

*During orientation each student is given an American National University Student Handbook. This ESL Student Handbook is given to clarify situations in the English as a Second Language program that are not covered in the ANU Student Handbook. Any questions about these policies should be brought to the ESL Program Director.

Academic and Attendance Policies

- Academic Success

Mission Statement: American National University's ESL program provides comprehensive training at several levels in the English Language to meet the needs of non-native students. The program consists of practical English language training in speaking, writing, listening, understanding, and vocabulary skills education for students preparing to take the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) for admission to academic programs as well as improving the learning skills needed for success in academic coursework.

The faculty and staff in ANU's ESL program care deeply about student success, but success is primarily the responsibility of the student him or herself. Students earn the grades they receive and are responsible for their own performance. Initial placement into one of six levels is measured by the Cambridge University and Michigan Language Assessments CaMLA English Placement Test (EPT) as well as writing and speaking tests—discussed below. Once placed, three standards are used to measure student success in moving up from level to level and for graduation:

1) course grades (although a grade of D is passing, the student must maintain a C average); 2) successful Michigan Test score; and, 3) teacher recommendations.

- Placement into levels

Level placement and sequencing are guided by the mission of the program. Students are placed into a specific level of the program depending on their performance on the Cambridge University and Michigan Language Assessments CaMLA English Placement Test (EPT) and on a standardized 15-minute Michigan writing placement test and a standardized 10-minute Michigan speaking placement test. The student's overall Michigan test Level score consists of 70% of the score coming from the EPT, 15% from the writing evaluation and 15% coming from the speaking evaluation. The Michigan Test is given at the beginning of student's studies at the university as well as at the end of every term. This allows the institution to gauge a student's progress in addition to identifying possible deficiencies in the course materials and instruction offered at each level. Students are placed into the same level for both Reading, Writing, and Grammar, and for Listening, Speaking, and Vocabulary. Students progress through the program in the same level for both RWG and LSV.

The CaMLA EPT is scored by the following scale:

Level 1: 0-26

Level 2: 27-40

Level 3: 41-50

Level 4: 51-61

Level 5: 62-68

Level 6: 69-80

level 1	level 2	Level 3	level 4	level 5	level 6	
0 -2	27	41	51	62	69	0
3 -- 5	28 - 29	42	52	63	70	0.1
6 -- 8	30	43	53		71 - 72	0.2
9 --11	31	44	54	64	73	0.3
12 --14	32 - 33	45	55	65	74	0.4
15 - 17	34	46	56		75	0.5
18 - 20	35	47	57	66	76	0.6
21 - 23	36 - 37	48	58	67	77 - 78	0.7
24 - 25	38	49	59		79	0.8
26	39 -40	50	60 - 61	68	80	0.9

Student CaMLA EPT scores are recorded, therefore, as decimal scores. For example, a student who scores a 72 would score a 6.2, which toward the bottom of Level 6. This scoring system allows more precise student placement and tracking of student progress.

The writing placement test is evaluated via a CaMLA MELAB-based (Michigan English Language Assessment Battery) writing evaluation rubric.

The speaking placement test is evaluated via a CaMLA MELAB-based speaking evaluation rubric that consists of a 3-minute self-introduction and a 7-minute guided speaking task.

Rubrics are available in the ESL office.

A student’s level is determined by a review of the EPT score and the MELAB-assessed writing and speaking samples. As stated above, the student’s overall Michigan test Level score consists of 70% of the score coming from the EPT, 15% from the writing evaluation and 15% coming from the speaking evaluation. The Program Director and the ESL faculty determine level placement. The MELAB-assessed writing and speaking samples are to be scored independently by the Director and two other teachers. All three then gather with raw rubric scores and norm their evaluations in order to arrive at consistent evaluation.

The scores are reported by the Program Coordinator in the following format:

Student Name	L	G	V	R	<u>Michigan Test Score</u> 70%	<i>Level conversion</i>	<u>Writing</u> 15%	<i>Level conversion</i>	<u>Speaking</u> 15%	<i>Level conversion</i>	Total Score (level)	Last Score

Students who feel that they are placed incorrectly have the following options:

- 1) The student shall discuss his or her concerns with the teachers of both RWG and LSV. The teachers shall evaluate their skill levels using the appropriate skill check sheets found at the end of this handbook.
- 2) The student must have demonstrated 74% mastery of the skills for that particular level in both RWG and LSV. If the teachers can determine that the student has demonstrated such mastery, he or she may sit for challenge exams.

- 3) These exams are comprehensive exams that verify the student's mastery of the requisite skills in both RWG and LSV for that Level. The exams are kept in the ESL offices. If the student passes both comprehensive challenge exams with grades of 74%, he or she may move up immediately to the next level.
- 4) Challenge exams can only be taken once per term.

In some instances, students may be placed into an initial level according to the EPT score and the MELAB-assessed writing and speaking samples, yet exhibit skills deficient for that level. In that case, teachers can discuss with the Director the need for potentially moving the student down a level. An evaluation will be done using RWG and LSV skills check lists. If the student fails more than 50% of the skills and scores less than 50% on RWG and LSV challenge exams, the student may be moved down to a lower level.

Students absent from ANU's ESL programs for more than two terms will be required to take the Michigan Test again and will be placed accordingly.

- **Classroom expectations**

- Classes are Monday-Thursday: arrive on time, attend regularly, and be on time after breaks:
 - o 9:00am-12:00am: Reading, Writing, and Grammar (RWG)
 - o 12:00am-12:30pm: Lunch
 - o 12:30pm-3:30pm: Listening, Speaking and Vocabulary (LSV)
 - o Fridays are used for personal affairs including: Doctor's visits, DMV needs, embassy visits, etc.
- Turn off cellphones before class: no phone calls, no vibrating, no texting, no translating during class
- A D is passing, but students are expected to maintain at least a C in all classes
- Be prepared with books, paper, and pens/pencils every day
- Have your books and paper out and ready at the beginning of class
- Take notes: if it's important enough for the teacher to write it on the board or to tell you about it; it's important enough for you to write in your notes
- Turn in assignment on or before due dates—late assignment policies are below
- Speak only English in class, practice English often outside of class
- Participate in activities and discussions: this means being prepared and being a part of what is happening and encouraging others to be a part of what is happening
- Never talk when your teacher is talking
- Be respectful: no one should talk when a student is presenting or asking a question
- Tell the instructor in advance when you must miss class. If you miss a class, ask students or the instructor about missed work and whether you can complete missed assignments or turn in late work
- Return promptly from breaks. A bathroom break is not a cigarette break
- Ask questions if you don't understand something; especially, before and after class or during breaks
- Enjoy our program. Make friends! Study hard!

- **Grade Standards and Weekly Schedule**

- The grading system in use for ANU's ESL and academic programs is as follows:

100 -94 A
93 - 84 B
83 - 74 C
73 - 64 D
Below 64 F

- Although reading, writing, and grammar and listening, speaking, and vocabulary skills are taught each day, ESL instructors will generally plan their weeks with the following activities, so students should be prepared:

Monday – Focus on grammar lessons and workbook exercises

Tuesday – Dictionary work, spelling and vocabulary in Listening, Speaking and Vocabulary (LSV)

Wednesday – Presentation in LSV

Thursday –In-class writing in Reading, Writing, and Grammar (RWG) and Quiz in LSV and RWG

- **Academic Progress**

The ANU ESL programs will maintain the same academic standards as other ANU academic programs. Students who wish to remain in good academic standing in order to graduate must maintain a 2.0 (C) average. Failure to maintain a C average in ESL classes can result in the student being dropped from the program (with immediate I-20 cancellation). Student conferences will be held in the week following Midterm Exams. Both teachers will share in written summary and will discuss with the student academic performance and attendance, and how improvements can be made. Written summaries will be kept in student files. Should a student be repeatedly failing to progress and is demonstrating continued inability to meet the required benchmarks for that level, the Program Director and the ESL teachers will consult in order to examine the range of evidence. In such cases, should the Director and ESL teachers determine that dropping a student is warranted, the student will be notified in writing in a formal advising session at the beginning of the term that failure to progress that term will result in being dismissed from the program. Should the student fail to progress, the student will be notified in writing in a formal advising session at the end of the term that he or she is being dismissed from the program. If the student is dropped from the program, he or she is required either to return to his or her country or is required to transfer to another institution as soon as possible. These policies are put in place in order to ensure equitable length of time in the program. Every effort shall be made to ensure each student has success in ANU's ESL programs.

- **Final Exams and Rubrics**

Final exams are tied in clear and comprehensive ways to Student Learning Outcomes. Writing skills will be measured for each level by an end-of-term writing assignment that will be scored via a writing rubric. The score on the rubric will be used to determine the grade for that assignment and will allow a standardized means for assessing in-class skill advancement from level to level. Additionally, oral presentation/speaking skills will be measured for each level by an end-of-term oral presentation/speaking assignment that will be scored via an oral presentation/speaking rubric. Like the writing rubric, the score on the rubric will be used to determine the grade for that assignment and will allow a standardized means for assessing in-class skill advancement from level to level. In-class writing and oral presentation/speaking rubrics appear at the end of this handbook.

- **Tutoring**

As a part of meeting every individual student's needs, ANU has established a tutoring program that is free for all students. Tutoring is one significant tool that can help an individual student who might have specific challenges in one or two core areas, or in specific skill development. Tutoring can be an excellent means for students to meet these challenges in ways that contribute to a sense of confidence in overall skill development. Likewise, it can be a good way for any student to bring in line strengths in Reading, Writing, and Grammar and Listening, Speaking, and Vocabulary should there be an imbalance. Tutoring

can aid the well-rounded student to accelerate his or her program and achieve higher results in accelerated ways. Tutoring can be through student request, or as recommended by the Program Director and the ESL teachers who then work with the Program Coordinator to schedule tutors and students. Once a suitable tutor is found who can meet an individual student's needs, that student's two teachers fill out a Tutoring Request Form—they fill out specific needs the student has, and they fill out specific recommendations for tutoring activities that can help meet these needs. After each tutoring session has occurred, the tutors then fill out an account of what was accomplished during the tutoring session. In this way the teachers and Program Director can track the progress of each student in the tutoring program.

- **Academic Integrity**

American National University insists on academic integrity. Dishonesty and plagiarism are not tolerated. Students are not allowed to copy work or use others' work as their own, in any form, written or otherwise, or use the words or ideas of another person, without giving that person the credit. In addition, cheating or copying another student's work is never acceptable. Giving another student your work is considered cheating. Committing plagiarism is easy to do, even if you don't mean to, so be sure you understand how to avoid plagiarism in your work. Plagiarism standards may be different in American college and university classrooms—including ESL classrooms—than they are in a student's home country, so be sure you know what the standards are. Ask your instructor if you have questions or need further explanation.

- **Late Assignment Policy**

The ESL program at ANU allows late assignments only for substantial reasons. Late assignments (homework, quizzes, presentations) will be reduced one full letter grade per day after the assignment is due. Exams can only be made up for documented emergency reasons.

- **Maintaining I-20 Status**

Students must constantly work to keep their I-20 in good standing. If you leave the country or if your I-20 is about to expire, meet with the international Programs Director to make necessary updates at *least 30 days before your I-20 expires*. If you intend to transfer to another school, notify the ESL Program Director that you intend to leave. You must promptly re-establish your student status at your new school to maintain your I-20.

