

The ELI has six levels for each core course, which comprise a range from Beginning to Advanced as described by the ELI's Proficiency Scale. At the end of the term, you will receive a proficiency score based on successfully demonstrating the student learning outcomes for each course.

Proficiency Scale:		
A	Advanced	Student has shown mastery of the outcomes for level 60
LA	Low-Advanced	Student has shown mastery of the outcomes for level 50
HI	High-Intermediate	Student has shown mastery of the outcomes for level 40
I	Intermediate	Student has shown mastery of the outcomes for level 30
HB	High-Beginning	Student has shown mastery of the outcomes for level 20
B	Beginning	Student has shown mastery of the outcomes for level 10
N	New	Student has no knowledge of English, starting level 10

Achieved=consistently demonstrating 75% of the student learning outcomes in a course based on assessments.

A	Advanced
<p>In order to be evaluated as Advanced in an individual course, student will have achieved the student learning outcomes for level 60:</p> <p><i>For Listening/Speaking 60, students are able to:</i></p> <ul style="list-style-type: none"> • give a 8-10 minute academic, argumentative-style presentation showing evidence of research, with specific academic source references and a visual data reference • respond to comments and participate in discussions on academic presentations in class • participate and interact in a formal academic debate • identify the main ideas and relevant details of an unmodified academic passage • identify main ideas, supporting points, and interpret viewpoints in academic debate listening passages and formal discussions • utilize notes from lectures and academic passages to demonstrate comprehension • summarize and respond to an academic passage without in class preparation <p><i>For Reading/Writing 60, students are able to:</i></p> <ul style="list-style-type: none"> • employ reading and annotation strategies appropriate for the reading goal 	

- demonstrate understanding of academic vocabulary, including academic collocations, critical for understanding unadapted texts
- use strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
- articulate the central thesis or claim of a reading, as well as supporting information, and counterclaims
- evaluate the credibility of an author, claim, or a text
- analyze how ideas and concepts related to the same topic are developed in different readings
- interpret information presented visually or quantitatively
- infer information about a text and the author
- use sentence structures and punctuation to create variety, emphasis, and clarity in writing
- accurately employ and spell a sophisticated range of core academic words and phrases as well as field-specific vocabulary
- create cohesion within and over multiple paragraphs
- write and revise an essay that synthesizes information from instructor-provided sources
- write an essay that synthesizes information from researched sources
- substantially transform information taken from sources through paraphrasing
- accurately identify academic sources and employ an approved academic citation style
- use self-editing skills and instructor feedback to revise drafts for accuracy, coherence, and cohesion
- compose an essay, under timed conditions (ex. analytic, rhetorical analysis, argument) from short sources provided by the instructor in advance

For Grammar 60, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Overview of all English verb tenses: simple present, present progressive, simple past, past progressive, present perfect/present perfect progressive, past perfect/past perfect progressive, *will* and *be going to*, future progressive, future perfect/future perfect progressive
- Causative verbs
- Progressive and passive forms of modals: advisability, certainty/conclusion, obligation
- Passive infinitives and passive gerunds
- Conditionals, including: mixed conditionals, replacing *if*, omitting *if*
- Reduced adjective clauses
- Reduced adverb clauses: time, reason, contrast, concession
- Noun clauses
- Reported speech

LA	Low-Advanced
<p>In order to be evaluated as Low-Advanced in an individual course, student will have achieved the student learning outcomes for level 50:</p> <p><i>For Listening/Speaking 50, students are able to:</i></p> <ul style="list-style-type: none"> • lead a formal class discussion on an academic topic • appropriately participate in conversations demonstrating knowledge of varying interactional styles and formality • give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper spoken citations • identify the main ideas and distinguish relevant supporting details of an unmodified academic passage for which they have some background knowledge • identify main ideas, viewpoints, and key details in a group discussion listening passage of an academic discussion or conversation • demonstrate comprehension of relationships between ideas in more than one brief academic passage • summarize an academic passage without in-class preparation <p><i>For Reading/Writing 50, students are able to:</i></p> <ul style="list-style-type: none"> • demonstrate understanding of academic words critical to comprehension of level-appropriate text • use a variety of context clues to aid in comprehension of unfamiliar words or phrases • identify the central idea and its relationship to main ideas and supporting details • gather information on a topic by reading multiple texts that approach and develop the topic in different ways • make inferences about the text and the author's purpose, position, and target audience • demonstrate ability to accurately spell and employ core academic vocabulary sufficient to write about a variety of academic topics • use varying sentence structures and punctuation to add variety, flow, and interest to writing • create cohesion at the sentence and paragraph levels and between paragraphs • write a cause/effect essay with well-developed support for a central thesis • compose an argument essay with detailed support for central claim • integrate and synthesize material from two or more academic sources to create detailed support for the central thesis • compose written summaries with a response component • paraphrase and acknowledge source material (formal citations optional) • use self-editing skills and instructor feedback to revise essay drafts for accuracy, coherence, and cohesion • compose an essay, in response to a prompt, under timed, exam conditions (ex. argument, cause/effect) <p><i>For Grammar 50, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:</i></p> <ul style="list-style-type: none"> • present perfect vs. present perfect progressive 	

