

**Center for English as a Second Language
Student Learning Outcomes
Updated 2019**

ADVANCED ENGLISH 1 (AE1)

CORE CLASS (AE1):

The learning objectives for this course are to:

Reading:

1. Demonstrate the application of various reading skills:
 - a. Identify the topic and main idea of the given text
 - b. Identify new vocabulary and determine meaning from context
 - c. Paraphrase a small text segment
 - d. Identify the supporting details
 - e. Recognize patterns of organization, such as sequencing, listing, comparison & contrast, and cause & effect
 - f. Make inferences
 - g. Distinguish fact from opinion
 - h. Identify the purpose and tone

Writing:

1. Demonstrate knowledge and application of key vocabulary terms
 - a. Fill in the blank with the appropriate vocabulary item in a given passage
 - b. Identify parts of speech
 - c. Write a correct definition for the vocabulary item
 - d. Create sentences using the vocabulary item
 - e. Correctly pronounce the vocabulary item when speaking or reading aloud
 - f. Include the vocabulary item appropriately in their writing
2. Write 3 well developed paragraphs in response to prompts
3. Produce grammatically correct compound sentences using FANBOYS in writing
4. Demonstrate fluency and expression in writing
5. Paraphrase ideas in written material
6. Reinforce AE1 grammar objectives in writing through guided editing

Listening & Speaking:

Please reference the SLOs from the L&S class below.

GRAMMAR CLASS (AE1):

The learning objectives for this course are to:

1. Understand and accurately use the following structures in speaking and writing:
 - a. Present perfect simple, present perfect progressive
 - b. Past perfect simple, past perfect progressive
 - c. Nouns – countable vs. uncountable
 - d. Articles and quantifiers

- e. Subject-Verb agreement
- 2. Write grammatically correct simple and compound sentences using FANBOYS
- 3. Correctly use capitalization and punctuation in writing
- 4. Review, understand, and accurately use, previously studied tenses (simple present, present progressive, simple past, simple future)

LISTENING & SPEAKING CLASS (AE1):

The learning objectives for this course are to:

1. Use context and logic to make inferences and predictions from audio material
2. Use specific skills and strategies to improve comprehension of main and supporting ideas in audio material and answer comprehension questions
3. Broaden vocabulary through vocabulary-learning strategies
4. Identify purpose, tone, thesis, main premises, target audience, and support in audio material
5. Determine fact vs. opinion in audio material
6. Understand and recognize cohesive devices used in audio material
7. Understand and use cohesive devices in speaking to express opinion and understanding
8. Summarize main ideas and key points in audio material
9. Paraphrase ideas in audio material
10. Identify and discuss elements of various film and audio clips used to support class content
11. Identify pronunciation and speaking mistakes and learn to self-correct them
12. Deliver short, informal presentations on content as an individual or in groups
13. Produce grammatically correct simple and compound sentences using FANBOYS in speaking
14. Use polite requests and clarifying questions to discuss, organize, and present information about class and individual topics
15. Paraphrase ideas in audio material
16. Give two presentations using visuals:
 - a. Use cohesive devices/discourse markers
 - b. Use appropriate intonation
 - c. Use vocabulary from the course content
17. Initiate and participate in group discussions
 - a. Negotiate meaning when communication or comprehension breaks down

ADVANCED ENGLISH 2 (AE2)

CORE CLASS (AE2):

The learning objectives for this course are to:

1. Demonstrate their application of various reading skills when reading texts:
 - a. Increase reading speed through timed reading activities
 - b. Identify the topic and main idea of the given text
 - c. Identify new vocabulary that is important for everyday use and academic purposes
 - d. Answer multiple-choice and short answer questions that demonstrate use of the following reading skills:
 - I. Identify the supporting details
 - II. Identify the organizational pattern of the readings
 - III. Make inferences and predictions
 - IV. Distinguish fact from opinion
 - V. Explain the purpose and tone
 - VI. Utilize graphic organizers to identify ideas in the text
 - VII. Interpret graphs and charts
 - VIII. Demonstrate understanding of the relationship of main ideas within and between texts
2. Vocabulary skills:
 - a. Demonstrate their knowledge and application of key vocabulary terms
 - b. Fill in the blank with the appropriate vocabulary item in a given passage
 - c. Identify the part of speech
 - d. Write a correct definition for the vocabulary item
 - e. Create sentences using the vocabulary item
 - f. Correctly pronounce the vocabulary item when speaking or reading aloud
 - g. Include the vocabulary item appropriately in their writing
 - h. Use context and logic to guess unknown vocabulary
3. Write two 5-paragraph essays: One narrative and one personal opinion essay
 - a. Utilize brainstorming and outlining in the pre-writing phase
 - b. Produce a first draft and a revised and edited final draft
 - c. Write a clear and coherent introduction, body, and conclusion
 - d. Use cohesive devices and transitional words and phrases
 - e. Correctly use the mechanics of writing (spelling, punctuation, grammar, etc.)