- **Attendance Policies**

- A "Best Attendance" award and certificate will be given at the end of each term for the student who has the best attendance (the fewest hours missed) for that term.
- Students are responsible to maintain their I-20s. Students are responsible for knowing all the policies necessary to stay in good standing. In order to maintain full time F-1 visa status, students must be enrolled in classes. The US Department of Homeland Security does not allow for students to take a term off without leaving the country. If a student is not enrolled each term in ANU classes, he or she must return immediately to his or her country. Failure to enroll and attend classes each term will result in immediate termination of the I-20.
- Similar to the ANU Catalog: the following attendance policies were developed in order to allow for medical problems, personal, or other emergencies that may occasionally arise. Concepts such as "excused" or "unexcused" have no bearing on allowable absences.

- Full attendance and regular participation in classes are essential. I-20s will be cancelled immediately after 38.4 class hours, but the following actions will take place before a student reaches 38.4 hours. Any work associated with any day that is missed for any reason may not be made up. This should motivate students to stay in class and keep up with all class work. Also, at 15 hours missed a warning letter will be sent to the student and placed in the student's file, and a conference will be set up with the student, both teachers, and the ESL Director to discuss how to improve attendance. At 25 hours, a warning letter will be sent to the student and placed in the student's file, and a conference will be set up with the student, both teachers, and the ESL Director to warn that a failure to improve attendance and any failing grades can result in being dropped from the program. At 30 hours a conference will be called again and a formal letter will be issued to the student and put into the file informing him or her that failure to improve attendance and any failing grades will result in being dropped from the program. Repeated absences and/or failing grades can result in being dropped from the program. Try not to use your sick-days for minor reasons; it is better to save them in case you get sick late in the term.
- The ESL program Director will enforce the following policy from the ANU Student Handbook: "The student must have positive attendance posted for a class by the second week of the term or the student may be dropped." Students with significant absences early in the term will be dropped.
- Plan ahead! Schedule your travel and vacation so that they don't interfere with your education.
- Since IELTS, TOEFL, and GRE exams are all considered a part of your studies in the ESL program documented registration for these exams allow you to be counted as present on the day of the exam only.
- Your daily attendance record is available to you through the student portal. Check it often!

- **Attendance and Academic Performance Policies--SACM Students**

The Program Director is authorized by SACM to request withholding of student stipends for poor attendance at any point in the term. Likewise, the Program Director is authorized by SACM to request withholding of student stipends for poor student motivation or poor academic performance. Student stipends will only be restored by written authorization sent from the Program Director to SACM after the student has demonstrated improvement

General Policies

- **Religious observances**

Great respect is given to the importance of all religious holidays, yet in the ANU Student Handbook there is never such a thing as an excused absence, except for taking the TOEFL, IELTS, or GRE. We give no excused absence for any religious holiday, but can, if the teacher or teachers wish it, celebrate as a part of class. If a student wishes to be absent for a religious holiday he or she should be responsible with absences ahead of time so that the absence will not affect performance in class or affect immigration status.

- **Refund Policy**

ESL students seeking refunds should refer to the ANU catalog for the institutional policies regarding refunds. ESL student refunds are as follows for 8-week terms:

-Withdraw before first day of classes:

full refund, less administrative fee of \$100.00

- Withdraw when last class attended is before 5th scheduled class: 75% refund, less \$100.00 admin fee
- Withdraw when last class attended is after the 4th but before the 9th scheduled class: 25% refund, less \$100.00 admin fee
- Withdraw when last class attended is after the 8th scheduled class: student obligated to pay 100% tuition, fees, charges

To apply for a refund contact the Campus Director or Student Services to fill out a withdrawal form. The submission of this form by the student will initiate the refund process.

- **Health Insurance and Medical Care**

International students must have health insurance while in the U.S. ANU does not provide health insurance for its students, although the Program Coordinator will distribute information brochures to every student during orientation about health insurance plans that are available. The Program Coordinator will assist students who wish to sign up for a plan. The Program Coordinator will also assist students who need to sign up for doctor's visits so that they can be scheduled in ways that do not interfere with classes. As a reminder, it is the policy of ANU that there are no excused absences, even for doctor's visits [although students with extreme medical emergencies and prolonged absences can be considered for a medical withdrawal]. Another reminder: if you are experiencing a medical emergency and require an ambulance, call 911 first, and only later contact the Program Coordinator!

- **Cultural Differences and Community Resources**

Adjusting to cultural differences in the United States can be difficult. Please be aware that there are resources at ANU and around the community that can help you as you stay in the U.S. The ESL Program Director and the Program Coordinator can help each student arrange housing, financial needs, medical needs, and other cultural needs. If you have questions about what is appropriate to do in the U.S., or what is not appropriate to do, ask one of the ESL teachers, or ask in the ESL office. Information about mosques, synagogues, temples or other places of worship can be found through websites such as Local Colors (<http://localcolors.org/>). This is a Roanoke-area group that promotes diversity and cultural understanding through local educational events, services, and cultural events. You can find lots of fun festivals and celebrations with people from around the world living here in the Roanoke area. Here are the websites of a few places of worship:

Mosque—Masjid an-Nur (<http://masjidannurroanoke.org/>)

Synagogues—Beth Israel [conservative] (<http://www.bethisraelroanoke.org/>); Temple Emmanuel [reformed] (<http://www.terroanoke.org/>)

Hindu Temple—Shantiniketan (<http://www.roanoketemple.org/>)

Buddhist Temple—Dharmapala Kadampa Buddhist Center (<http://www.meditationinvirginia.org/>)

Christian Churches—there are many around Roanoke!

(<https://www.google.com/#q=churches+roanoke+va>)

- **Student Grievance Policy and Filing a Complaint with CEA**

As it is written in ANU's Catalog, students with complaints can bring them to the University and they will be considered. ESL students should write about their complaint and include their name, address, and telephone number. The written complaint must be brought to the University within one week of the problem. Students should first bring their written complaint to the ESL Program Director. If the Program Director cannot solve the issue, the student can take the written complaint to the Campus Director who will try to solve the issue within 10 days. If the student is not satisfied, he or she can bring the written complaint to the Vice President, 1813 East Main Street, Salem, VA, 24153, who will try to solve the issue within 10 days. If the student is not satisfied, he or she can bring the written complaint to the President who will try to solve the issue within 10 days. If the student is not satisfied, he or she can bring the written complaint to ANU's accrediting body—The Accrediting Council for Independent Colleges and

Schools (ACICS), 750 First Street NE, Suite 980, Washington, DC, 20002. The Commission on English Language Program Accreditation, one of the ESL program's accreditors, has established policies for filing a complaint against a CEA accredited program. A document outlining this procedure is posted in our International Student Office, alongside the CEA Standards document.

- **Field Trip Policies**

Weekly field trips are important opportunities to practice skills with English, and to experience English-speaking American culture. Staff and faculty work hard at arranging these trips, so only cancel your participation as a last resort. If you sign up, you should take the opportunity and attend! Occasional larger field trips are a part of the ESL program at ANU, and students are encouraged to take advantage of these opportunities as well. Larger field trips are for ESL students only and are considered to be part of the curriculum. Attendance is taken on these trips. If a student is unable to attend, classes will still be arranged at the ANU campus and attendance is required. Specific policies about these larger trips are shared with students as the trip is being planned.

- **Library and Campus Resources**

Students are expected to use the library and other campus resources in a clean, responsible, and respectful manner.

- **Technology and Computer Labs**

Students are expected to maintain computer skills. This includes keyboarding abilities, word processing (Microsoft Word), and virus checking, and backing up their files. Technology failure is not an excuse to turn in late work. One successful strategy is to keep needed files both on your home computer and on a flash drive, so that, if needed, you can print your work in the computer lab. Students may be required as part of their courses to complete computer tasks that require a printer and Internet access. The American National University computer labs have specific policies including a) use of the laboratory only for schoolwork, and b) no food or drink in the labs.

- **Student Address and Phone Records**

All students must promptly inform the ESL office of any changes in their address or phone number

- **Inclement Weather**

All American National University faculty and staff care about student safety. For adverse weather conditions (snow, floods, and other extreme weather conditions), check the local TV stations and radio stations to find out if classes are cancelled. If classes are cancelled or delayed due to weather, they must be made up. Makeup days will usually occur on the Friday of the week in which the snow day occurred.

- **Tuition and Fees**

Payment of tuition and fees is required at ANU before each term. ESL students are required to pay on time or they may not be allowed to sit in classes. Students are greatly encouraged to arrange for prompt payment of tuition and fees in a timely fashion so that the focus can be on success in the classroom! Books, transportation, and tutoring are all provided free of charge at ANU.

- **Driving in the US**

It is the responsibility of every student to make sure he or she has the required driver's license and insurance before driving in the US. Students are also responsible for maintaining the proper licenses on the cars they are driving. Be aware that drinking more than one alcoholic drink and driving in the US is illegal, and can result in substantial court costs, fines and jail time.

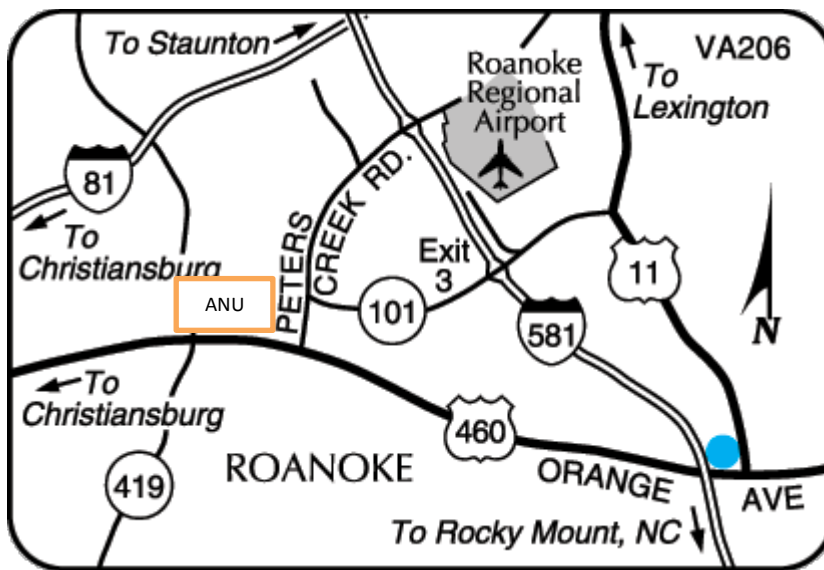
- Parking

Students should park in general parking areas. Your assistance is requested in order to ensure that everyone has access to a parking space. Cars should be parked in a courteous manner, using only one space, avoiding yellow areas, and not blocking passages.

- Van Pick-Up

Van transportation is provided free of charge for ANU ESL students for students who live in the Northwest part of Roanoke or who live near the ANU campus in Salem—further explained below. Students, however, are expected to be ready to board the van when the driver arrives. The driver will wait only 5 minutes then must go on to pick up other students. The driver makes the final decision with regard to the pick-up route and pick-up times. The driver is unable to come back later if a student is not ready at the first pick-up time. The ESL Coordinator can assist with finding housing in the pick-up area.

