adequate understanding of complex speech such as those listed.	Sometimes able to demonstrate adequate understanding of complex speech such as those listed, or often requires modifications to improve understanding to adequate levels.
<ul style="list-style-type: none"><li>• Give clear, developed descriptions and presentations, with significant points, and relevant supporting detail.</li></ul>	Consistently able to give thoroughly developed descriptions and presentations, with significant points, and relevant supporting detail.	Usually able to give well developed descriptions and presentations, with sufficient significant points, and relevant supporting detail.	Often able to give somewhat developed descriptions and presentations, with limited points, and relevant supporting detail.