

Intensive American Language Center Washington State University

Proficiency Scale for Level Advancement

A 90-100 **B** 80-89 **C** 70-79 **D** 60-69 **F** 59 and below

Written Interpretation of Proficiency Scale

Students must meet these objectives at 80% proficiency at levels 1 – 4 and at 83% proficiency at levels 5 and 6 for level advancement. For more complete descriptions, corresponding level/course objectives are available.

At the end of the session, students can

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Reading	<ol style="list-style-type: none"> 1. Identify main ideas and identify the relationship of main ideas to sub-ideas, including examples. 2. Comprehend simple discreet point information from “real life” reading materials (e.g. menus, timetables, schedules, ads, etc.) 3. Use familiar vocabulary, common affixes and context to guess the meaning of new words. 	<ol style="list-style-type: none"> 1. Identify main ideas, the relationship of main ideas to sub-ideas and follow anaphoric reference. 2. Draw simple inferences. 3. Identify the purpose of a reading. 4. Use context clues and word analysis to get meaning. 	<ol style="list-style-type: none"> 1. Identify the overall purpose of a specific book or article. 2. Identify main ideas using skimming. 3. Identify the relationship of main ideas to sub-ideas, including examples by scanning. 4. Draw simple inferences and distinguish fact from the author’s opinion. 5. Use context clues and word analysis to guess meaning. 	<ol style="list-style-type: none"> 1. Identify main ideas and the relationship of main ideas to sub-ideas. 2. Form a conclusion based on a series of examples and draw inferences. 3. Scan for specific information. 4. Understand simile and metaphor in reading materials. 5. Identify the point of view of an author. 	<ol style="list-style-type: none"> 1. Apply various reading strategies to comprehend and analyze college level texts and other reading materials 2. Read a novel of at least 200 pages or a non-technical book of similar length. 3. Identify patterns of textual organization. 4. Make inferences, identify author’s bias, and identify and evaluate author’s argument and support. 	<ol style="list-style-type: none"> 1. Read extensively from refereed journals from the student’s discipline. 2. Identify the relationship of main ideas to sub-ideas, including examples. 3. Locate needed information in an appropriate section of a journal. 4. Read, understand, and interpret charts, graphs and tables. 5. Recognize bias in refereed sources.
Composition	<ol style="list-style-type: none"> 1. Write correct simple sentences in the students own words in response to questions about reading. 2. Write complete grammatically correct statements in students’ own words. 	<ol style="list-style-type: none"> 1. Write complete grammatical sentences in the student's own words in response to questions about reading, including sentences with compound and complex structures. 	<ol style="list-style-type: none"> 1. Write short, complete answers of more than one sentence to questions based on readings. 2. Write paragraphs of description, comparison/contrast, and narration consisting 	<ol style="list-style-type: none"> 1. Use own words persuasively in writing. 2. Demonstrate variety of syntactic and semantic structures. 3. Summarize and paraphrase within a piece of writing. 	<ol style="list-style-type: none"> 1. Write full length persuasive essays using the rhetorical structures of cause/effect and problem/solution. 2. Write effectively and accurately in the hypothetical. 	<ol style="list-style-type: none"> 1. Write essays combining data and analysis of that data. 2. Write logical and well-substantiated argument essays which include argument, counterargument, concession and

	3. Write complete grammatically correct “Wh” and Yes/No questions.	2. Write unified and coherent expository paragraphs of 6-10 sentences with a main idea and supporting facts. 3. With the dictionary, edit and correct own written work for grammar covered in Levels 1-2.	of grammatically correct sentences. 3. Multi-paragraph expository composition. 4. Use syntactic and semantic variety in writing.	4. Respond appropriately to short essay prompts. 5. Write 5-paragraph essays using the rhetorical structure of compare and/or contrast. 6. Revise, edit and proofread own writing.	3. Respond clearly and appropriately to short essay questions in response to readings.	refutation in the appropriate register. 3. Answer short essay questions of synthesis and analysis. 4. Synthesize knowledge gathered from reading and listening with real world knowledge.
Grammar	1. Use present, present progressive and simple past tenses. 2. Correctly form and understand “Wh” questions, and Yes/No questions. 3. Use aspects of the noun system: pronouns, plurals, articles and possessives. 4. Use the modal “can” to express possibility, request, offer and ability.	1. Use past progressive, simple past with irregular verbs, and future tenses. 2. Use modals correctly in structure and meaning. 3. Use basic elisions and reductions.	1. Use present perfect tense and present perfect progressive tenses. 2. Correctly use gerunds and infinitives. 3. Correctly use comparatives and superlatives. 4. Increase accuracy of noun system aspects, including articles.	1. Use past perfect and past perfect progressive tenses and perfect modals. 2. Use simple reported speech. 3. Use real and unreal conditionals in present post and future. 4. Use possessive voice.		
Listening	1. Follow oral directions. 2. Recognize the difference in meaning and strength of the following in order to respond appropriately: requests, commands, offers, invitations and suggestions. 3. Determine what persons and objects are being referred to in simple conversation. 4. Understand the	1. Understand the basic action and concurrence of events, causes & effects of actions in a narrative. 2. Understand basic elision and reductions. 3. Determine the intent of function questions. 4. Distinguish between possibility, ability, advisability and obligation in simple language.	1. Understand the main ideas and differentials between main ideas and supporting ideas in a listening passage. 2. Guess the meaning of unknown vocabulary from context. 3. Understand simple, discreet points of information from radio and TV broadcasts. 4. Understand basic elision, intonation and reductions.	1. Differentiate between main ideas and supporting ideas in extended listening passages. 2. Understand comparisons made in the same time reference and across time. 3. Understand implication. 4. Understand extended simile and metaphor, sarcasm,	1. Understand the main ideas and differentiate between main ideas and supporting ideas in a listening passage. 2. Comprehend complex dialog from a variety of both fictional and non-fictional sources. 3. Differentiate between explicit and implied information.	1. Differentiate between main ideas and supporting ideas in a listening event (academic lectures, in-depth newscasts, documentaries, academic in-class discussions). 2. Differentiate between explicitly and implicitly stated information. 3. Understand bias, and the degree of

