

IELI Achievement Scale Descriptors

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At the end of each semester a successful student can:

	Beginner	Intermediate	High Intermediate	Advanced
Grammar	The student can use basic tenses, including simple present and past, present and past progressive, and the future tense. Knows the forms and can use nouns and pronouns, modal auxiliaries, modifiers, and possessives.	The student can proficiently use basic tenses, including the present and past perfect tenses. Is proficient in the form and use of nouns, pronouns, modal auxiliaries, question formation, coordinating and subordinating conjunctions, comparatives, and superlatives.	The student can proficiently use all verb tenses and passive forms. Is proficient in subject – verb agreement, nouns, pronouns, and modals. Knows the forms and can use noun clauses, adjective clauses, and adverb clauses.	The student can use verb tenses, including passive, effectively. Can use noun clauses with quoted and reported speech, as well as adjective clauses/reduced adjective clauses, and adverb clauses/reduced adverb clauses. Is proficient in the use of gerunds and infinitives, conjunctions, and connectives. Can use conditional sentences and wishes.
Writing	The student can use basic strategies and skills to write paragraphs. Understands the basic process of writing. Can analyze the structure of a paragraph and various paragraph orders. Can understand and write narrative, descriptive, and process paragraphs. Can use basic vocabulary, discourse markers, grammatical forms, formatting, and mechanics for a basic level.	The student can use skills and strategies to write paragraphs and essays. Understands paragraph organization and can use examples and details to support a topic sentence, maintain paragraph unity, coherence, and cohesion. Can expand paragraphs into essays. Can use the writing process to develop various academic writing assignments, including comparison/contrast, process, description, narration, summaries, logical division, and opinion. Can use appropriate word choice, formatting and mechanics, as well as more complex and accurate grammatical forms and sentences structures.	The student can use developed skills in essay organization and development. Can develop appropriate thesis statements, topic sentences, and subtopic sentences organized logically and supported with appropriate specific details, examples, facts, and statistics. Is able to write various types of academic essays, including cause/effect, comparison/contrast, classification, and persuasion/argumentation. Is able to write summary/response and reflective assignments. Can appropriately use and document outside sources. Can use academic vocabulary and more complex grammar forms and mechanics.	The student can use effective essay organization and development for university – level writing assignments. Can use critical thinking and reading skills to discuss readings, videos, and other outside sources to develop writing assignments, including summary/response, reflection, logical division, comparison/contrast, cause/effect, problem – solution, and persuasion/argumentation. Is able to write a report and 3 – 5 page research papers. Can use effective and convincing development and organization. Can use appropriate documentation, effective word choice, and accurate grammar and mechanics. Can engage in writing conferences to critically discuss work and progress.
Reading	The student can read and comprehend simple, beginner – level texts. Can apply the skills of previewing, predicting, skimming, and scanning to simple texts. Can analyze simple texts to identify topic, and basic organization. Able to use basic visual aids. Use basic strategies and skills in vocabulary – building to increase comprehension. Can participate in group discussion on readings.	The student can use academic reading comprehension strategies and skills with intermediate – level texts. Can identify the theme and organization of texts. Can use critical thinking skills such as inference to analyze and react to texts. Can participate in group discussions. Can use intermediate - level academic vocabulary.	The student can use comprehension strategies and skills to read high intermediate – level texts quickly. Can annotate and analyze the structure of texts. Can summarize texts. Can analyze and react to texts orally and in writing. Can apply critical thinking skills, draw inferences, evaluate, compare and synthesize ideas from multiple texts in class discussions and activities. Can use high intermediate academic vocabulary. Can read a young adult work of fiction outside of class and present an oral book report on it.	The student can comprehend and interpret authentic passages from advanced and college – level texts. Can analyze and annotate texts to identify the organization, summarize the main points, determine the author's purpose, tone and potential bias, and interpret complex grammatical structures in texts. Can use critical thinking skills to draw inferences, analyze, compare evaluate and synthesize information from multiple texts in class discussion and writing. Can apply knowledge of stems and affixes to determine meaning from new vocabulary. Can use extensive academic vocabulary. Can participate in group discussion. Can read a challenging work of fiction and present an oral book report on it.

Speaking and Listening	<p>The student can use basic speaking, listening, and note taking strategies and skills with content on general interest and cultural topics. Can engage in basic conversation. Can apply basic pronunciation, academic speaking, and listening skills. Can understand basic reduced speech forms. Can use basic functions of English. Is able to give both formal and informal oral presentations.</p>	<p>The student can use strategies and skills for academic listening, note taking, and speaking. Can comprehend lectures on cultural/general interest topics and academic topics. Can take notes on lectures and discuss them in groups. Has improved pronunciation skills. Can understand and use idioms, reduced speech forms, and functions of English. Can give informal and formal oral presentations, including using PowerPoint. Can participate in a variety of communication situations.</p>	<p>The student can comprehend challenging lectures on academic topics and use note taking and academic discussion skills. Can use a large range of idioms and functions of English in appropriate conversational and classroom contexts. Can apply refined pronunciation skills. Is able to give informal and formal presentations, including PowerPoint. Can participate in a variety of communication situations.</p>	<p>The student has proficient academic and note taking strategies and skills to accomplish university level coursework. Is able to comprehend lectures on complex academic topics given at a typical native speaker pace. Can apply effective conversation and academic discussion skills and strategies. Can use advanced idioms and metaphoric language, a variety of functions of English, and reduced speech with complex modals. Is able to give academic presentations, including PowerPoint, and participate in various speaking activities, group discussions, debates, group presentations, and impromptu speeches. Is familiar with university classroom culture and the speaking, listening, and note taking expectations in college courses.</p>
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