GRAMMAR CLASS (AE2):

The learning objectives for this course are to:

1. Understand and use accurately in speaking and writing the following structures:
 - a. Modals
 - b. Passive Voice
2. Write grammatically correct compound and complex sentences
3. Correctly use the mechanics of writing (indentation, capitalization, punctuation, spelling)

LISTENING & SPEAKING CLASS (AE2):

The learning objectives for this course are to:

1. Summarize and paraphrase main ideas and details in audio materials
2. Understand cohesive devices/discourse markers to comprehend main ideas and details in audio material
3. Use appropriate language to express opinions, agreement, and disagreement
4. Recognize fact and opinion in audio material
5. Graphically organize information from audio material
6. Identify opposing arguments in audio material
7. Make inferences and predictions based on background knowledge and context of audio materials
8. Use context and logic to guess unknown vocabulary words in audio materials
9. Identify and understand speaker's purpose, major premise, and opinion
10. Initiate and participate in impromptu social and academic conversations with an appropriate level of politeness
11. Answer open-ended questions
12. Rephrase in response to listener confusion
13. Use appropriate language for asking for clarification
14. Identify pronunciation and speaking mistakes through self-monitoring and then self-correct
15. Use and understand intonation, interjections, and tone
16. Speak in grammatically correct compound and complex sentences
17. Improve fluency in speaking

ENGLISH FOR ACADEMIC PURPOSES 1 (EAP1)

CORE CLASS (EAP1)

The learning objectives for this course are to:

1. Demonstrate comprehension of content-based reading (authentic, advanced ESL) texts in various ways:
2. Write a paragraph-length summary of a given text
 - a. Write an introductory sentence
 - b. Identify the main idea and important details of the given text
3. Provide a critical analysis of a given text
 - a. Express a clearly articulated opinion on the text's relevance or importance to one's life
 - b. Agree or disagree with ideas expressed in the text, with support
 - c. Synthesize ideas across texts
4. Answer questions that demonstrate comprehension of main ideas and important details of the texts
5. Learn high frequency vocabulary important for academic purposes
6. Apply reading strategies to improve comprehension and retention
 - a. Create outlines, mind maps, and graphic organizers
 - b. Analyze and explain infographics
 - c. Interpret tone and purpose of text
 - d. Make logical inferences
 - e. Demonstrate increased reading speed
 - f. Take notes for paraphrasing and summarizing
 - g. Demonstrate comprehension of extensive reading materials
7. Demonstrate comprehension of content-based listening material:
 - a. Use metacognitive listening strategies
 - b. Answer questions that demonstrate comprehension of the listening material
8. Demonstrate ability to present academic content orally
 - a. Present oral analysis of given topics through collaborative projects
 - b. Present arguments and counterarguments in a class debate
 - I. Use debate language presented and rehearsed in class
 - II. Conduct research that supports position taken in debate
 - III. Create a list of possible arguments, counterarguments, and refutations
9. Understand and use accurately in speaking and writing the following structures:
 - a. Noun clauses
 - b. Gerunds and infinitives
 - c. Adjective clauses
10. Write grammatically correct sentences incorporating the target grammar structures of the level
11. Demonstrate ability to identify and correct grammatical errors in writing and speaking
12. Correctly use the mechanics of writing (indentation, capitalization, punctuation, spelling)

WRITING WORKSHOP (EAP1)

The learning objectives for this course are to...

