

English Language Institute – Oregon State University

Proficiency Scale for Level Advancement

Passing:	A 93 -100%	A- 90-92	B+ 88-89	B 83-87	B- 80-82	C+ 78-79	C 73-77
Repeat the course:	C- 70-72	D+ 68-69	D 63-67	D- 60-62	F 0-59		

At the end of the quarter, students can

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p><u>Reading & Writing:</u> Identify main ideas and scan for specific information in short, adapted paragraphs.</p> <p>Write short texts on familiar, everyday topics including paragraphs, personal notes, emails and letters.</p> <p>Demonstrate understanding of basic sound/symbol relationships by spelling high frequency words correctly.</p> <p>Use basic functions in a word-processing program in their written work.</p> <p>Demonstrate understanding of and ability to use vocabulary studied in thematic units, level textbooks, and other readings.</p> <p><u>Grammar:</u> Choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for structures targeted in Level 1 Grammar Sequence.</p> <p>Consistently use Level 1 target structures correctly in speaking during in-class communicative activities and on tests.</p> <p style="text-align: right;"><continued on next page></p>	<p><u>Reading & Writing:</u> Identify main ideas and specific details in short texts and in own writing.</p> <p>Comprehend short adapted readings and un-adapted graphs, charts, and schedules with high-frequency vocabulary</p> <p>Write simple email messages and personal letters that can be understood by a native speaker of English.</p> <p>Write at least two paragraphs for each of the following rhetorical styles: narration, description, and opinion.</p> <p>Write a composition on an everyday topic containing several paragraphs: introduction, body, and conclusion.</p> <p>Demonstrate understanding of and ability to use vocabulary studied in thematic units, level textbooks, and other readings.</p> <p><u>Grammar:</u> Consistently use grammar targeted in Level 1.</p> <p>Communicate with and use Level 2 target structures in class-work, homework, writing and speech.</p> <p>Correct errors in mechanics and basic grammar in writing and on tests.</p>	<p><u>Reading & Writing:</u> Demonstrate understanding of simplified reading passages in textbooks, newspaper articles, and abridged novels.</p> <p>Demonstrate the ability on structured assignments to develop, express, and organize ideas on both the paragraph and composition levels, transitioning from writing about self to writing about others' experiences.</p> <p>Increase overall fluency in written English at the sentence, paragraph and composition levels on assignments, timed journal entries, and tests.</p> <p>Integrate correct grammar into writing and use increasingly complex structures as well as a range of tenses and aspects to convey more complex meaning on familiar topics.</p> <p>Be able to self-correct basic repeated errors (such as simple tenses and subject-verb agreement) in their writing when prompted.</p> <p>Demonstrate understanding of and ability to use vocabulary studied in thematic units.</p> <p><u>Grammar:</u> Consistently use grammar targeted in Level 2.</p> <p style="text-align: right;"><continued on next page></p>	<p><u>Reading & Writing:</u> Demonstrate understanding of main ideas, supporting details, and inferred meaning of high-intermediate readings from the textbook and other materials, simplified or authentic, ranging in length from paragraphs to an adapted novel or unadapted novella.</p> <p>Demonstrate the ability to express ideas effectively in academic writing through the consistent use of enough details and examples to more fully develop meaning and the use of standard essay organization: thesis statements, topic sentences, introductions, body paragraphs, and conclusions.</p> <p>Demonstrate basic skills in academic research writing by creating summaries and paraphrases of short passages and correctly incorporating and documenting quotations, summaries, and paraphrases into an essay or research project of at least two pages, incorporating two or more sources.</p> <p>Demonstrate ability to correct grammar and mechanical errors and after teacher corrective marking and feedback; to avoid run-on sentences and fragments and correct them after teacher corrective marking and feedback; and to coordinate and subordinate sentences.</p> <p>Demonstrate understanding and use of an expanding vocabulary based on textbook and other readings.</p>	<p><u>Reading & Writing:</u> Read and understand main ideas, supporting details, and implied meaning in unadapted novels and academic articles.</p> <p>Demonstrate an ability to accurately paraphrase and summarize novel excerpts and unadapted articles in both a research paper and in-class persuasive essays, demonstrating comprehension of the content without plagiarizing.</p> <p>Connect a variety of written content to personal experience in persuasive essays.</p> <p>Write persuasively on controversial topics, balancing support for their opinions with organized opposing viewpoints. Students then incorporate this persuasive writing framework in the production of a research paper of 3 to 4 pages using 3 or more sources with proper in-text and bibliographical citation.</p> <p>Understand and demonstrate in written assignments appropriate relationships between ideas expressed grammatically through the varied use of coordination, subordination, and conjunctive adverbs.</p> <p>Demonstrate improved contextual understanding and use of college-level academic vocabulary.</p>	<p><u>Reading:</u> Demonstrate comprehension of unadapted academic texts from a range of disciplines usually encountered in university courses.</p> <p>Demonstrate the ability to read university-level texts critically by accurately summarizing the author's main point of view/multiple perspectives and critically evaluating the strength of the author's arguments.</p> <p>Demonstrate the ability to critically read university-level text.</p> <p>Build academic vocabulary in a variety of disciplines.</p> <p><u>Writing:</u> Document a process approach to writing.</p> <p>Write critical reactions, summaries, and paraphrases utilizing information from a variety of academic sources.</p> <p>Demonstrate use of the Internet and OSU library database to conduct academic research and retrieve information.</p> <p>Write a 5-page formal research paper with at least 4 sources with correct in-text citations and reference pages using an accepted/standardized format.</p> <p>Demonstrate university-level linguistic competence on all writing tasks.</p>