	important main ideas of a listening passage.		5. Understand anaphoric reference in extended discourse.	irony, and paradox as they appear. 5. Fully participate in seminar discussions.	4. Understand complex narratives in all tenses of English. 5. Recognize and understand bias. 6. Identify and explain extended metaphor and simile as they appear.	certainty/uncertainty in a listening event. 4. Understand and follow divergent points of view expressed in class discussions at the graduate seminar level. 5. Understand complex narratives and extended metaphor as they arise.
Speaking	<ol style="list-style-type: none"> 1. Give simple directions. 2. Ask questions and make statements using appropriate grammar and intonation for this level in the form of requests, commands, offers, invitations and suggestions. 3. Refer to people and things appropriately in conversation. 4. Use the grammar taught in Level 1 correctly in speech. The student can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse. 	<ol style="list-style-type: none"> 1. Use the grammar taught in Level 2 and all previous levels correctly in speech. 2. Narrate simple sequential events (using “when”). 3. Describe simple processes and concurrent events. 4. Use understandable pronunciation in conversation and short presentations. 	<ol style="list-style-type: none"> 1. Use the grammar taught in Level 3 and all previous levels correctly in speech. 2. Use appropriate patterns of stress, rhythm and intonation in speech. 3. Use known words and structures to explain unknown words. 4. State/support/defend an opinion simply. 5. Give oral presentations using the basic presentation skills. 	<ol style="list-style-type: none"> 1. Express ideas intelligibly in conversation and formal presentation. 2. Summarize material read or heard. 3. Make comparisons and contrast of more than one point. 4. State, support, and defend an opinion. 5. Fully participate in seminar discussions using appropriate language for interrupting, disagreeing, concluding, etc. 	<ol style="list-style-type: none"> 1. Use grammar taught in level five and in all previous levels correctly in speech. 2. Give a formal final presentation based on research. 3. Summarize information gathered in reading and listening. 4. Operate functionally in the extended hypothetical. 5. Tailor language to audience by using appropriate register. 	<ol style="list-style-type: none"> 1. Summarize, synthesize, and analyze information gathered in reading and listening. 2. Demonstrate comprehensibility in speech through rehearsed, impromptu, and formal individual oral presentations. 3. Apply analogies and extended hypotheses in oral presentations. 4. Demonstrate ability to adapt written research material to a lesson. The lesson should include an audio/visual component. 5. Teach a 15-20 minute lesson related to a students own research.
Academic Listening					<ol style="list-style-type: none"> 1. Differentiate between important and unimportant information in a lecture. 2. Distinguish the parts of a lecture (e.g. the 	

					<p>introduction, examples, main ideas, conclusions) by means of transitions and other cues.</p> <p>3. Make predictions regarding the content and organization of a lecture.</p> <p>4. Develop effective note-taking skills and strategies.</p> <p>5. Understand discreet points of information (e.g. dates, numbers, names) in a lecture.</p>	
Research Writing					<ol style="list-style-type: none"> 1. Write a persuasive research paper using library and computer database resources. 2. Summarize articles to be used in the research paper. 3. Evaluate sources for bias, appropriateness and reliability. 4. Use citation in writing. 5. Tailor language to an audience. 	<ol style="list-style-type: none"> 1. Deconstruct a recent research paper (article) in the student's major. 2. Summarize and synthesize information from refereed journals. 3. Write a formal research proposal. 4. Use citation format conforming to the protocol of the student's field. 5. Write an 8-12 page research project related to program and student's major field theme. 6. Defend research paper orally.