- past perfect vs. past perfect progressive
- passive voice
- *get*-passive and participial adjectives
- past time modals and modal phrases: regret, conclusion, obligation, ability, expectation, past habit
- common verb/preposition combinations and common adjective/preposition combinations
- gerunds and infinitives: gerunds as objects of prepositions, infinitives of purpose with *in order to*
- conditionals: real/true, unreal, use of *wish* and *hope* in conditionals
- adverb clauses and related structures: time, cause and effect, contrast, direct contrast
- adjective clauses, including: adjective clauses with expressions of quantity, adjective clauses modified by *where/when*, use of *which* to modify whole sentence

HI	High-Intermediate
<p>In order to be evaluated as High-Intermediate in an individual course, student will have achieved the student learning outcomes for level 40:</p> <p><i>For Listening/Speaking 40, students are able to:</i></p> <ul style="list-style-type: none"> • demonstrate understanding of appropriate conversation skills in varying levels of formality and contexts • respond and participate in a formal class discussion that students have prepared for with support from other sources • give a 5-7 minute comparison/contrast-style academic presentation using formal transition markers • identify the main ideas and distinguish relevant supporting details of a brief formal or academic passage about general topics • utilize notes on a formal or academic passage to demonstrate comprehension • identify main ideas and key details expressed in a group discussion listening passage about a general or conversational topic • summarize the main points of a brief academic passage <p><i>For Reading/Writing 40, students are able to:</i></p> <ul style="list-style-type: none"> • demonstrate understanding of high-frequency and core academic vocabulary critical to comprehending level appropriate texts • approximate meaning of unfamiliar words and phrases • identify the overall thesis, main ideas, and supporting details of a reading • demonstrate ability to distinguish the most important ideas from minor details in a text • use inferences to make conclusions and predictions • identify patterns of organization to aid in comprehension • accurately employ and spell a wide range of high-frequency vocabulary and an emerging use of core academic vocabulary • compose a compare/contrast essay that supports a central thesis • compose a problem/solution essay that supports a central thesis • paraphrase ideas from a reading • summarize a level appropriate text • use self-editing skills and instructor feedback on essay drafts to improve accuracy, coherence and cohesion • compose an essay under timed, exam conditions <p><i>For Grammar 40, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:</i></p> <ul style="list-style-type: none"> • simple past vs. past progressive • future forms, including: simple present, present progressive, <i>will</i> vs. <i>be going to</i>, future time clauses • present perfect • present perfect progressive • modals and modal phrases (present/future): present certainty, future certainty/expectation, advice, obligation 	

- expanding usage of definite article: geographical names, second mention, unique/specific entity
- quantity expression with *of*
- gerunds and infinitives, including: gerunds as subjects, gerunds and infinitives as direct objects
- adjective clauses, including restrictive vs. non-restrictive
- relative pronouns

I	Intermediate
<p>In order to be evaluated as Intermediate in an individual course, student will have achieved the student learning outcomes for level 30:</p> <p><i>For Listening/Speaking 30, students are able to:</i></p> <ul style="list-style-type: none"> • ask questions and make requests politely • begin and maintain a conversation or discussion on a common everyday topic • participate in classroom discussions about general academic topics that have been introduced with text support • give a 4-5 minute formal process-style presentation, including imperatives • ask questions and make requests politely • begin and maintain a conversation or discussion on a common everyday topic • participate in classroom discussions about general academic topics that have been introduced with text support • give a 4-5 minute formal process-style presentation, including imperatives • identify the main ideas and distinguish relevant supporting details of a brief academic passage about topics that have been discussed in class • identify the main ideas and key details expressed in a brief conversational passage • summarize a short passage on a topic that has been discussed in class <p><i>For Reading/Writing 30, students are able to:</i></p> <ul style="list-style-type: none"> • demonstrate understanding of high-frequency vocabulary critical to comprehending level-appropriate text • use context clues to approximate meaning of unfamiliar words and to aid in sentence comprehension • identify the overall thesis of a reading and the main idea of a paragraph • identify relationships among the main ideas and supporting details of a text • employ and accurately spell high-frequency words related to a variety of topics • use simple, compound, and complex sentences in writing • write unified and coherent compare/contrast paragraphs • write unified and coherent cause/effect paragraphs • summarize a reading to demonstrate global comprehension • use self-editing skills and instructor feedback to improve paragraph drafts for accuracy, coherence, and cohesion • compose paragraphs under timed, exam conditions <p><i>For Grammar 30, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:</i></p> <ul style="list-style-type: none"> • simple present vs. present progressive (emphasis on non-action verbs) • simple past (emphasis on irregular past tense verbs) • past progressive 	

