

**STUDENT DESCRIPTORS**

	<b>READING</b>	<b>WRITING</b>	<b>LISTENING/SPEAKING</b>	<b>GRAMMAR</b>
<b>LEVEL A</b>	By the end of this level, the students can read linguistically non-complex materials which provide basic information with which they can readily identify and for which they have some background knowledge. They can also write short texts containing simple, yet coherent sentences. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.		By the end of this level, the students can engage successfully in short exchanges related to basic social functions. During more extended conversations, however, speech may be halting and often inaccurate, but the main idea will be understood by sympathetic listeners. Students' comprehension of longer discourse will be limited to main ideas. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can understand and produce questions and statements in spoken and written form using the simple tenses, some basic modals and adverbials, and basic sentence word order. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.
	<b>READING</b>	<b>WRITING</b>	<b>LISTENING/SPEAKING</b>	<b>GRAMMAR</b>
<b>LEVEL B</b>	By the end of this level, the students can read simple materials for both academic needs and personal enjoyment. Comprehension may be limited; however, students should be able to determine main idea and salient details. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students demonstrate fluency in writing multiple paragraphs on a given topic. Their writing will include simple, compound, and complex sentences, with limited use of transitions. Errors in grammar and logic may be evident due to students' experimentation with more complicated structures. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can initiate and engage in short conversations involving a variety of topics. Because of limited vocabulary, speech may be halting and sometimes inaccurate, but there will be more evidence of internalization of grammatical patterns. Students will be able to understand longer discourse containing vocabulary appropriate to this level. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can understand and produce questions and statements in spoken and written form using the present and past tenses in simple and progressive modes, present perfect and present perfect progressive tenses, and some basic modals (including "be going to" and "will"). In addition, they should be able to use noun and verb phrases using comparatives and superlatives. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.

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<b>LEVEL C</b>	By the end of this level, the students can read longer texts which have not been written or adapted for the ESL reader. Students are able to read independently a variety of materials, such as editorials, essays, newspaper articles, short stories, and novels for both academic needs and personal enjoyment. Comprehension may be limited, but students should be able to see the relationship between the main ideas and details and relate background knowledge to what they are reading. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can draft, develop, and revise narrative, descriptive, and enumerative paragraphs. Topic sentences and main supporting ideas will be clearly evident. Their writing will include simple, compound, and complex sentences, with greater use of transitions. Errors in grammar and logic will be less evident due to students' familiarization with more complicated structures. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can initiate and engage in short conversations and structured small group discussions involving a variety of topics. Speech will show evidence of internalization of grammatical patterns. Although pronunciation errors may be frequent, they will not interfere with overall intelligibility. Students can also understand the main ideas in a variety of native listening experiences, such as news reports. In addition, they will be able to understand longer discourse containing vocabulary appropriate to this level. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can understand and produce questions and statements in spoken and written form using all the tenses except future perfect and future perfect progressive. They can easily use a variety of modals although errors in production of perfect modals may occur. Students can distinguish between count and noncount nouns and can use appropriate quantifiers for their limited vocabulary. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.
	READING	WRITING	LISTENING/SPEAKING	GRAMMAR
<b>LEVEL D</b>	By the end of this level, the students can read longer texts which have not been written or adapted for the ESL reader. Students are able to read independently a variety of materials, such as editorials, essays, newspaper articles, short stories, and novels for both academic needs and personal enjoyment. Comprehension reflects an ability to understand subtleties in the language and make inferences based on background knowledge and linguistic knowledge. Students are able to analyze, question and react to information in the readings. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can draft, develop, and revise essays requiring classifying, comparing and contrasting, and giving reasons. Thesis statement, topic sentences, and supporting ideas will be clearly evident. Their writing will show a variety of cohesive devices including sentence embedding, pronoun reference, and transitions. Writing will show emerging control of most grammatical patterns. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can initiate and engage in short conversations and structured small group discussions, and give oral presentations. Speech will show increasing fluency and accuracy, especially in unstructured situations. Pronunciation errors will not interfere with overall intelligibility. In addition, oral presentations will show evidence of the ability to organize ideas and effectively introduce and conclude a topic. Students can also understand the main ideas and some details in a variety of native listening experiences. Students will be able to understand longer discourse containing vocabulary appropriate to this level, take notes, and summarize information or respond to questions. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.	By the end of this level, the students can understand and produce questions and statements in spoken and written form using all the tenses except future perfect and future perfect progressive. They can readily use a variety of modals and are able to recognize and discriminate between active and passive voice. They will be able to use conditionals and reported speech in structured situations. Students are familiar with the usage of gerunds and infinitives. A <b>grade of at least C</b> , based on Program grading scale, indicates that an individual student reflects this profile.