

ESL Program Proficiency Scale

Revised 1/31/2013

The table below shows students' proficiency in each skill area upon completion of the course.

	Level 100 Beginner IEP	Level 200 Intermediate IEP	Level 300 Advanced IEP	Level 400 Academic ESL	Level 500 Graduate ESL
General Proficiency	Students can communicate in simplified, predicted, and survival contexts. Significant errors in all language skills require sympathetic interaction.	Students can communicate in familiar contexts, can describe experiences and give opinions with brief reasoning. All language skills need general improvement.	Students can communicate in most unexpected situations and support reasoning with details; however, pattern of errors occur, and interaction still requires considerable effort.	Students can communicate in a variety of demanding and spontaneous contexts. Students can use language skills with organization and flexibility. Errors occur but are unpredictable.	Students can communicate with ease in complex contexts. Students can argue, differentiate, summarize, and interpret with little or no error.
Reading	Students are able to understand brief, simplified, and predicted texts by using basic reading and vocabulary strategies. Compass Test: 36-48	Students are able to understand main ideas and supporting details of multi-paragraph texts with familiar topics and predictable patterns. Students are able to use a variety of strategies such as skimming, scanning, and textual clues. Compass Test: 49-62	Students are able to understand multi-paragraph texts of a variety of real-world topics. Students are able to understand intended inferences and texts with clear patterns. Students are able to use complex reading and vocabulary strategies. Compass Test: 63-75	Students are able to understand university-level and specialized texts, and abstract topics of varying lengths. Students are able to use a variety of complex and academic reading and vocabulary strategies. Compass Test: 76-88	Students are able to understand a wide variety of texts and genres. Texts may have precise, dense, cultural, and complex information. Students are able to use complex academic vocabulary and reading strategies such as summarizing, paraphrasing, synthesis and complex inference. Compass Test: 89-97
Writing	Students are able to follow the writing process of drafting and revising a unified paragraph with minimal development. Students are able to edit simple and basic compound sentences. Compass Test: ESL E-write 4-5 ; COM E-write 0-1	Students are able to draft, revise, and edit a series of related paragraphs on familiar topics and genres. Development is focused and supported by several examples and details. Students are able to edit basic complex sentences. Compass Test: ESL E-write 6-7 ; Com E-write 2-4	Students are able to draft, revise, and edit a multi-paragraph essay which is focused, cohesive, and developed with specific examples and details. Students are able to use and edit a variety of sentence structures. Compass Test: ESL E-write 8-9 ; COM E-write 5-6	Students are able to draft, revise, and edit academic/researched essays which argue or explain complex matters. Students are able to use critical reading and thinking skills to integrate and prioritize certain source material to support their position. Students are able to use precise and accurate vocabulary and grammar with some error. Compass Test: ESL E-write 10-11 ; COM E-write 7-8	Students are able to draft, revise, and edit a research paper in a specific discipline. Students are able to use sound and sophisticated reasoning. Analysis and synthesis of outside source material is dense yet precise. Minor errors may be present but do not interfere with meaning. Compass Test: COM E-write 9-11

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Speaking/ Listening	<p>Students are able to speak practiced expressions, ask and answer basic questions in predicted contexts. Students are able to comprehend short conversations in predicted contexts. Students are able to engage in but not sustain basic communication.</p> <p>Compass Test: 42-56</p>	<p>Students are able to easily engage in conversation on routine topics and basic academic topics. Students are able to speak with native speakers using repetition and restatement. Students are able to comprehend questions, short talks, and short conversations of familiar contexts.</p> <p>Compass Test: 57-68</p>	<p>Students are able to moderately participate in discourse of a variety of social and academic topics using examples and details. Students are able to speak in and understand different time frames. Students are able to understand modified academic discourse using a variety of listening strategies. Students are able to understand and infer varying tones.</p> <p>Compass Test: 69-78</p>	<p>Students are able to actively engage in academic discourse with general accuracy. Students are able to explain complex matters with precise examples and details. Students use listening strategies to comprehend complex academic discourse. Little cultural reference and expression are used or comprehended in complex discourse.</p> <p>Compass Test: 79-89</p>	<p>Students are able to engage in and comprehend complex discourse of academic, global and professional topics. Students are able to modify speech according to audience. Students are able to comprehend a variety of spoken language.</p> <p>Compass Test: 90-97</p>
Grammar	<p>Students are able to identify and use correct sentence structure of simple and compound sentences using a variety of basic tenses and parts of speech.</p> <p>Compass Test: 30-41</p>	<p>Students are able to use and identify basic clause structures, time frames, voice, and verb tenses. Students are able to edit simple fragments and run-on sentences.</p> <p>Compass Test: 42-60</p>	<p>Students are able to use and identify complex clause structures, parallelism, and less frequent verb tenses and grammatical structures. Students are able to edit complex sentence structures.</p> <p>Compass Test: 61-79</p>	<p>Students are able to use accurate and cohesive grammatical structures in written texts to maintain coherency. Students are able to edit complex grammatical structures to improve written coherency.</p> <p>Compass Test: 80-96</p>	
Academic Readiness	<p>Upon completion, students will be able to use basic academic skills such as prediction, identification, and demonstration. Students at this level typically need 3 or more semesters of ESL before studying at EMU.</p>	<p>Upon completion, students will be able to use general academic skills such as discussion, organization, and acquisition. Students at this level typically need two or more semesters of ESL before studying at EMU.</p>	<p>Upon completion, students will be able to use advanced academic skills such as exploration, collection, and analysis. Students at this level typically need one or two more semesters of ESL before studying at EMU.</p>	<p>Upon completion, students will be able to use superior academic skills such as proposition, examination, and synthesis. Students at this level are ready for academic study at EMU.</p>	<p>Upon completion, students will be able to use graduate academic skills such as complex inquiry, examination and synthesis. Students at this level are ready for graduate level study at EMU.</p>

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