1. Write one essay based on a personal opinion
 - a. Use transition words and other cohesive devices
 - b. Include well-developed topic sentences, supporting sentences, and concluding sentences in each paragraph
2. Write one cause and effect, process, or comparison/contrast essay based on a personal topic
 - a. Apply appropriate organization to the essay
 - b. Develop support within each paragraph
3. Demonstrate the writing process by brainstorming, outlining, and improving through drafts
 - a. Interpret feedback accurately to make appropriate revisions
 - b. Demonstrate improvement between the rough draft and the final draft in terms of clarity, coherence and support
4. Demonstrate their ability to use appropriate grammar rules in the essays
5. Use editing guide to make grammatical corrections

TOEFL Class (EAP1, EAP2, GSE)

The learning objectives for this course are to...

1. Prepare the students for the TOEFL exam focusing on:
 - a. Details of the test (time, number of questions, test taking strategies, etc)
 - b. Listening comprehension strategies
 - c. Structure and written expressions strategies
 - d. Reading comprehension strategies

The specific content (relative emphasis on skill areas and selection of item types within each area) to be determined by the needs and prior experience of the students enrolled in this class.

ENGLISH FOR ACADEMIC PURPOSES 2 (EAP2)

CORE CLASS (EAP2)

The learning objectives for this course are to:

1. Demonstrate comprehension of an undergraduate-level reading text:
 - a. Answer questions that demonstrate comprehension of main ideas and important details of the text
 - b. Answer questions that demonstrate critical thinking related to the text
 - I. Explain the purpose of the text
 - II. Explain how a given text applies or does not apply to personal experiences and/or home country/culture
 - III. Form critical questions about the text
 - IV. Evaluate the arguments and evidence presented in a given text
 - V. Synthesize ideas from multiple texts on the same topic
 - c. Learn high frequency vocabulary for academic purposes
 - d. Increase reading speed to improve comprehension
2. Demonstrate comprehension of class material through presentations
 - a. Create visuals to support presentations
 - b. Give short individual presentations (2-5 minutes)
 - I. Answer questions on presentation content
 - c. Give an individual presentation on an academic article (50 minutes)
 - I. Present content of a reading
 - II. Answer questions about presentations
 - III. Prepare class activity related to topic
 - d. Give a longer group presentation (45-50 minutes)
 - I. Present content of a reading
 - II. Answer questions about presentations
3. Understand and use accurately in speaking and writing the following structures:
 - a. Adverb clauses
 - b. Conditionals
 - c. Connectives
4. Write grammatically correct sentences incorporating the target grammar structures of the level
5. Demonstrate ability to identify and correct grammatical errors in writing and speaking at level
6. Correctly use the mechanics of writing (indentation, capitalization, punctuation, spelling)

WRITING WORKSHOP (EAP2)

The learning objectives for this course are to:

1. Write two summary and response essays after reading a given article:
 - a. Write one paragraph-length summary from outside sources
 - I. Write an introduction that includes the title, author, and purpose of the assigned article
 - II. Give a brief overview of the writer's arguments by identifying the main idea and supporting points or examples
 - III. Complete the summary in the correct sequence of the article
 - IV. Demonstrate ability to paraphrase or quote from the article
 - V. Demonstrate familiarity with APA style citation and references (or the style that relates to the future field)
 - b. Write one paragraph-length reaction to an article
2. Write one argumentative essay, including refutations, utilizing the articles used in the summary and response paragraphs
 - a. Apply appropriate organization to the essay
 - I. Write an introductory paragraph that includes hook, transition, and thesis statement
 - II. Provide main points in the body with examples and explanations that support the thesis
 - III. Provide a concluding paragraph that restates the thesis and adds a summary and final thought
3. Demonstrate the writing process by brainstorming, outlining, and improving through drafts
 - a. Interpret feedback accurately to make appropriate revisions
 - b. Effectively utilize and document sources in support of the argument
 - c. Demonstrate improvement between the rough draft and the final draft in terms of clarity, coherence and support
4. Demonstrate ability to use appropriate grammar rules in the essays
5. Use editing guide to make grammatical corrections

TOEFL Class (EAP1, EAP2, GSE)

The learning objectives for this course are to...