<p>Grammar, continued Consistently use Level 1 target structures correctly in writing assignments and on tests with appropriate punctuation and capitalization.</p>		<p>Grammar, continued Understand and use targeted grammar for Level 3 in conversation, sentences, and short compositions.</p> <p>Distinguish between tenses included in levels 2 and 3.</p>			
<p>Listening & Speaking: Demonstrate understanding of brief listening passages from Level 1 texts.</p> <p>Be able to respond to and give basic commands related to thematic topics (safety, classroom directions, and numbers).</p> <p>Use greetings, polite expressions, and introductions common to everyday situations.</p> <p>Ask and answer personal questions about survival topics such as self, family, weather, place of origin, and health as well as other topics covered in the Level 1 text.</p> <p>Speak for one to two minutes about topics in the text.</p> <p>Use vocabulary, frequently used expressions, and grammatical structures at the survival level.</p>	<p>Listening & speaking: Demonstrate understanding of the main point in level-adapted listening input from short dictations and a variety of aural materials on topics of immediate concern such as family, shopping, local geography, employment and personal goals.</p> <p>Interact effectively in short, guided conversations on topics of immediate concern.</p> <p>Be able to respond to and give directions to specified destinations.</p> <p>Speak for 2 to 3 minutes on a topic of immediate concern using information gathered from personal experiences or from short interviews with native speakers.</p> <p>Demonstrate comprehension of vocabulary, everyday expressions, and grammatical structures studied in thematic units.</p>	<p>Listening & Speaking: Demonstrate understanding of listening input about concrete and some abstract topics, with both controlled, level-adapted materials and authentic speech.</p> <p>Communicate clearly in guided conversations on topics studied in class.</p> <p>Give 3-5 minute oral presentations on topics of personal experiences, general interest, or information gathered from interviews with native speakers.</p> <p>Demonstrate understanding of and ability to use vocabulary studied in thematic units.</p>	<p>Listening & Speaking: Demonstrate understanding of main ideas, important details, and inferred meanings in oral discourse, on general and academic topics.</p> <p>Communicate effectively enough in interviews with native speakers to gather detailed information.</p> <p>Give 5-10 minute oral presentations that discuss, interpret, and synthesize information gathered from external sources.</p> <p>Demonstrate understanding of and the ability to use an expanding range of vocabulary, idioms, and conceptual language.</p>	<p>Listening & Speaking: Demonstrate understanding of main ideas, details and inferences in listening material from radio, TV, video and academic lecturers on limited topics.</p> <p>Communicate clearly in three to four 10-20 minute prepared oral presentations (expository and persuasive).</p> <p>Demonstrate control of pronunciation and oral grammar in prepared presentation.</p> <p>Demonstrate an ability to recognize and use university-level vocabulary studied in thematic units.</p>	<p>Listening: Demonstrate note-taking skills on a variety of formal and informal in-class university-level academic lectures.</p> <p>Take notes in and demonstrate understanding of actual university lectures/presentations that vary in length from 50 to 90 minutes.</p> <p>Demonstrate understanding of university-level listening passages from a variety of academic disciplines that vary in length from 10 to 50 minutes.</p> <p>Demonstrate competence with common vocabulary found in academic disciplines.</p> <p>Speaking: Contribute to, help research, and deliver group presentations on group-generated topics.</p> <p>Deliver a variety of formal, individual oral presentations that vary in type and length and that incorporate library and Internet researched material.</p> <p>Demonstrate critical assessment skills by writing critiques of oral presentations.</p> <p>Produce formal, pre-presentation planning and organizational materials.</p> <p>Demonstrate competence and the use of compensatory strategies in pronunciation, grammar, and vocabulary so that oral communication is understandable to those not accustomed to interacting with international students.</p>

Note: Students who fail a module class, Guided Learning, or IDL may pass to the next level in reading/writing and/or listening speaking if they have a C (73%) or higher grade in those classes.