

Proficiency /Achievement Scale - Daytime Program

<p>Level 0 Pre-Beginner</p>	<p>SPEAKING: With help, students may be able to exchange greetings, give their identity, and name some familiar objects from their immediate environment. They cannot hold a conversation and their pronunciation may be unintelligible.</p>	<p>WRITING: Students are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system. They can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.</p>	<p>LISTENING: Students are able to recognize isolated words or very high-frequency phrases when those are strongly supported by context.</p>	<p>READING: Students are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</p>
<p>Level 1 Beginner 1</p>	<p>SPEAKING: Students communicate minimally by using a number of isolated words and memorized phrases. When answering direct questions, they may respond two or three words at a time or give an occasional stock answer. They pause frequently. May be understood with difficulty.</p>	<p>WRITING: Students can reproduce a number of words and phrases in context. They can exhibit accuracy when writing on well-practiced, familiar topics using limited language. With less familiar topics, there is a decrease in accuracy. Errors in spelling or in the representation of symbols may be present.</p>	<p>LISTENING: Students can recognize and begin to understand a number of high-frequency words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, but repetition may be required.</p>	<p>READING: Students can identify a number of highly contextualized words and phrases including cognates and borrowed words, but rarely understand material that exceeds a single phrase. Rereading is often required.</p>
<p>Level 2 Beginner 2</p>	<p>SPEAKING: Conversation is restricted to a handful of predictable topics, such as basic personal information and immediate needs. Students can respond to simple, direct questions or requests for information. They are able to formulate simple questions. They speak in short, but often incomplete sentences in the present and in the past. Pronunciation, vocabulary, and syntax may be influenced by L1. Frequent misunderstandings may be present, but they can generally be understood.</p>	<p>WRITING: Students' writing is focused on common elements of daily life. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Writing is mostly comprehensible, but gaps in comprehension may occur.</p>	<p>LISTENING: Students are often but not always able to understand information from sentence-length speech in basic personal and social contexts where there is contextual or extralinguistic support. They are able to understand speech relating to practical need such as highly standardized messages, phrases, or instructions containing familiar vocabulary.</p>	<p>READING: Students can understand key words and cognates of highly contextualized texts. They are able to identify main ideas in short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>

<p>Level 3 Intermediate 1</p>	<p>SPEAKING: Conversation is limited to predictable and concrete exchanges related to self, family, home, daily activities, interests and personal preferences, as well as expressing agreement and disagreement, and opinion. They can ask a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices, and services. Their speech may contain pauses. Despite the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, students are generally understood.</p>	<p>WRITING: Students can write short, simple communications, compositions, and requests for information in connected texts about personal opinions, reactions, and impressions. The writing style closely resembles oral discourse. Students show evidence of control of basic sentence structure and verb forms.</p>	<p>LISTENING: Students are able to understand main ideas and details in short dialogues in basic personal and social contexts.</p>	<p>READING: Students are able to understand details and main ideas from simple texts dealing with a limited number of personal and social needs.</p>
<p>Level 4 Intermediate 2</p>	<p>SPEAKING: Conversation is still limited to predictable and concrete exchanges, but with a wider scope, and are related to self, family, home, daily activities, interests and personal preferences, as well as expressing agreement and disagreement, and opinion. They can ask a variety of questions to obtain information to satisfy basic needs, such as directions, prices, and services. Their speech may still contain pauses. Despite the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, students are generally understood.</p>	<p>WRITING: Students can write short compositions and requests for information in loosely connected texts about personal opinions, reactions, and impressions. The writing style closely resembles oral discourse. Students show evidence of more consistent control of basic sentence structure and verb forms.</p>	<p>LISTENING: Students are able to identify main ideas and details in simplified dialogues and short narratives in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur.</p>	<p>READING: Students can identify main ideas and details in short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur.</p>
<p>Level 5 High Intermediate 1</p>	<p>SPEAKING: Students are able to converse with ease and confidence when dealing with the routine tasks and social situations at level. They can utilize expressions to organize, clarify, and emphasize their views in all major time frames, but not with consistent accuracy. L1 interference may still be present.</p>	<p>WRITING: Students can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length. Vocabulary, grammar and style correspond to those of the spoken language. Students can use a selection of conjunctions to give reasons.</p>	<p>LISTENING: Students can identify details and main ideas in semi-authentic, adapted conversations and short speeches on a variety of familiar and unfamiliar relevant topics. Occasional gaps in comprehension are due to a limited knowledge of the vocabulary and structures of the spoken language.</p>	<p>READING: Students are able to identify details and main ideas in non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. Occasional gaps in comprehension are due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.</p>