1. Prepare the students for the TOEFL exam focusing on:
 - a. Details of the test (time, number of questions, test taking strategies, etc)
 - b. Listening comprehension strategies
 - c. Structure and written expressions strategies
 - d. Reading comprehension strategies

The specific content (relative emphasis on skill areas and selection of item types within each area) to be determined by the needs and prior experience of the students enrolled in this class.

GRADUATE STUDENT ENGLISH (GSE)

CORE CLASS (GSE)

The learning objectives for this course are to:

1. Write three critical reviews of research articles from their field published within the last five years
 - a. Summarize the main idea and important details of the paper
 - b. Evaluate the paper's purpose, organization, and findings
 - c. Write an appropriate reference
 - d. Select one critical review to present in class using visual aids
 - e. Identify new vocabulary that is important for academic purposes
 - f. Use the preferred writing style of their field (APA, MLA, Chicago Style, etc)
2. Discuss the details of an interview done with a professor from their field of interest
3. Demonstrate comprehension of academic vocabulary, critical reading skills, and basic research concepts in various ways:
 - a. Answer questions on quizzes and assignments
 - b. Lead and participate in discussions
 - c. Review higher level grammar useful for writing about research
 - d. Increase reading speed and improve comprehension
7. Address individualized grammatical problem areas as indicated by in-class diagnostic and class work.
8. Understand and use accurately in speaking and writing the following structures:
 - a. Perfective gerunds and infinitives
 - b. Inversions
9. Write grammatically correct sentences incorporating the target grammar structures of the level
10. Demonstrate ability to identify and correct grammatical errors in writing and speaking at level
11. Correctly use the mechanics of writing (indentation, capitalization, punctuation, spelling)

CULTURE CLASS (GSE)

Learning objectives for this course are to:

1. Plan, organize, and deliver informative talks on cultural topics
2. Participate in class discussions, both spontaneously and with previous preparation
3. Demonstrate awareness of a variety of cultural perspectives
4. Analyze own culture and compare and contrast with others
5. Attend two cultural events and describe and reflect on your experiences
6. Strengthen critical thinking skills by reflecting on class materials
7. Summarize content from culture-based media

8. Actively participate in discussions using both instructor-prepared and student-prepared discussion questions
9. Engage with local culture and become aware of values expressed in everyday contexts
10. Reflect on readings in both writing and class discussions

TOEFL Class (EAP1, EAP2, GSE)

The learning objectives for this course are to...

1. Prepare the students for the TOEFL exam focusing on:
 - a. Details of the test (time, number of questions, test taking strategies, etc)
 - b. Listening comprehension strategies
 - c. Structure and written expressions strategies
 - d. Reading comprehension strategies

The specific content (relative emphasis on skill areas and selection of item types within each area) to be determined by the needs and prior experience of the students enrolled in this class.

Learning Center

Student Learning Objectives for GRAMMAR

- Mastery = 90% – 100%
- Proficiency = 80% – 89% (*move to the next level: 80% completed at 80% proficiency*)
- Not Yet Proficient = 50% - 79%
- Failure to Progress = Below 50%

Foundation English 1 (FE1)

1. Recognize and use the verb *Be* in simple sentences with adjectives

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

2. Form Yes/No questions with the verb *Be*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

3. Form Wh-questions with the verb *Be*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

4. Use the demonstrative adjectives and pronouns (this, that, these, those)

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

5. Use singular and plural nouns

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

6. Use *there is* and *there are*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

7. Use prepositions of time and location

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

8. Use possessive adjectives

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

Foundation English 2 (FE2)

9. Use the verb *to Be* in negative statements

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

10. Use the verb *to Be* in *Yes/No questions*, and *Wh-questions*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

11. Use demonstrative pronouns in *Yes/No questions* and *Wh-questions*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

12. Use simple present tense regular verbs in the affirmative and negative

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

13. Use correct spelling with the irregular 3rd person singular forms (ex: does)

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

14. Form Yes/No and Wh-questions in the simple present tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

15. Use *need* and *want* + infinitive in negative and affirmative statements

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

16. Use frequency adverbs with the simple present tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

17. Use affirmative and negative in the present progressive tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

18. Distinguish use of simple present and present progressive tenses

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

19. Identify where singular and/or plural nouns are needed and use them appropriately

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

20. Use indefinite articles *a* and *an* as markers for singular nouns

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

General English 1 (GE1)