Because of the complexity of driving routes, pick-up is only available in the Northwest area of Roanoke and in Salem. The map below shows the approximate area where pick-up is possible. Acceptable areas for pick-up on ANU vans are roughly North of Orange Ave and Salem Turnpike and West of Route 11/Williamson Road. Students living outside of this area, must find their own transportation to campus.



Questions about van transportation policies should be brought to the ESL Program Director.

- Tobacco Policy

No smoking is allowed on campus except in personal cars. Refer to the Student Handbook for more information.

- Student Portal and Blackboard

Students can track their attendance through ANU's student portal. Log-in information can be supplied by the ESL Coordinator. Likewise, the ESL Coordinator can supply log-in information for Blackboard—ANU's class management system. The Blackboard site is at: <https://americannational.blackboard.com>. Weekly reports of student progress are recorded in the Blackboard course management system. Faculty can

assist students in accessing course materials and ongoing course grades. Any student with questions about accessing the student portal or Blackboard should see the Program Coordinator for assistance.

- **American National University Mail**

Helps students keep in touch with instructors and classmates if they need help with an assignment, have questions about coursework, or are unable to attend a schedule class. Any student with questions about accessing the student email system should see the ESL Program Coordinator for assistance.

- **Certificates and Letters of Recommendation**

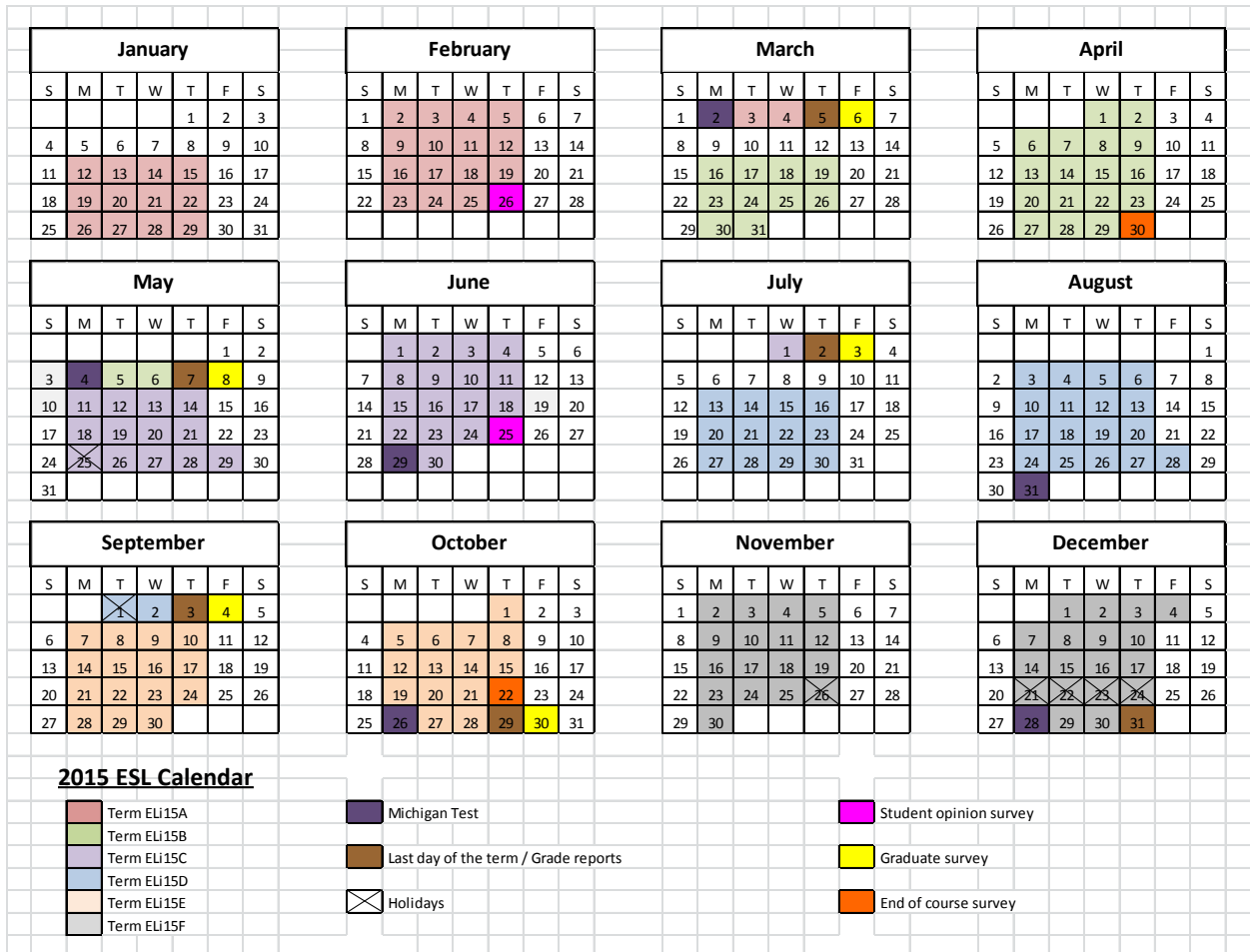
Students receive a certificate of completion from the program upon satisfactory completing the requirements, but may also ask for certificates of completion for each level achieved should they need them. Give at least two days to accommodate this request. Likewise, letters of recommendation can also be requested from ESL faculty or from the Program Director, but give at least two days to accommodate this request.

- **ESL Academic Calendar**

ESL academic calendars are maintained on the ANU English Language Institute website:

(<http://www.an.edu/eli/>). See student calendar below.

ESL Student Calendar-2015



Level-by-level Goals, Objectives, Student Learning Outcomes, Assessments Spreadsheets

Level-by-level spreadsheets are found below that lay out course goals, objectives, student learning outcomes, and means of assessment. These are also found in course syllabi.

ESL 1111 --Beginning English: Reading, Writing, and Grammar			
Goals	Course Objectives	Student Learning Outcomes	Means of Assessment
Whole Person Language Development -Begin simultaneous, integrated skill development in reading, writing, and grammar that complements LSV -Begin direct English language thinking and speaking of language Cultural Learning -Recognize and develop language acquisition in American English-speaking cultural context -Begin learning by doing Academic Skill Development -Introduction to skills necessary for success in academic settings	Reading -Introduce basic phonetic strategies when reading and spelling -Introduce basic reading sources -Introduce reading comprehension strategies at beginner level materials—identifying main ideas and some supporting details; answering questions; retelling Writing -Build vocabulary bank from text and readers -Discuss basic rules governing construction of a sentence: subject-verb agreement; pronunciation; and use of various parts of speech (beginning level); declarative, interrogative, imperative, exclamatory sentences -Introduce writing activities (templates, picture description, cloze passages, etc.) at beginner's level Grammar -Introduce 8 parts of speech (beginning level) --recognize and use nouns, verbs, pronouns, and adjectives in a text -Identify and correct simple errors of subject-verb agreement when editing sentences -Introduce the present, present progressive, and past tenses in speaking and writing activities	Reading Comprehension/Critical Thinking -Identify various reading sources (tickets, movie posters, online dialogue, chronological instructions, 2-paragraph readings, etc.) -Demonstrate knowledge-based skills (recall information, discovery, observation, etc.) -Demonstrate comprehension-based skills (understanding, translating, summarizing, demonstrating, etc.) Paragraph to Essay Writing Skills -Master basic sentence structure -Appropriately use single verbs in a sentence -Recognize and correct subject-verb agreement Verb Tenses -Use Simple Present tense -Use Present Progressive tense Irregular Verbs -Use Be, Have, Do, Go, etc. Types of Sentences -Recognize and use simple sentences	Assessment Tools <u>Course-specific</u> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <u>Global Skill Development</u> -Michigan Test -Writing Rubrics
ESL 2211 --Beginning English: Listening, Speaking and Vocabulary			
Whole Person Language Development -Begin simultaneous, integrated skill development in listening, speaking, and vocabulary that complements RWG -Begin direct English language thinking and speaking of language Cultural Learning -Recognize and develop language acquisition in American English-speaking cultural context -Begin learning by doing Academic Skill Development -Introduction to skills necessary for success in academic settings	Listening -Determine main ideas, details, and overall organization of listening passages in class and assigned as homework -Understand basic classroom instructions and skills Speaking -Introduce discussions of personal background -Discuss opinion questions about aspects of academic life -Introduce asking questions of the instructor when needed -Engage in classroom discussions Vocabulary -Build vocabulary from text and readers—produce a vocabulary bank -Master definitions of, and appropriately use vocabulary words in written assignments, presentations, and in classroom discussions	Listening Comprehension/Critical Thinking -Recognize vocabulary words in listening passages -Determine main ideas, basic details, and overall organization of listening passages and classroom skills instructions Oral Presentation/Speaking Skills -Contribute to basic life skills discussions -Contribute to basic classroom instruction and skills discussions -Satisfactorily participate in classroom conversations Vocabulary -Recognize, define, and appropriately use vocabulary from growing vocabulary bank Parts of Speech -Appropriately use count and non-count nouns, pronouns, regular and irregular verbs, and adjectives	Assessment Tools <u>Course-specific</u> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <u>Global Skill Development</u> -Michigan Test -Oral Presentation Rubrics

ESL 1112 --Foundations of English: Reading, Writing, and Grammar			
Goals	Course Objectives	Student Learning Outcomes	Means of Assessment
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Develop simultaneous, integrated skill usage in reading, writing, and grammar that complements LSV -Develop direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Recognize and develop language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Introduction to skills necessary for success in academic settings 	<p>Reading</p> <ul style="list-style-type: none"> -Master phonetic strategies when reading and spelling -Develop comprehension strategies when reading -Continue reading and comprehension of more-complex beginner level materials—identify main ideas and some supporting details; answer questions; retelling <p>Writing</p> <ul style="list-style-type: none"> -Build vocabulary from text, readers, and previous level—continue to develop vocabulary bank -Discuss more-complex rules governing construction of more-complex sentences: subject-verb agreement, pronunciation, and use of various parts of speech (beginning level) -Master various writing activities (templates, picture description, cloze passages, etc.) at beginner’s level <p>Grammar</p> <ul style="list-style-type: none"> -Recognize and use 8 parts of speech including nouns, verbs, pronouns, adjectives, conjunctions, and interjections -Identify subject-verb agreement errors and be able to use subject-verb agreement correctly in assignments -Introduce present, present progressive, past, and future tenses, and modal verbs in speaking and writing activities 	<p>Reading Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Recognize various reading sources (tickets, movie posters, online dialogue, chronological instructions, 3-paragraph readings, etc.) -Demonstrate knowledge based skills (recall information, discovery, observation, etc.) -Demonstrate comprehension-based skills (understanding, translating, summarizing, demonstrating, etc.) <p>Paragraph to Essay Writing Skills</p> <ul style="list-style-type: none"> -Structure basic and compound sentences -Recognize single/double subject and verbs -Recognize and correct subject-verb agreement <p>Verb Tenses</p> <ul style="list-style-type: none"> -Master Simple Present and Present Progressive Tenses -Use Past Tense, Future Tense, Modals <p>Irregular Verbs</p> <ul style="list-style-type: none"> -Use additional verbs building on previous level <p>Types of Sentences</p> <ul style="list-style-type: none"> -Recognize and use simple sentences 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Writing Rubrics
ESL 2212 --Foundations of English: Listening, Speaking and Vocabulary			
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Develop simultaneous, integrated skill usage in reading, writing, and grammar that complements RWG -Develop direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Recognize and develop language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Introduction to skills necessary for success in academic settings 	<p>Listening</p> <ul style="list-style-type: none"> -Determine number of speakers, main ideas, details, and overall organization of listening passages in class and assigned as homework -Understand classroom instructions and skills <p>Speaking</p> <ul style="list-style-type: none"> -Be able to talk about personal background, the world around us, etc. -Answer more-complex questions about aspects of academic life -Clearly ask questions of the instructor when needed -Engage in more-complex classroom discussions -Receive and provide peer-feedback <p>Vocabulary</p> <ul style="list-style-type: none"> -Continue to build vocabulary bank from text and readers -Master definitions of, and appropriately use vocabulary words in written assignments, presentations, and in classroom discussions 	<p>Listening Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Recognize vocabulary words in listening passages -Determine main ideas, basic details, and overall organization of listening passages and classroom skills instructions <p>Oral Presentation/Speaking Skills</p> <ul style="list-style-type: none"> -Contribute to basic life skills discussions -Contribute to basic classroom instruction and skills discussions -Satisfactorily participate in classroom conversations <p>Vocabulary</p> <ul style="list-style-type: none"> -Recognize, define, and appropriately use vocabulary from vocabulary bank built upon previous level <p>Parts of Speech</p> <ul style="list-style-type: none"> -Appropriately use count and non-count nouns, pronouns, regular and irregular verbs, adjectives, conjunctions, and interjections 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Oral Presentation Rubrics