<p>Level 6 High Intermediate 2</p>	<p>SPEAKING: Students are able to participate in most informal and some formal conversations. They can narrate and describe in the major time frames of past, present, and future, as well as utilize a selection of expressions when a question is difficult to answer or use tag questions to soften advice. Use of false cognates, literal translations from L1, inconsistent control of verb endings, etc. may be present, while vocabulary lacks specificity. However, they converse with some accuracy, clarity, and precision.</p>	<p>WRITING: Students can combine and link sentences into texts of paragraph length and structure, such as a formal letter, as well as incorporate such cohesive devices as topic sentences and supporting details. They rely on patterns of oral discourse and the writing style of L1.</p>	<p>LISTENING: Students can identify details and main ideas in semi-authentic conversations and short speeches on a wider variety of familiar and unfamiliar topics. Comprehension may often stem out from situational and subject familiarity and relevance.</p>	<p>READING: Students are able to identify details and main ideas in semi-authentic texts with a clear structure, though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Comprehension may often derive from situational and subject familiarity and relevance.</p>
<p>Level 7 Advanced 1</p>	<p>SPEAKING: Students are able to handle a large number of communicative tasks with ease and confidence. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance, as well as express wishes and regrets. Their vocabulary is more extensive, but mainly generic in nature. Discourse may still reflect the oral paragraph structure of L1. Students contribute to conversations with more accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion.</p>	<p>WRITING: Students exhibit a variety of cohesive devices in texts up to three paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Ideas are often expressed clearly and supported by some elaboration. Writing may reflect organizational features of both, English and L1.</p>	<p>LISTENING: Students can identify details and main ideas in semi-authentic dialogues and narratives about past, present, and future events, as well as expanded descriptions of persons, places, and things. Comprehension stems out not only from situational and subject familiarity and relevance, but also from an increasing overall language competence.</p>	<p>READING: Students are able to identify details and main ideas in semi-authentic non-academic texts about past, present, and future events, as well as expanded descriptions of persons, places, and things. Comprehension stems out not only from situational and subject familiarity and relevance, but also from an increasing overall language competence.</p>

<p>Level 8 Advanced 2</p>	<p>SPEAKING: Students are able to explain in detail and narrate fully and accurately in all time frames with linguistic confidence, and competence, although patterns of errors may be present. They can organize events chronologically, discuss some topics abstractly, but in general, they are more comfortable discussing a variety of relevant topics, e.g. describe values and qualities of their role models. They use more precise vocabulary and intonation to express meaning and usually demonstrate greater fluency and ease of speech.</p>	<p>WRITING: Students can narrate and describe in the major time frames, with solid control of aspect. They have good control of a range of grammatical structures and a wider range of vocabulary.</p>	<p>LISTENING: Students are able to identify details and main ideas in semi-authentic dialogues and narratives of any length. They are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly.</p>	<p>READING: Students are able to identify details and main ideas in semi-authentic non-academic texts of any length. They can understand parts of texts that deal with unfamiliar topics or situations and to occasionally recognize author-intended inferences. Misunderstandings may take place when texts that are structurally and/or conceptually more complex.</p>
<p>Post-Advanced</p>	<p>SPEAKING: Students can communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their goals, life experiences, and social issues. Students apply rules of standard American pronunciation regarding stress, rhythm, intonation, and blending. They may make sporadic errors. However, such errors, if they do occur, do not distract or interfere with communication.</p>	<p>WRITING: Students are able to write paragraphs and 3-paragraph essays with a topic sentence (or thesis statement), supporting details and a conclusion. They use simple, compound and complex sentence structures to express their ideas accurately, as well as use essay writing related vocabulary. Students demonstrate a high degree of control of grammar, spelling, punctuation, as well as of cohesive devices and syntax. Their vocabulary is varied and mostly precise. Errors may occur when using low-frequency structures, but they typically do not interfere with comprehension.</p>	<p>LISTENING: Students can identify main ideas and details in conversations and lectures on a wide range of familiar and less familiar topics. They can also prepare and organize notes. Comprehension is no longer limited to the listener's familiarity with subject matter and is supported by linguistic experience. They can make inferences.</p>	<p>READING: Students are able to identify main ideas and details, make predictions, inferences, and draw conclusions from texts in many genres of a professional, academic or literary nature, dealing with a wide range of subjects, both familiar and unfamiliar. Such texts may frequently contain cultural references. They recognize essay writing related vocabulary. Comprehension is no longer limited to the listener's familiarity with subject matter and is supported by linguistic experience. However, they may not fully understand texts in which cultural references and assumptions are deeply embedded.</p>