21. Use the past tense form of regular and irregular verbs in affirmative and negative sentences

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

22. Form Yes/No questions and Wh-questions in the past tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

23. Use the future tense with *be + going to + verb*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

24. Use the future tense with *will*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

25. Use Yes/No questions and Wh-questions in the future tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

26. Use prepositional phrases

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

27. Use imperatives

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

28. Use correct adjective + noun word order within a noun phrase

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

29. Identify missing elements in a sentence, i.e., recognize a missing subject or verb

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

General English 2 (GE2)

30. Use past progressive in affirmative and negative sentences

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

31. Distinguish use of the simple past and past progressive tenses

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

32. Use modals of ability, advisability, possibility, necessity

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

33. Recognize and use future time clauses

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

34. Recognize and use *If* clauses

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

35. Recognize and use adjectives and adverbs with *too*, *very*, and *enough*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

36. Use verbs with object pronouns

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

Learning Center

Student Learning Objectives for LISTENING & SPEAKING

- Mastery = 90% – 100%
- Proficiency = 80% – 89% (*move to the next level: 80% completed at 80% proficiency*)
- Not Yet Proficient = 50% - 79%
- Failure to Progress = Below 50%

Foundation English 1 (FE1)

1. Recognize and state the names of the alphabet in both upper and lower case

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

2. Recognize basic sounds of English

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

3. Clearly orally spell names

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

4. Understand classroom directions

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

5. Understand and use numbers from 1 to 31

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

6. Understand and use expressions of time and dates

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

7. Recognize and use adjectives and vocabulary assigned for the level

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

8. Recognize and use basic introductions, express greetings, and leave-taking

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

9. Distinguish singular and plural nouns and pronouns

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

10. Distinguish people, places and objects described

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

11. Recognize and use terms related to money

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

12. Use present tense action verbs to describe routines

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

Foundation English 2 (FE2)

13. Understand Wh- and yes/no questions in simple present tense and present progressive

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

14. Understand short dialogues dealing with everyday activities in simple present tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

15. Solicit information from others and accurately communicate the information

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

16. Listen for main ideas and details

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

17. Comprehend and give directions to nearby locations

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

18. Identify differences in stress and intonation

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

19. Use and respond appropriately to simple, common expressions of greeting and leave-taking

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

20. Use and respond to frequency adverbs (ex: sometimes, usually) in present tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

21. Appropriately respond to Yes/No questions and Wh- questions in the simple present tense and the present progressive tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

22. Use appropriate language in everyday situations such as class discussions, asking for directions, and ordering food in restaurants

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

23. Express a lack of understanding or need for repetition

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

General English 1 (GE1)

24. Understand and respond to Wh- and yes/no questions in the simple past and past progressive tenses

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

25. Formulate and conduct interviews outside of class and report findings

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

26. Identify and convey main ideas and details from audio material

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

27. Use conventions of small talk and conversation starters and enders

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

28. Use stress and intonation correctly at word and sentence level

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

29. Utilize language to ask for and provide clarification

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

30. Discuss designated topics

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

31. Comprehend commonly used connected speech forms such as *wanna*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

32. Describe people, places and things using appropriate vocabulary for the level

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

General English 2 (GE2)

33. Understand Wh- and yes/no questions in the simple future and future progressive tenses

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

34. Answer questions based on information from audio materials focusing on global, discrete and sentence-level accuracy

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

35. Identify pronoun references in listening materials

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

36. Infer the meaning of new vocabulary from audio context

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

37. Make inferences based on audio materials

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

38. Use stress and intonation correctly

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

39. Modify nouns with adjectives and use nouns as adjectives when speaking

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

40. Give advice using *should*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

41. Ask for permission with *may* and *can*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

42. Make polite requests and offers using *can*, *could* and *would*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