ESL 1113 --Intermediate English I: Reading, Writing, and Grammar			
Goals	Course Objectives	Student Learning Outcomes	Means of Assessment
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Continue simultaneous, integrated skill usage in reading, writing, and grammar that complements LSV -Continue direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Continue developing skills necessary for success in academic settings 	<p>Reading</p> <ul style="list-style-type: none"> -Make basic inferences from reading selections -Continue to develop comprehension strategies when reading materials—identify main ideas and supporting details; asking questions; retelling <p>Writing</p> <ul style="list-style-type: none"> -Build vocabulary from text, readers, and previous level—continue to develop vocabulary bank -Discuss basic rules governing construction of more-complex sentences: subject-verb agreement, and use of various parts of speech, including prepositions, phrases (intermediate level) -Complete more-complex writing activities at intermediate level including thesis-driven, 2-3 paragraph assignments <p>Grammar</p> <ul style="list-style-type: none"> -Review simple and compound sentences, and independent/main and dependent/subordinate clauses -Master 8 parts of speech including nouns, verbs, pronouns, adjectives, conjunctions, interjections, prepositions & adverbs -Use the present, present progressive, past, future, and present and past perfect tenses, and modal auxiliaries correctly in speaking and writing activities 	<p>Reading Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Develop comprehension of more complex reading sources (introductory academic cultural sources, multi-paragraph readings, etc.) -Knowledge-based skills (restate information, discovery, observation, etc.) -Comprehension-based skills of intermediate readings (understanding, translating, summarizing, demonstrating, etc.) <p>Paragraph to Essay Writing Skills</p> <ul style="list-style-type: none"> -Develop 2-3 paragraph topic-sentence-driven writings with simple/compound sentences and dependent/independent clauses with conclusions <p>Verb Tenses</p> <ul style="list-style-type: none"> -Master Present and Past Perfect Tenses -Use Past Tense, Future Tense, Modals <p>Irregular Verbs</p> <ul style="list-style-type: none"> -Use additional verbs building on previous levels <p>Types of Sentences</p> <ul style="list-style-type: none"> -Recognize and use compound sentences with independent and dependent clauses 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill</u></p> <p><u>Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Writing Rubrics
ESL 2213 --Intermediate English I: Listening, Speaking, and Vocabulary			
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Continue simultaneous, integrated skill usage in reading, writing, and grammar that complements RWG -Continue direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Continue developing skills necessary for success in academic settings 	<p>Listening</p> <ul style="list-style-type: none"> -Develop note-taking skills and anticipate content from live lecture or speech or audio-visual media -Introduce word endings, reductions, syllable stress, and intonation in listening exercises <p>Speaking</p> <ul style="list-style-type: none"> -Use correct intonation in sentences and questions -Initiate and participate in formal and informal discussions -Receive and provide peer-feedback <p>Vocabulary</p> <ul style="list-style-type: none"> -Continue to build vocabulary bank from text and readers -Master definitions of, and appropriately use vocabulary words in written assignments, presentations, and in classroom discussions 	<p>Listening Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Recognize vocabulary in listening passages -Summarize main ideas, basic details, and overall organization of intermediate listening passages -Recognize inferences and predictions <p>Oral Presentation/Speaking Skills</p> <ul style="list-style-type: none"> -Contribute to intermediate-level classroom instruction and skills discussions -Satisfactorily participate in classroom conversations -Demonstrate critical thought through basic oral presentations <p>Vocabulary</p> <ul style="list-style-type: none"> -Recognize, define, and appropriately use vocabulary from vocabulary bank built upon previous levels <p>Parts of Speech</p> <ul style="list-style-type: none"> -Master and appropriately use in phrases count and non-count nouns, pronouns, regular and irregular verbs, adjectives, adverbs, conjunctions, interjections, and prepositions 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill</u></p> <p><u>Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Oral Presentation Rubrics

ESL 1114 --Intermediate English II: Reading, Writing, and Grammar			
Goals	Course Objectives	Student Learning Outcomes	Means of Assessment
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Continue simultaneous, integrated skill usage in reading, writing, and grammar that complements LSV -Continue direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Continue developing skills necessary for success in academic settings 	<p>Reading</p> <ul style="list-style-type: none"> -Make inferences and predictions from reading selections -Continue to develop comprehension strategies when reading -Read and demonstrate comprehension of intermediate materials—identify main ideas and supporting details; asking questions; summarizing <p>Writing</p> <ul style="list-style-type: none"> -Build vocabulary from text, readers, and previous level—continue to develop vocabulary bank -Master more-advanced rules governing construction of complex sentences: subject-verb agreement, and use of various parts of speech (intermediate level) -Complete more-complex writing activities at intermediate level including thesis-driven, 5 paragraph assignments <p>Grammar</p> <ul style="list-style-type: none"> -Master complex-compound sentences -Master use of prepositions, phrases, and adverbs -Use the present, present progressive, past, future, and present and past perfect tenses, modal auxiliaries, gerunds & infinitives, and noun and adjective clauses correctly in speaking and writing activities 	<p>Reading Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Develop comprehension strategies for complex academic and cultural reading sources -Use narrative, descriptive, and expository rhetorical modes -Knowledge-based skills (restate information, discovery, observation, connecting ideas, etc.) -Comprehension-critical-thought-based skills of intermediate readings (understanding, translating, summarizing, demonstrating, etc.) <p>Paragraph to Essay Writing Skills</p> <ul style="list-style-type: none"> -Develop 5 paragraph thesis-driven writings with multiple sentence types contained in introduction, body paragraphs, and conclusion <p>Verb Tenses</p> <ul style="list-style-type: none"> -Master Past Tense, Future Tense, Modals -Use Passive Voice <p>Irregular Verbs</p> <ul style="list-style-type: none"> -Use additional verbs building on previous levels <p>Types of Sentences</p> <ul style="list-style-type: none"> -Master usage of compound-complex sentences 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam <p><u>Participation</u></p> <p><u>Global Skill</u></p> <p><u>Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Writing Rubrics
ESL 2214 --Intermediate English II: Listening, Speaking, and Vocabulary			
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Continue simultaneous, integrated skill usage in reading, writing, and grammar that complements RWG -Continue direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Continue developing skills necessary for success in academic settings 	<p>Listening</p> <ul style="list-style-type: none"> -Master note-taking skills and predict content from live lecture or speech or audio-visual media -Recognize word endings, reductions, syllable stress, and intonation in listening exercises -Draw conclusions from focused listening exercises <p>Speaking</p> <ul style="list-style-type: none"> -Use correct intonation in sentences and questions, including basic use of narrative, descriptive and rhetorical modes -Initiate and participate in more-complex formal and informal discussions -Receive and provide peer-feedback <p>Vocabulary</p> <ul style="list-style-type: none"> -Continue to build vocabulary bank from text and readers -Recognize vocabulary from growing vocabular bank in extended listening exercises -Master definitions of, and appropriately use vocabulary words in written assignments, presentations, and in classroom discussions 	<p>Listening Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Recognize vocabulary in listening passages -Summarize main ideas, basic details, and overall organization of intermediate listening passages -Employ inferences and predictions in conclusions <p>Oral Presentation/Speaking Skills</p> <ul style="list-style-type: none"> -Contribute to intermediate-level, complex classroom discussions -Use critical thought and narrative, descriptive, expository rhetorical modes in oral presentations <p>Vocabulary</p> <ul style="list-style-type: none"> -Recognize, define, and appropriately use vocabulary from vocabulary bank built upon previous levels <p>Parts of Speech</p> <ul style="list-style-type: none"> -Master and appropriately use in phrases count and non-count nouns, pronouns, regular and irregular verbs, adjectives, adverbs, conjunctions, interjections, and prepositions 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam <p><u>Participation</u></p> <p><u>Global Skill</u></p> <p><u>Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Oral Presentation Rubrics

ESL 1115 -Introduction to TOEFL and IELTS: Reading, Writing, and Grammar			
Goals	Course Objectives	Student Learning Outcomes	Means of Assessment
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Become competent in simultaneous, integrated skill usage in reading, writing, and grammar that complements LSV -Become competent in direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Regularly use skills necessary for success in academic settings 	<p>Reading</p> <ul style="list-style-type: none"> -Make inferences and predictions from reading selections -Continue to develop comprehension and critical thought strategies when reading academic sources -Read and demonstrate comprehension of more advanced materials—identify and chart main ideas and supporting details; asking questions; summarizing <p>Writing</p> <ul style="list-style-type: none"> -Build vocabulary from text, readers, and previous level—continue to develop vocabulary bank -Master more-complex rules governing construction of coherent, integrated, rhetorically-consistant academic writing -Complete more-complex writing activities at advanced level including thesis-driven, 5 paragraph academic assignments <p>Grammar</p> <ul style="list-style-type: none"> -Master use of all parts of speech and academic vocabulary from prior levels in more complex academic reading, writing, listening and speaking measured relative to TOEFL and IELTS proficiency exams -Recognize and be able to think critically about grammatical forms used in academic writing and oral presentations 	<p>Reading Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Use preview of subheadings, thesis, body sentence, and conclusions to enhance comprehension and problem solving -Use charts, graphic organizers, annotations, highlights to connect ideas across readings and to understand purpose, organization, and bias -Relate and apply new information to student's own experiences, and identify similarities and differences, compare and contrast with readings <p>Paragraph to Essay Writing Skills</p> <ul style="list-style-type: none"> -Develop thesis-driven descriptive, narrative, opinion, narrative, and persuasive essays <p>Verb Tenses</p> <ul style="list-style-type: none"> -Master Past, Present, and Future Simple, Progressive, Perfect and Perfect Progressive -Master Passive Voice and Modals <p>Irregular Verbs</p> <ul style="list-style-type: none"> -Use additional verbs building on previous levels <p>Types of Sentences</p> <ul style="list-style-type: none"> -Continue usage of compound-complex sentences 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Writing Rubrics -TOEFL/IELTS component skill equivalencies
ESL 2215 --Introduction to TOEFL and IELTS: Listening, Speaking, and Vocabulary			
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Become competent in simultaneous, integrated skill usage in reading, writing, and grammar that complements RWG -Become competent in direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Continue learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Regularly use skills necessary for success in academic settings 	<p>Listening</p> <ul style="list-style-type: none"> -Master note-taking skills, predict content, and understand bias from academic lectures, speeches, or audio-visual media -Recognize word endings, reductions, syllable stress, and intonation in listening exercises -Draw conclusions from focused listening exercises <p>Speaking</p> <ul style="list-style-type: none"> -Use correct intonation in sentences and questions, including more-advanced use of narrative, descriptive and rhetorical modes -Initiate and participate in more-complex academic discussion and analyses -Receive and provide peer-feedback <p>Vocabulary</p> <ul style="list-style-type: none"> -Continue to build vocabulary bank from texts, readers, and academic word list -Recognize and appropriately use vocabulary from growing vocabular bank in extended listening exercises -Master definitions of, and appropriately use vocabulary words in reading, writing, listening, and speaking academic assignments related to TOEFL and IELTS proficiency exams 	<p>Listening Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Use vocabulary in academic listening passages -Summarize and paraphrase main ideas, details, and overall organization of more advanced academic listening passages -Listen for reasons, bias, mood, tone, contrast and comparison, signal words, and causes and effects <p>Oral Presentation/Speaking Skills</p> <ul style="list-style-type: none"> -Contribute to academic classroom discussions -Use critical thought and narrative, descriptive, expository rhetorical modes in academic oral presentations <p>Vocabulary</p> <ul style="list-style-type: none"> -Recognize, define, and appropriately use vocabulary from vocabulary bank built upon previous levels <p>Parts of Speech</p> <ul style="list-style-type: none"> -Master and appropriately use in phrases count and non-count nouns, pronouns, regular and irregular verbs, adjectives, adverbs, conjunctions, interjections, and prepositions 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Oral Presentation Rubrics -TOEFL/IELTS component skill equivalencies