Proficiency/Achievement Scale - Weekend English (WE) Program

Course	Listening/Speaking	Reading	Writing
WE Level Basic	Learns to identify and produce English sounds and words. Gives single word answers. Able to answer yes/no questions. Able to answer questions related to self.	Can identify basic vocabulary words related to self. Can read short sentences and simple conversations related to self.	Can spell and write familiar words related to self.
WE Level 1	Identifies and produces English sounds and words. Can give short answers to yes/no and information questions. Able to have short conversations relating to self.	Reads sentences with everyday vocabulary. Reads conversations on everyday topics.	Answers questions in written form on basic everyday topics, family, school, work. Writes simple sentences.
WE Level 2	Can answer questions on familiar topics. Can verbalize information about self, school, family, work and everyday activities in spoken English.	Reads simple, adapted texts on familiar topics.	Writes sentences using the present and the past. Can answer questions with complete sentences in writing.
WE Level 3	Can respond appropriately in spoken English to questions on familiar topics. Can verbalize information using the present, past, and future.	Can read and comprehend non-complex, short, adapted texts.	Can write about present, past, and future events in simple sentences.
WE Level 4	Can respond to and understand sustained discourse related to self, family, home, daily activities, interests, and personal preferences.	Can read and comprehend longer, adapted texts on familiar topics.	Can write short paragraphs relating to self.
WE Fluency Development	Responds appropriately to questions on a variety of familiar and unfamiliar relevant topics using major time frames of past, present, and future.	Can understand the main idea and details in a longer, semi-authentic text.	Can write extended paragraphs.

Proficiency/Achievement Scale - Everyday English (EE) Program

Course	Listening/Speaking	Reading	Writing
EE Level Basic	Learns to identify and produce English sounds and words. Gives single word answers. Able to answer yes/no questions. Able to answer questions related to self and present activities.	Can identify basic vocabulary words related to self and everyday situations. Can read short sentences and simple conversations related to self.	Can spell and write familiar words related to self.
EE Level 1	Identifies and produces English sounds and words. Can give short answers to yes/no and information questions. Able to have short conversations relating to self.	Reads sentences and basic texts with everyday vocabulary. Reads conversations on everyday topics.	Answers questions in written form on basic everyday topics, family, school, work. Writes simple sentences.
EE Level 2	Can answer questions on familiar topics. Can verbalize information about self, school, family, work and everyday activities in spoken English.	Reads simple, adapted texts on familiar topics.	Writes sentences and short paragraphs using the present and the past. Can answer questions with complete sentences in writing.
EE Level 3	Can respond appropriately in spoken English to questions on familiar topics. Can give advice. Can verbalize information using the present, past, and future.	Can read and comprehend non-complex, adapted texts.	Can write about present, past, and future events in simple sentences.
EE Level 4	Can respond to and understand sustained discourse related to self, family, home, daily activities, interests, and personal preferences. Can express preferences.	Can read and comprehend longer, adapted texts on familiar and unfamiliar topics.	Can write short paragraphs relating to self.
EE Fluency Development	Responds appropriately to questions on a variety of familiar and unfamiliar relevant topics using major time frames of past, present, and future.	Can understand the main idea and details in a longer, semi-authentic text.	Can write extended paragraphs.