- basic future forms: *will* and *be going to*
- phrasal verbs, focus on form and meaning
- basic modals and modal phrases (present/future): ability, permission, request
- article usage with count and non-count nouns
- quantifiers
- comparative and superlative adjectives and adverbs
- basic present, past, and future time clauses

HB	High-Beginning
<p>In order to be evaluated as High-Beginning in an individual course, student will have achieved the student learning outcomes for level 20:</p> <p><i>For Listening/Speaking 20, students are able to:</i></p> <ul style="list-style-type: none"> • participate in short conversations in routine contexts on topics of interest • ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations with guidance • give a 2-3 minute informal presentation on a biographical topic in class • participate in short conversations in routine contexts on topics of interest • ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations with guidance • give a 2-3 minute informal presentation on a biographical topic in class • identify the main ideas and key details of brief informal or conversational listening passages about topics that have been discussed in class • select and/or note key words, phrases, or short sentences from a short passage • state the main points of a simple conversation <p><i>For Reading/Writing 20, students are able to:</i></p> <ul style="list-style-type: none"> • use context clues to guess the meaning of unfamiliar words • demonstrate understanding of basic vocabulary critical to comprehending level-appropriate text • identify the overall main idea • identify supporting details of a reading • use simple and compound sentences in writing • demonstrate ability to use high-frequency vocabulary sufficient to write about familiar topics • write a unified narrative paragraph • write a unified descriptive paragraph • briefly summarize a text to demonstrate global understanding • revise first drafts for organization, coherence, and accuracy based on instructor feedback • compose paragraphs under timed, exam conditions <p><i>For Grammar 20, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:</i></p> <ul style="list-style-type: none"> • simple present • present progressive • simple past • <i>wh</i>- question forms in simple present, present progressive, simple past 	

- adverbs of frequency and adverbial phrases of frequency
- pronouns: subject, object, possessive
- possessive nouns
- tangible count vs. non-count nouns
- basic quantifiers
- indefinite article (*a/an*) and basic use of definite article (*the*)
- common prepositions of place

B	Beginning
<p>In order to be evaluated as Beginning in an individual course, student will have achieved the student learning outcomes for level 10:</p> <p><i>For Listening/Speaking 10, students are able to:</i></p> <ul style="list-style-type: none"> • participate in a classroom environment by asking and answering simple questions, speaking to classmates, and responding to the instructor • make a simple self-introduction providing basic personal details • give a 1-2 minute informal presentation about biographical information using familiar vocabulary and practiced phrases • identify the main ideas and key details of brief conversational or informal listening passages about everyday topics <p><i>For Reading/Writing 10, students are able to:</i></p> <ul style="list-style-type: none"> • read sentences aloud with emerging accuracy and fluency • demonstrate understanding of foundational vocab critical to comprehending a level-appropriate text • identify the central topic and supporting details of a reading • accurately copy text • demonstrate emerging use of capitalization rules in writing • demonstrate emerging use of punctuation • use foundational vocabulary related to the writing topic • write sentences that express a complete idea • write a brief paragraph with appropriate formatting • revise a first-draft paragraph based on instructor feedback <p><i>For Grammar 10, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:</i></p> <ul style="list-style-type: none"> • simple present tense, with extra attention given to 3rd person singular –s • <i>be</i> and <i>have</i> in the present tense • <i>there + be</i> • <i>yes/No</i> questions and short answers • singular/plural forms of regular nouns • parts of speech • subject pronouns • possessive adjectives • basic use of indefinite article (<i>a/an</i>) • basic prepositional phrases of time (<i>in the morning, at night, etc.</i>) 	