ESL 1116 -Advanced TOEFL and IELTS Preparation: Reading, Writing, and Grammar			
Goals	Course Objectives Related to TOEFL and IELTS Exams	Student Learning Outcomes	Means of Assessment
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Master simultaneous, integrated skill usage in reading, writing, and grammar that complements LSV -Master direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Master learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Regularly use skills necessary for success in academic settings 	<p>Reading</p> <ul style="list-style-type: none"> -Make inferences and predictions from advanced academic reading selections -Master comprehension and critical thought strategies when reading academic sources -Read and demonstrate comprehension of advanced academic materials—identify and chart main ideas and supporting details; asking questions; summarizing, analyzing, and forming opinions <p>Writing</p> <ul style="list-style-type: none"> -Master vocabulary from text, readers, previous levels, and academic word lists -Master complex rules governing construction of coherent, integrated, rhetorically-consistent academic writing -Complete complex writing activities at advanced level including thesis-driven, rhetorically-sophisticated, 5 paragraph academic assignments <p>Grammar</p> <ul style="list-style-type: none"> -Master use of all parts of speech and academic vocabulary from prior levels in complex academic reading, writing, listening and speaking relative to TOEFL and IELTS proficiency exams -Recognize and be able to think critically about grammatical forms used in academic writing and oral presentations 	<p>Reading Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Identify structure, subjective elements, key words and phrases as they relate to author's main idea in a variety of academic materials including non-fiction, academic journal articles, science, art, political, news, biographical, literary, and short story works -Use charts, graphic organizers, annotations, highlights to connect ideas across readings and to understand purpose, organization, and bias <p>Paragraph to Essay Writing Skills</p> <ul style="list-style-type: none"> -Master thesis-driven descriptive, narrative, problem/solution, compare/contrast, cause/effect, opinion, narrative, and persuasive essays <p>Verb Tenses</p> <ul style="list-style-type: none"> -Master Past, Present, and Future Simple, Progressive, Perfect and Perfect Progressive -Master Passive Voice and Modals <p>Irregular Verbs</p> <ul style="list-style-type: none"> -Master additional verbs building on previous levels <p>Types of Sentences</p> <ul style="list-style-type: none"> -Master usage of compound-complex sentences 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Writing Rubrics -TOEFL/IELTS component skill equivalencies
ESL 2216 -Advanced TOEFL and IELTS Preparation: Listening, Speaking, and Vocabulary			
<p>Whole Person Language Development</p> <ul style="list-style-type: none"> -Master simultaneous, integrated skill usage in reading, writing, and grammar that complements RWG -Master direct English language thinking and speaking of language <p>Cultural Learning</p> <ul style="list-style-type: none"> -Deepen appreciation of language acquisition in American English-speaking cultural context -Master learning by doing <p>Academic Skill Development</p> <ul style="list-style-type: none"> -Regularly use skills necessary for success in academic settings 	<p>Listening</p> <ul style="list-style-type: none"> -Master note-taking skills, predict content, and understand bias from academic lectures, speeches, or audio-visual media -Recognize and use natural speech, connections and details between topics, stance and function, inferences and conclusions, and outlining assumptions, descriptions, classifications, chronologies, and similar meanings <p>Speaking</p> <ul style="list-style-type: none"> -Use correct intonation in sentences and questions, including advanced use of narrative, descriptive and rhetorical modes -Initiate and participate in complex academic discussion and analyses -Receive and provide peer-feedback <p>Vocabulary</p> <ul style="list-style-type: none"> -Complete and master vocabulary bank from texts, readers, and academic word lists -Recognize and appropriately use vocabulary from growing vocabular bank in extended listening exercises -Master definitions of, and appropriately use vocabulary words in reading, writing, listening, and speaking academic assignments relative to TOEFL and IELTS proficiency exams 	<p>Listening Comprehension/Critical Thinking</p> <ul style="list-style-type: none"> -Use vocabulary in academic listening passages -Summarize and paraphrase main ideas, details, and overall organization of more advanced academic listening passages -Listen for reasons, bias, opinions, similarities regarding same issue, morals, values, contrast and comparison, signal words, and causes and effects <p>Oral Presentation/Speaking Skills</p> <ul style="list-style-type: none"> -Contribute to academic classroom discussions -Use critical thought and narrative, descriptive, expository rhetorical modes in academic oral presentations <p>Vocabulary</p> <ul style="list-style-type: none"> -Recognize, define, and appropriately use vocabulary from vocabulary bank built upon previous levels <p>Parts of Speech</p> <ul style="list-style-type: none"> -Master and appropriately use in phrases count and non-count nouns, pronouns, regular and irregular verbs, adjectives, adverbs, conjunctions, interjections, and prepositions 	<p>Assessment Tools</p> <p><u>Course-specific</u></p> <ul style="list-style-type: none"> -Homework -Quizzes -Midterm Exam -Final Exam -Participation <p><u>Global Skill Development</u></p> <ul style="list-style-type: none"> -Michigan Test -Oral Presentation Rubrics -TOEFL/IELTS component skill equivalencies

Skill Sheet—Level 1 RWG and LSV

Student Name _____

Skill sheet evaluations are determined for students using M, N/I, or F. The meanings are as follows:

- M (masters skill standard, indicating sustained correct skill usage)
- N/I (needs improvement, indicates occasional correct usage, with work needed for mastery)
- F (fails to meet skill standard, indicating lack of even occasional correct usage)

Students must master skill sets from both RWG and LSV at a level of 74% of the skills and demonstrate such mastery by 74% combined performance on challenge exams for Azar and Q textbooks for RWG and Q textbook for LSV. This skill sheet can, therefore, be used to advise students regarding readiness for challenge exams. As well, this skill sheet can be found in the ESL Student Handbook. They are listed there so that each student may know at all times the range of skills required for each class in each level. The nine categories below (Reading Comprehension/Critical Thinking, Paragraph to Essay Writing Skills, Verb Tenses, etc.) are taken from the nine skills identified by ANU's ESL faculty as core skills within the Standardizing Our Program—SOP—curriculum design that is found in the ANU ESL Faculty Handbook. These categories form the core of the student learning outcomes found in each syllabus in the ESL program. These skill sheets, therefore, represent summarized specific skills students should master in each class in each level.

Level 1-Reading, Writing, and Grammar ESL 1111 Skill Sheet

Reading Comprehension/Critical Thinking

- _____ -Recognize, identify, and correctly use alphabetical, numerical, and sound/symbol relationships in writings
- _____ -Identify aspects of personal identification and social relationships
- _____ -Understand education systems, classroom etiquette, and teacher instructions
- _____ -Recall information from written sources
- _____ -Demonstrate basic discovery and observation skills in writings
- _____ -Translate, understand, and summarize written sources

Paragraph to Essay Writing Skills

- _____ -Identify basic sentence structure, basic sentence patterns, and basic paragraph structures
- _____ -Recognize and use basic support for main ideas in sequenced writing
- _____ -Use basic count and non-count nouns appropriately in sentences
- _____ -Use basic single verbs appropriately in sentences
- _____ -Demonstrate correct subject-verb agreement
- _____ -Correct basic errors in sentence patterns, single verb usage, and subject-verb agreement
- _____ -Use basic pronouns appropriately
- _____ -Use basic adjectives appropriately
- _____ -Use basic adverbs appropriately
- _____ -Use basic prepositions appropriately

Verb Tenses

- _____ -Recognize and use simple present tense
- _____ -Recognize and use present progressive tense
- _____ -Recognize and use the negative with present verb tenses

Irregular Verbs

- _____ -Understand and use irregular verb formations
- _____ -Consistently use and correct irregular forms of verbs such as *be*, *do*, *etc.*

Level 1-Listening, Speaking, and Vocabulary ESL 2211 Skill Sheet

Listening Comprehension/Critical Thinking

- _____ -Consistently recognize and use growing list of vocabulary words from listening and writing sources
- _____ -Recognize and use basic support for main ideas in listening passages and classroom instruction
- _____ -Recall information from listening sources
- _____ -Demonstrate basic discovery and observation skills orally
- _____ -Translate, understand, and summarize listening sources

Oral Presentation/Speaking Skills

- _____ -Effectively discuss life skills
- _____ -Effectively discuss education systems, classroom etiquette, and teacher instructions
- _____ -Prepare and present basic PowerPoint presentations
- _____ -Regularly participate in classroom discussions about personal identities, countries of origin, and other subjects in class
- _____ -Prepare and present orally on basic subjects including personal background, famous cities, famous people, etc.

Vocabulary

- _____ -Recognize, define, and appropriately use vocabulary words from a growing word bank
- _____ -Integrate vocabulary words into a range of assignments

Parts of Speech

- _____ -Recognize and appropriately use count and non-count nouns, regular and irregular verbs, pronouns, adjectives, adverbs, and prepositions in writings and oral assignments and presentations

Skill Sheet—Level 2 RWG and LSV

Student Name _____

Skill sheet evaluations are determined for students using M, N/I, or F. The meanings are as follows:

- M (masters skill standard, indicating sustained correct skill usage)
- N/I (needs improvement, indicates occasional correct usage, with work needed for mastery)
- F (fails to meet skill standard, indicating lack of even occasional correct usage)

Students must master skill sets from both RWG and LSV at a level of 74% of the skills and demonstrate such mastery by 74% combined performance on challenge exams for Azar and Q textbooks for RWG and Q textbook for LSV. This skill sheet can, therefore, be used to advise students regarding readiness for challenge exams. As well, this skill sheet can be found in the ESL Student Handbook. They are listed there so that each student may know at all times the range of skills required for each class in each level. The nine categories below (Reading Comprehension/Critical Thinking, Paragraph to Essay Writing Skills, Verb Tenses, etc.) are taken from the nine skills identified by ANU's ESL faculty as core skills within the Standardizing Our Program—SOP—curriculum design that is found in the ANU ESL Faculty Handbook. These categories form the core of the student learning outcomes found in each syllabus in the ESL program. These skill sheets, therefore, represent summarized specific skills students should master in each class in each level.