43. Express necessity using *have to* in statements and questions

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

44. Use correct intonation for statements and questions

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

45. Use stress correctly at the word and the sentence levels

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

Learning Center

Student Learning Objectives for READING

- Mastery = 90% – 100%
- Proficiency = 80% – 89% (*move to the next level: 80% completed at 80% proficiency*)
- Not Yet Proficient = 50% - 79%
- Failure to Progress = Below 50%

Foundation English 1 (FE1)

2. Recognize letters of the alphabet

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

3. Recognize days, months, and cardinal numbers

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

4. Use *Be* and *Have* in the present tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

5. Recognize vocabulary related to life skills and other topics covered in class

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

6. Recognize beginning sounds/symbols for basic words

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

7. Read and understand basic sentences

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

8. Read and understand simple texts

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

Foundation English 2 (FE2)

9. Understand written instructions and procedures

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

10. Preview and predict when reading texts

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

11. Identify parts of speech in texts (nouns, verbs, adjectives)

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

12. Comprehend and answer *Wh-*, *True/False*, and *multiple-choice* questions on a multi-paragraph text

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

13. Identify facts in readings about people, places, and things

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

13. Identify correct pronoun references

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

14. Understand ordering of events in simple narratives

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

15. Understand cause and effect relationships

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

16. Organize content of simple reading passages into graphic organizers

Mastery	Proficiency	Needs Improvement	Failed to Progress

General English 1 (GE1)

17. Preview, make predictions, and evaluate predictions of texts

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

18. Identify parts of speech including nouns, verbs, adjectives, adverbs, articles,
and prepositions

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

19. Comprehend and answer various questions types on multi-paragraph texts

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

20. Skim and scan material for topic, main ideas, and supporting details

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

21. Identify pronoun references

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

22. Understand ordering of events in more complex narratives

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

23. Understand cause and effect relationships in longer texts

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

24. Organize content of more complex reading passages into graphic organizers

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

General English 2 (GE2)

25. Scan material for specific information (details)

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

26. Skim material for topic and main ideas

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

27. Predict and preview prior to working with reading passages

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

28. Make inferences based on reading passages

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

29. Infer meaning of new vocabulary from context

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

30. Make notes in margins of texts about important information

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

31. Find material related to topics from other sources

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

Learning Center

Student Learning Objectives for **WRITING**

- Mastery = 90% – 100%
- Proficiency = 80% – 89% (*move to the next level: 80% completed at 80% proficiency*)
- Not Yet Proficient = 50% - 79%
- Failure to Progress = Below 50%

Foundation English 1 (FE1)

1. Complete personal information forms

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

2. Write simple sentences using personal information

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

3. Copy basic sentences with correct capitalization and punctuation

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

4. Spell vocabulary words correctly

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

5. Write simple sentences with *Be* and *adjectives* to describe feelings and objects

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

6. Use correct word order for simple sentences using the verb *Be*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

7. Use simple present tense action verbs in statements

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

Foundation English 2 (FE2)

8. Write complete sentences in present and present progressive

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

9. Use correct punctuation and capitalization in simple sentences

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

10. Identify complete sentences

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

11. Write simple paragraphs that include topic sentences, supporting details and concluding sentences in response to prompts based on unit content

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

12. Make error corrections with guidance

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

13. Complete graphic organizers from reading passages or brainstorming

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

General English 1 (GE1)

14. Write complete sentences in present, present progressive and regular past tense

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

15. Use correct punctuation and capitalization

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

16. Distinguish sentence fragments from complete sentences

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

17. Write well-developed paragraphs that include topic sentences, supporting details and concluding sentences in response to prompts based on unit content

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

18. Make error corrections with editing guide

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

19. Complete graphic organizers to organize writing

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

General English 2 (GE2)

20. Use connecting and transition words in writing

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

21. Utilize a variety of pre-writing strategies for paragraph writing

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

22. Write descriptive, narrative, and opinion paragraphs that include a topic sentence, appropriate support, and a concluding sentence

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

23. Summarize the main idea of paragraphs using their own words

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

24. Use a correction guide to revise and edit paragraphs

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

25. Form compound sentences with *and*, *but*, and *so*

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

26. Form complex sentences using time clauses

Mastery	Proficiency	Not Yet Proficient	Failure to Progress

27. Develop fluency through journal writing

Mastery	Proficiency	Not Yet Proficient	Failure to Progress