Level 2-Reading, Writing, and Grammar ESL 1112 Skill Sheet

Reading Comprehension/Critical Thinking

- _____ -Recognize and use more complex reading sources, including detailed assignment instructions and 3 paragraph writings
- _____ -Identify aspects of cultures around the world including naming practices, workplace practices, issues of immigration, leisure, etc.
- _____ -Understand education systems, classroom etiquette, and habits for success
- _____ -Recall information from more-complex written sources
- _____ -Demonstrate discovery and observation skills in writings
- _____ -Translate, understand, summarize, and demonstrate mastery of more-complex written sources

Paragraph to Essay Writing Skills

- _____ -Identify, structure, and correct errors in basic and compound sentences, including correct usage of conjunctions in basic paragraph-level writing
- _____ -Recognize and use more-complex support for main ideas in sequenced writing
- _____ -Master usage of count and non-count compound nouns, compound verbs, and developing list of pronouns, adjectives, adverbs, prepositions, conjunctions, and modifiers in sequenced writings
- _____ -Demonstrate correct subject-verb agreement
- _____ -Correct errors in sentence patterns, verb usage, and subject-verb agreement
- _____ -Demonstrate basic understanding of comparing and contrasting

Verb Tenses

- _____ -Master recognition and use of simple present tense and present progressive
- _____ -Recognize and use the past tense
- _____ -Recognize and use the future tense
- _____ -Recognize and use modal verbs
- _____ -Recognize and use the negative with present, future, and past verb tenses

Irregular Verbs

- _____ -Understand and use irregular verb formations
- _____ -Master use of and correct errors with irregular forms of verbs such as *be, do, etc.*

Level 2-Listening, Speaking, and Vocabulary ESL 2212 Skill Sheet

Listening Comprehension/Critical Thinking

- _____ -Consistently recognize and use growing list of vocabulary words from listening and writing sources
- _____ -Recognize and use detailed support for main ideas in listening passages and classroom instruction
- _____ -Demonstrate understanding of organizational structure in listening passages
- _____ -Recall information from listening sources
- _____ -Demonstrate discovery and observation skills orally
- _____ -Translate, understand, and summarize listening sources

Oral Presentation/Speaking Skills

- _____ -Effectively discuss life skills
- _____ -Effectively discuss education systems, classroom etiquette, and teacher instructions
- _____ -Prepare and present basic PowerPoint presentations
- _____ -Regularly participate in classroom discussions about naming practices, workplace practices, issues of immigration, leisure, etc.
- _____ -Prepare and present orally on subjects including personal background, famous people, etc.

Vocabulary

- _____ -Recognize, define, and appropriately use vocabulary words from a growing word bank
- _____ -Integrate vocabulary words into a range of assignments

Parts of Speech

- _____ -Recognize and appropriately use count and non-count nouns, regular and irregular verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and modifiers in writings and oral assignments and presentations

Skill Sheet—Level 3 RWG and LSV

Student Name _____

Skill sheet evaluations are determined for students using M, N/I, or F. The meanings are as follows:

- M (masters skill standard, indicating sustained correct skill usage)
- N/I (needs improvement, indicates occasional correct usage, with work needed for mastery)
- F (fails to meet skill standard, indicating lack of even occasional correct usage)

Students must master skill sets from both RWG and LSV at a level of 74% of the skills and demonstrate such mastery by 74% combined performance on challenge exams for Azar and Q textbooks for RWG and Q textbook for LSV. This skill sheet can, therefore, be used to advise students regarding readiness for challenge exams. As well, this skill sheet can be found in the ESL Student Handbook. They are listed there so that each student may know at all times the range of skills required for each class in each level. The nine categories below (Reading Comprehension/Critical Thinking, Paragraph to Essay Writing Skills, Verb Tenses, etc.) are taken from the nine skills identified by ANU's ESL faculty as core skills within the Standardizing Our Program—SOP—curriculum design that is found in the ANU ESL Faculty Handbook. These categories form the core of the student learning outcomes found in each syllabus in the ESL program. These skill sheets, therefore, represent summarized specific skills students should master in each class in each level.

Level 3-Reading, Writing, and Grammar ESL 1113 Skill Sheet

Reading Comprehension/Critical Thinking

- _____ -Demonstrate comprehension of more complex reading sources, including introductory academic sources and multi-paragraph writings
- _____ -Identify aspects of more complex readings on topics ranging from trends in society, social ethics, family ties, self-reliance, recycling, etc.
- _____ -Recall and restate information from more-complex written sources
- _____ -Demonstrate more-complex discovery and observation skills in writings
- _____ -Translate, understand, summarize, and demonstrate mastery of more-complex written sources

Paragraph to Essay Writing Skills

- _____ -Identify, structure, and correct errors in basic and compound sentences, including correct usage of dependent and independent clauses in 2-3 paragraph topic-sentence-driven writing
- _____ -Recognize and use more-complex support and point-by-point connections for main ideas in sequenced writing
- _____ -Master usage of count and non-count compound nouns, compound verbs, and developing list of pronouns, adjectives, adverbs, prepositions, conjunctions, modifiers, and interjections in sequenced writings
- _____ -Demonstrate correct subject-verb agreement
- _____ -Correct errors in sentence patterns, verb usage, and subject-verb agreement
- _____ -Demonstrate basic understanding of comparing and contrasting, sharing opinions, letter writing, narrative writing, asking questions, etc.

Verb Tenses

- _____ -Master recognition and use of simple present tense, present progressive, past, and future tenses, as well as modal verbs
- _____ -Recognize and use the present perfect tense
- _____ -Recognize and use the past perfect tense
- _____ -Recognize and use modal auxiliaries
- _____ -Recognize and use the negative with present, future, and past verb tenses

Irregular Verbs

- _____ -Understand and use irregular verb formations
- _____ -Continue to master use of and correct errors with irregular forms of verbs

Level 3-Listening, Speaking, and Vocabulary ESL 2213 Skill Sheet

Listening Comprehension/Critical Thinking

- _____ -Consistently recognize and use growing list of vocabulary words from listening and writing sources
- _____ -Recognize and use detailed support for main ideas in listening passages related to topics ranging from trends in society, social ethics, family ties, self-reliance, recycling, etc.
- _____ -Summarize main idea and organizational structure in intermediate-difficulty listening passages
- _____ -Recall information from more-complex listening sources
- _____ -Demonstrate discovery and observation skills orally

_____ -Recognize and use inferences and predictions

Oral Presentation/Speaking Skills

_____ -Effectively discuss and practice skills needed for academic success

_____ -Understand and practice classroom etiquette, and following of teacher instructions

_____ -Prepare and present PowerPoint presentations

_____ -Regularly participate in classroom discussions related to topics ranging from trends in society, social ethics, family ties, self-reliance, recycling, etc.

_____ -Prepare and present orally on subjects assigned in class

Vocabulary

_____ -Recognize, define, and appropriately use vocabulary words from a growing word bank

_____ -Integrate vocabulary words into a range of assignments

Parts of Speech

_____ -Recognize and appropriately use count and non-count nouns, regular and irregular verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, modifiers, and interjections in writings and oral assignments and presentations

Skill Sheet—Level 4 RWG and LSV

Student Name _____

Skill sheet evaluations are determined for students using M, N/I, or F. The meanings are as follows:

- M (masters skill standard, indicating sustained correct skill usage)
- N/I (needs improvement, indicates occasional correct usage, with work needed for mastery)
- F (fails to meet skill standard, indicating lack of even occasional correct usage)

Students must master skill sets from both RWG and LSV at a level of 74% of the skills and demonstrate such mastery by 74% combined performance on challenge exams for Azar and Q textbooks for RWG and Q textbook for LSV. This skill sheet can, therefore, be used to advise students regarding readiness for challenge exams. As well, this skill sheet can be found in the ESL Student Handbook. They are listed there so that each student may know at all times the range of skills required for each class in each level. The nine categories below (Reading Comprehension/Critical Thinking, Paragraph to Essay Writing Skills, Verb Tenses, etc.) are taken from the nine skills identified by ANU's ESL faculty as core skills within the Standardizing Our Program—SOP—curriculum design that is found in the ANU ESL Faculty Handbook. These categories form the core of the student learning outcomes found in each syllabus in the ESL program. These skill sheets, therefore, represent summarized specific skills students should master in each class in each level.

Level 4-Reading, Writing, and Grammar ESL 1114 Skill Sheet

Reading Comprehension/Critical Thinking

- _____ -Develop and effectively use comprehension strategies for complex reading sources, including cultural and academic sources
- _____ -Identify narrative, descriptive, and rhetorical modes of more-complex readings on topics ranging from developing job skills, food and culture, measures of wealth and success, ethical responsibility, business practices, risks and rewards, and issues with money, etc.
- _____ -Recall, restate, and connect information from more-complex written sources
- _____ -Demonstrate more-complex discovery and observation skills in writings
- _____ -Translate, understand, summarize, and demonstrate mastery of intermediate cultural and academic written sources

Paragraph to Essay Writing Skills

- _____ -Identify, structure, and correct errors in writing of complex 5 paragraph thesis-driven essays
- _____ -Recognize and use more-complex support and point-by-point connections for main ideas in intermediate sequenced thesis-driven writing
- _____ -Master usage of count and non-count compound nouns, noun clauses, compound verbs, and developing list of pronouns, adjectives, adjective clauses, adverbs, prepositions, conjunctions, modifiers, interjections, gerunds and infinitives in intermediate sequenced thesis-driven writings
- _____ -Demonstrate correct use of the passive voice
- _____ -Demonstrate correct use of comparing and contrasting, superlatives, sharing opinions, letter writing, narrative writing, asking questions, etc.

Verb Tenses

- _____ -Master recognition and use of simple present tense, present progressive, past, and future tenses, as well as modal verbs
- _____ -Recognize and use transitive and intransitive verbs
- _____ -Recognize and use verbs plus gerunds or infinitives
- _____ -Recognize and use the negative with present, future, and past verb tenses

Irregular Verbs

- _____ -Understand and use intermediate irregular verb formations
- _____ -Continue to master use of and correct errors with irregular forms of verbs

Level 4-Listening, Speaking, and Vocabulary ESL 2214 Skill Sheet

Listening Comprehension/Critical Thinking

- _____ -Consistently recognize and use growing list of vocabulary words from listening and writing sources
- _____ -Recognize and use detailed support for main ideas in listening passages related to topics ranging from developing job skills, food and culture, measures of wealth and success, ethical responsibility, business practices, risks and rewards, and issues with money, etc.
- _____ -Summarize main idea and organizational structure in intermediate-difficulty listening passages
- _____ -Recall and analyze information from intermediate listening sources
- _____ -Recognize and use more-complex inferences and predictions in drawing conclusions in oral presentations and in analyzing listening sources

Oral Presentation/Speaking Skills

- _____ -Contribute to intermediate-level, complex class discussions centered on cultural and academic subjects
- _____ -Use critical thought and narrative, descriptive, expository rhetorical modes in oral presentations and in PowerPoint presentations
- _____ -Regularly participate in classroom discussions related to topics ranging from developing job skills, food and culture, measures of wealth and success, ethical responsibility, business practices, risks and rewards, and issues with money, etc.

Vocabulary

- _____ -Recognize, define, and appropriately use vocabulary words from a growing word bank
- _____ -Integrate vocabulary words into a range of assignments

Parts of Speech

_____ -Recognize and appropriately use count and non-count compound nouns, noun clauses, compound verbs, and developing list of pronouns, adjectives, adjective clauses, adverbs, prepositions, conjunctions, modifiers, interjections, gerunds and infinitives in intermediate sequenced thesis-driven writings

Skill Sheet—Level 5 RWG and LSV

Student Name _____

Skill sheet evaluations are determined for students using M, N/I, or F. The meanings are as follows:

- M (masters skill standard, indicating sustained correct skill usage)
- N/I (needs improvement, indicates occasional correct usage, with work needed for mastery)
- F (fails to meet skill standard, indicating lack of even occasional correct usage)

Students must master skill sets from both RWG and LSV at a level of 74% of the skills and demonstrate such mastery by 74% combined performance on challenge exams for Azar and Q textbooks for RWG and Q textbook for LSV. This skill sheet can, therefore, be used to advise students regarding readiness for challenge exams. As well, this skill sheet can be found in the ESL Student Handbook. They are listed there so that each student may know at all times the range of skills required for each class in each level. The nine categories below (Reading Comprehension/Critical Thinking, Paragraph to Essay Writing Skills, Verb Tenses, etc.) are taken from the nine skills identified by ANU's ESL faculty as core skills within the Standardizing Our Program—SOP—curriculum design that is found in the ANU ESL Faculty Handbook. These categories form the core of the student learning outcomes found in each syllabus in the ESL program. These skill sheets, therefore, represent summarized specific skills students should master in each class in each level.

Level 5-Reading, Writing, and Grammar ESL 1115 Skill Sheet

Reading Comprehension/Critical Thinking

- _____ -Develop and effectively use comprehension strategies for complex cultural, academic, and TOEFL and IELTS-based reading sources
- _____ -Use subheading preview, and identification of thesis relation to body paragraphs strategies in writing to enhance comprehension and problem solving
- _____ -Use charts, graphic organizers, annotations, and highlights to connect ideas across readings and to understand purpose, organization, and bias
- _____ -Relate and apply new information to student's own experiences, and identify similarities and differences, compared and contrasted with cultural and academic readings
- _____ -Identify narrative, descriptive, and rhetorical modes of more-complex readings on topics ranging from power and responsibility, health care, creativity, culture, and personal development, transitioning from work to school, and the place of humans in nature, etc.
- _____ -Translate, understand, summarize, and demonstrate familiarity with high-intermediate cultural, academic, and TOEFL and IELTS-based reading sources

Paragraph to Essay Writing Skills

- _____ -Develop thesis-driven descriptive, narrative, problem/solution, compare/contrast, cause/effect, opinion, and persuasive essays
- _____ -Recognize and use more-complex support and point-by-point connections for main ideas in high-intermediate sequenced thesis-driven writing
- _____ -Review and master usage of count and non-count compound nouns, noun clauses, compound verbs, and developing list of pronouns, adjectives, adjective clauses, adverbs, prepositions, conjunctions, modifiers, interjections, gerunds and infinitives in high-intermediate sequenced thesis-driven writings

Verb Tenses

- _____ -Review and master recognition and use of simple and progressive tenses, perfect and perfect progressive tenses in past, present, and future
- _____ -Review and master subject-verb agreement
- _____ -Review and master modals
- _____ -Review and master active and passive
- _____ -Recognize and use the negative with present, future, and past verb tenses

Irregular Verbs

- _____ -Understand and use high-intermediate irregular verb formations
- _____ -Continue to master use of and correct errors with irregular forms of verbs

Level 5-Listening, Speaking, and Vocabulary ESL 2215 Skill Sheet

Listening Comprehension/Critical Thinking

- _____ -Consistently recognize and use growing list of vocabulary words from complex cultural, academic, and TOEFL and IELTS-based listening and writing sources
- _____ -Paraphrase and use detailed support for main ideas in listening passages related to topics ranging from power and responsibility, health care, creativity, culture, and personal development, transitioning from work to school, and the place of humans in nature, etc.
- _____ -Summarize main idea and organizational structure and identify signal words in high-intermediate-difficulty listening passages
- _____ -Recognize and use more-complex inferences and predictions in drawing conclusions in oral presentations and in analyzing listening sources

Oral Presentation/Speaking Skills

- _____ -Contribute to intermediate-level, complex class discussions centered on complex cultural, academic, and TOEFL and IELTS-based reading sources
- _____ -Use critical thought and narrative, descriptive, expository rhetorical modes in oral presentations and in PowerPoint presentations
- _____ -Regularly participate in classroom discussions related to topics ranging from power and responsibility, health care, creativity, culture, and personal development, transitioning from work to school, and the place of humans in nature, etc.

Vocabulary

- _____ -Recognize, define, and appropriately use vocabulary words from a growing word bank
- _____ -Integrate vocabulary words into a range of assignments

Parts of Speech

- _____ -Recognize and appropriately use count and non-count compound nouns, noun clauses, compound verbs, and developing list of pronouns, adjectives, adjective clauses, adverbs, prepositions, conjunctions, modifiers, interjections, gerunds and infinitives in high-intermediate sequenced thesis-driven writings

Skill Sheet—Level 6 RWG and LSV

Student Name _____

Skill sheet evaluations are determined for students using M, N/I, or F. The meanings are as follows:

- M (masters skill standard, indicating sustained correct skill usage)
- N/I (needs improvement, indicates occasional correct usage, with work needed for mastery)
- F (fails to meet skill standard, indicating lack of even occasional correct usage)

Students must master skill sets from both RWG and LSV at a level of 74% of the skills and demonstrate such mastery by 74% combined performance on challenge exams for Azar and Q textbooks for RWG and Q textbook for LSV. This skill sheet can, therefore, be used to advise students regarding readiness for challenge exams. As well, this skill sheet can be found in the ESL Student Handbook. They are listed there so that each student may know at all times the range of skills required for each class in each level. The nine categories below (Reading Comprehension/Critical Thinking, Paragraph to Essay Writing Skills, Verb Tenses, etc.) are taken from the nine skills identified by ANU's ESL faculty as core skills within the Standardizing Our Program—SOP—curriculum design that is found in the ANU ESL Faculty Handbook. These categories form the core of the student learning outcomes found in each syllabus in the ESL program. These skill sheets, therefore, represent summarized specific skills students should master in each class in each level.

Level 6-Reading, Writing, and Grammar ESL 1116 Skill Sheet

Reading Comprehension/Critical Thinking

- _____ -Master comprehension strategies for complex cultural, academic, and TOEFL and IELTS-based reading sources
- _____ -Identify structure, subjective elements, key words and phrases as they relate to author's main idea in a variety of academic materials including non-fiction, academic journal articles, science, art, political, news, biographical, literary, short story works, and TOEFL and IELTS-based readings
- _____ -Use charts, graphic organizers, annotations, and highlights to connect ideas across readings and to understand purpose, organization, bias, meaning from context, and connection of ideas
- _____ -Translate, understand, summarize, and demonstrate familiarity with advanced cultural, academic, and TOEFL and IELTS-based reading sources

Paragraph to Essay Writing Skills

- _____ -Master thesis-driven descriptive, narrative, problem/solution, compare/contrast, cause/effect, opinion, and persuasive essays
- _____ -Recognize and use complex support and point-by-point connections for main ideas in advanced sequenced thesis-driven writing
- _____ -Master cohesive writing techniques through developmental paragraphs, inferences, paraphrasing, and summaries
- _____ -Demonstrate fluency with count and non-count compound nouns, noun clauses, compound verbs, and developing list of pronouns, adjectives, adjective clauses, adverbs, prepositions, conjunctions, modifiers, interjections, gerunds and infinitives in advance sequenced thesis-driven writings

Verb Tenses

- _____ -Demonstrate fluency with use of simple and progressive tenses, perfect and perfect progressive tenses in past, present, and future
- _____ -Master subject-verb agreement
- _____ -Master modals
- _____ -Master active and passive
- _____ -Demonstrate fluency with the negative with present, future, and past verb tenses

Irregular Verbs

- _____ -Understand and use high-intermediate irregular verb formations
- _____ -Continue to master use of and correct errors with irregular forms of verbs

Level 6-Listening, Speaking, and Vocabulary ESL 2216 Skill Sheet

Listening Comprehension/Critical Thinking

- _____ -Consistently recognize and use growing list of vocabulary words from complex cultural, academic, and TOEFL and IELTS-based listening and writing sources
- _____ -Identify structure, subjective elements, key words and phrases as they relate to speaker's main idea in a variety of academic materials including TOEFL and IELTS-based listening exercises
- _____ -Listen for reasons, bias, opinions, similarities regarding same issue, morals, values, contrast and comparison, signal words, and causes and effects
- _____ -Summarize main idea and organizational structure and identify signal words in advanced listening passages
- _____ -Recognize and use more-complex inferences and predictions in drawing conclusions in oral presentations and in analyzing listening sources

Oral Presentation/Speaking Skills

- _____ -Contribute to advanced class discussions centered on complex cultural, academic, and TOEFL and IELTS-based reading sources
- _____ -Use critical thought and narrative, descriptive, expository rhetorical modes in oral presentations and in PowerPoint presentations
- _____ -Recognize and use complex support and point-by-point connections for main ideas in advanced sequenced academic oral assignments

Vocabulary

- _____ -Recognize, define, and appropriately use vocabulary words from a growing word bank
- _____ -Integrate vocabulary words into a range of assignments

Parts of Speech

_____ -Recognize and appropriately use count and non-count compound nouns, noun clauses, compound verbs, and developing list of pronouns, adjectives, adjective clauses, adverbs, prepositions, conjunctions, modifiers, interjections, gerunds and infinitives in high-intermediate sequenced thesis-driven writings

In-Class Writing Rubric

Written skills are evaluated using writing rubric (100 points).

Student: _____ Evaluator: _____ Course: _____

Date: _____

<i>Category</i>	<i>Skills</i>	<i>Score (100 pts)</i>	<i>Comments</i>
Content	<ul style="list-style-type: none"> • Background/Pre-Writing 	_____ /5	
	<ul style="list-style-type: none"> • Main Idea/Thesis 	_____ /20	
Grammar	<ul style="list-style-type: none"> • Verb Usage 	_____ /15	
	<ul style="list-style-type: none"> • Syntax 	_____ /10	
Vocabulary	<ul style="list-style-type: none"> • New Words 	_____ /5	
Comprehension	<ul style="list-style-type: none"> • Response to Prompt 	_____ /20	
	<ul style="list-style-type: none"> • Details/Examples/Evidence 	_____ /10	
Organization	<ul style="list-style-type: none"> • Unity 	_____ /5	
	<ul style="list-style-type: none"> • Progression 	_____ /5	
	<ul style="list-style-type: none"> • Coherence 	_____ /5	

Total: _____ /100

In-Class Oral Presentation Rubric

Oral skills are evaluated using conversation rubric (100 points) and presentation rubric (50 points).

Student: _____ Evaluator: _____ Course: _____

Date: _____

<i>Category</i>	<i>Skills</i>	<i>Score (50 pts)</i>	<i>Comments</i>
Content	• Preparation/Thoroughness	5 4 3 2 1	
	• Main Idea	5 4 3 2 1	
Grammar	• Verb Usage	5 4 3 2 1	
	• Syntax	5 4 3 2 1	
Vocabulary	• New Words	5 4 3 2 1	
Comprehension	• Response to Prompt	5 4 3 2 1	
	• Beyond notes	5 4 3 2 1	
Delivery	• Pronunciation	5 4 3 2 1	
	• Posture	5 4 3 2 1	
	• Visuals	5 4 3 2 1	

Total: _____/50

In-Class Oral Conversation Rubric

Oral skills are evaluated using conversation rubric (100 points) and presentation rubric (50 points).

Student: _____ Evaluator: _____ Course: _____ Date: _____

<i>Category</i>	<i>Skills</i>	<i>Score (100 pts)</i>	<i>Comments</i>
<i>Task Completion</i>	Was your conversation appropriate to the prompt? Did you cover all the requested information? Were your answers detailed and elaborated?	_____/30	
<i>Comprehensibility /Understanding</i>	Was your conversation comprehensible? Were hesitations natural-seeming or did they interfere with comprehension? Were you able to get your point across when your partner didn't understand you? Were you able to comprehend what was said to you?	_____/20	
<i>Grammar</i>	Are grammatical structures that we've studied in class generally correct? Did you pay careful attention to tense (time) and use present, past, and future where appropriate?	_____/15	
<i>Vocabulary</i>	Did you use a wide variety of vocabulary? Is your vocabulary appropriate to the topic?	_____/15	
<i>Interaction/ Discourse Flow</i>	How well does your conversation flow? Was it natural sounding? Were you able to advance the conversation by asking and answering questions accurately? Did you speak in complete sentences most of the time?	_____/10	
<i>Pronunciation</i>	Did you make an effort to pronounce English correctly? Were your vowels and consonants clear?	_____/10	

Total: _____/100

MELAB-Based Writing Evaluation Rubric for Michigan Test Placement

Level 6	<p>97 Topic is richly and fully developed. Flexible use of a wide range of syntactic (sentence-level) structures, and accurate morphological (word forms) control. Organization is appropriate and effective, and there is excellent control of connection. There is a wide range of appropriately used vocabulary. Spelling and punctuation appear error-free.</p>	<p>93 Topic is fully and complexly developed. Flexible use of a wide range of syntactic structures. Morphological control is nearly always accurate. Organization is well controlled and appropriate to the material, and the writing is well connected. Vocabulary is broad and appropriately used. Spelling and punctuation errors are not distracting.</p>
Level 5	<p>87 Topic is well developed, with acknowledgment so its complexity. Varied syntactic structures are used with some flexibility, and there is good morphological control. Organization is controlled and generally appropriate to the material, and there are few problems with connection. Vocabulary is broad and usually used appropriately. Spelling and punctuation errors are not distracting.</p>	<p>83 Topic is generally clearly and completely developed, with at least some acknowledgment of its complexity. Both simple and complex syntactic structures are generally adequately used; there is adequate morphological control. Organization is controlled and shows some appropriacy to the material, and connection is usually adequate. Vocabulary use shows some flexibility, and is usually appropriate. Spelling and punctuation errors are sometimes distracting.</p>
Level 4	<p>77 Topic is developed clearly but not completely and without acknowledging its complexity. Both simple and complex syntactic structures are present; in some 77 essays, these are cautiously and accurately used while in others there is more fluency and less accuracy. Morphological control is inconsistent. Organization is generally controlled, while connection is sometimes absent or unsuccessful. Vocabulary is adequate but may sometimes be inappropriately used. Spelling and punctuation errors are sometimes distracting.</p>	<p>73 Topic development is present, although limited by incompleteness, lack of clarity, or lack of focus. The topic may be treated as though it has only one dimension, or only one point of view is possible. In some 73 essays, both simple and complex syntactic structures are present, but with many errors; others have accurate syntax but are very restricted in the range of language attempted. Morphological control is inconsistent. Organization is partially controlled, while connection is often absent or unsuccessful. Vocabulary is sometimes inadequate, and sometimes inappropriately used. Spelling and punctuation errors are sometimes distracting.</p>
Level 3	<p>67 Topic development is present but restricted, and often incomplete or unclear. Simple syntactic structures dominate, with many errors; complex syntactic structures, if present, are not controlled. Lacks morphological control. Organization, when apparent, is poorly controlled, and little or no connection is apparent. Narrow and simple vocabulary usually approximates meaning but is often inappropriately used. Spelling and punctuation errors are often distracting.</p>	<p>63 Contains little sign of topic development. Simple syntactic structures are present, but with many errors; lacks morphological control. There is little or no organization, and no connection apparent. Narrow and simple vocabulary inhibits communication, and spelling and punctuation errors often cause serious interference.</p>
Level 2	<p>57 Often extremely short; contains only fragmentary communication about the topic. There is little syntactic or morphological control, and no organization or connection are apparent. Vocabulary is highly restricted and inaccurately used. Spelling is often indecipherable and punctuation is missing or appears random.</p>	<p>53 Extremely short, usually about 40 words or less; communicates nothing, and is often copied directly from the prompt. There is little sign of syntactic or morphological control, and no apparent organization or connection. Vocabulary is extremely restricted and repetitively used. Spelling is often indecipherable and punctuation is missing or appears random.</p>
Level 1	<p>0 <i>A Zero can be given to a nonresponse.</i> A completely blank answer sheet or simple the test taker's name on the space where the essay should be written. <i>A zero can also be given to a composition that is written on a topic different from any of those assigned.</i> connection of composition to the prompt may be so loose that the essay could very well have been prepared in advance. Considerable effort must be made to see the connection between the composition and the prompt.</p>	

MELAB-Based Speaking Evaluation Rubric for Michigan Test Placement

MELAB-Based Spoken English Descriptors

Level 6	97	Excellent Speaker: The test taker is a highly fluent user of the language, and employs native-like prosody in both phases of the test. The test taker is able to speak clearly and employ complex grammatical structures while speaking. Prosody is native-like though may be accented. Idiomatic, general and specific vocabulary range is extensive. There is rarely a search for a word or an in inappropriate use of a lexical item.	93	The test taker, while a highly fluent user of the language, may struggle slightly with one or other phase of the test. The test taker speaks clearly and employs complex grammatical structures, yet makes rare mistakes. Prosody is native-like though may be accented. Idiomatic, general and specific vocabulary range is extensive. There is occasionally a search for a word or an in inappropriate use of a lexical item.
Level 5	87	Good Speaker: The test taker is quite fluent and interactive, but has gaps in linguistic range and control. Overall, the test taker communicates well and is quite fluent. Accent does not usually cause intelligibility problems, though there may be occurrences of deviations from conventional pronunciation. He or she employs fairly complex grammatical structures and lexical range and is able to elaborate on topics. Vocabulary range is good, but lexical fillers are occasionally employed.	83	The test taker is fairly fluent and interactive, but gaps in linguistic range and control occasional interrupt flow of communication. The test taker may noticeably struggles with one or other phase of the test. Accent does not usually cause intelligibility problems, though deviations from conventional pronunciation are present. He or she employs somewhat complex grammatical structures and lexical range and is able to elaborate on topics. Vocabulary range is good, but lexical fillers are employed.
Level 4	77	Fair Speaker: Talk is somewhat slow and vocabulary is limited, but generally well employed. Communication occurs with occasional hesitations, pauses, and false starts, but fluency exists on limited topics. Although talk may be highly accented, limitedly affecting intelligibility, the test taker can convey communicative intent. The discourse flow is occasionally impeded by incomplete utterances. The test taker may not quite understand the complexity of what the examiner is asking. Vocabulary is somewhat limited, and there are occasional occurrences of misused lexical items.	73	Talk is somewhat slow and vocabulary is limited, but fairly well employed. Hesitations, pauses, and false starts occur in one or other test, but fluency exists on limited topics. Although talk may be highly accented, affecting intelligibility, the test taker can fairly-effectively convey communicative intent. The discourse flow is impeded by incomplete utterances. The test taker may not understand the complexity of what the examiner is asking. Vocabulary is somewhat limited, and there are occurrences of misused lexical items.
Level 3	67	Marginal Speaker: Talk is slow and vocabulary is fairly limited. Overall, the pace of talk is slow with numerous hesitations, pauses, and false starts, but moderate fluency may be demonstrated on limited topics. Talk is highly accented, affecting intelligibility, yet the test taker can convey communicative intent. The discourse flow is impeded by incomplete utterances. The test taker does not understand the entire complexity of what the examiner is asking. Vocabulary is limited, and there are a few occurrences of misused lexical items.	63	Talk is slow and vocabulary is limited. Hesitations, pauses, and false starts are pronounced in one or other test, yet fluency is rarely demonstrated on limited topics. Talk is highly accented, greatly affecting intelligibility, yet the test taker can convey communicative intent. The discourse flow is impeded by incomplete utterance. The test taker does under the complexity of what the examiner is asking. Vocabulary is limited, and there are persistent misused lexical items.
Level 2	57	Weak Speaker: Talk consists mainly of isolated phrases and formulaic expressions, and there are communication breakdowns between the examiner and the test taker. His or her abilities are insufficient for one or the other phase of the test. Some knowledge of English exists and some responses to the questions are supplied. Utterances may not consist of syntactic units, and it is difficult to understand the communicative intent of the test taker. The test taker frequently does not understand the examiner. Accent is be strong, making some responses unintelligible. Vocabulary is limited.	53	Talk consists mostly of isolated phrases and formulaic expressions, and there are many communication breakdowns between the examiner and test taker. His or her abilities are insufficient for both phases of the test. Limited knowledge of English exists and limited responses to questions are supplied. Utterances do not consist of syntactic units, and it is very difficult to understand communicative intent. The test taker rarely understands the examiner. Accent is strong, making responses unintelligible. Vocabulary is quite limited.
Level 1	0	Poor Speaker: A Zero can be given to a nonresponse. The test taker may only be able to give basic name and background information, but is unable to engage with either phase of the test. A zero can also be given to a responses that are off topic and different from any of those assigned. Connection to the prompt may be so loose that the speaking could very well have been prepared in advance. Considerable effort must be made to see the connection between the communication and the two phases of the test.		

Salient Features		
Speech	Fluency Intelligibility	*rate of speech, pausing/hesitation, prosody (stress, rhythm, intonation) *accent, articulation, delivery
Interaction	Conversation Development Conversation Comprehension	*interactional facility (responsiveness), topic development (elaboration) *mutual comprehension (test taker comprehensibility and adjustment to examiner)
Language	Vocabulary Grammar	*lexical range (general, specific, idiomatic), use of lexical filters, utterance length, utterance complexity, syntactic control, morphology

