Conversational English Achievement Scale and Interpretation

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| Levels | Course Name | Grade Scale:  4 = Excellent, 3 = Good, 2 = Satisfactory, 1 = Poor, 0 = Unacceptable, IC= incomplete  Achievement Scale Interpretation  By the end of this course, students will be able to: | Entrance exam score |
| Beginning | Conversation | * Describe him/herself, family and other people’s appearance; family life; jobs; present and past events; health problems; cities and countries; distance and measurements using level appropriate sentence structure and new vocabulary * Use the appropriate sentence structure to ask and answer basic questions * Use the basic vocabulary of likes/dislikes, opinions and reasons for the purpose of expressing ideas * Use the appropriate sentence structure to ask for and give simple directions, suggestions and advice * Use the appropriate sentence structure to introduce, greet & interact in structured situations & short conversations * Use the appropriate sentence structure and vocabulary to tell a story using pictures, with little prompting * Use intonation to clarification basic questions * Use sentence and word stress to express meaning * Recognize sentence rhythm to demonstrate understanding * Generate consonants [s], [z], [t], [d], [θ], [ð], [ʃ], [ʧ], [ʒ], [ʤ], [j], [p], [b], [f], [v], [h], [w], [l], [r], [k], [ᵍ], [m], [n], [ŋ] * Generate vowel sounds [i], [I], [eI], [Ɛ], [æ], [a], [u], [U], [ʌ], [Ɔ], [ə], [ɝ], [ɚ], [au], [aɪ], [ɔɪ] * Distinguish contrasting sounds and compare with consonant clusters * Use the correct "ed" ending sound on past tense verbs in words and linked discourse for final consonant sounds * Use the correct "s" ending sound on verbs and nouns in words and linked discourse | 20-49% |
| Intermediate | Conversation | * Use the appropriate sentence structure to ask and answer direct and indirect questions * Demonstrate knowledge of vocabulary by explaining it and using it in level and topic specific discussions * Use the appropriate sentence structure and vocabulary to agree or disagree politely * Use phrasal verb collocations by accurately explaining the meanings * Use new vocabulary in speaking during role-play activities to demonstrate understanding * Demonstrate understanding of the pronunciation of American English consonants and vowels by saying the targeted sounds. * Utilize phonetic dictionary symbols to continue to improve pronunciation * Use the correct "ed" ending sound on past tense verbs in words and linked discourse * Use the correct "s" ending sound on verbs and nouns in words and linked discourse * Distinguish and properly enunciate voiced and voiceless sounds with increasing intelligibility * Identify and properly place stress on compound nouns and several common multi-syllable words * Generate linking sounds words in phrases and sentences * Produce intonation, rhythm and stress in sentences | 50-79% |
| Advanced | Conversation | * Use the appropriate sentence structure and vocabulary to lead a class discussion * Generate target vocabulary for a variety of subjects including, definition, synonym & antonym; word collocations; grammatical characteristics; word frequency; and word associations for the purpose of demonstrating knowledge * Demonstrate correct usage/ form of target vocabulary (noun, verb, adjective, or adverb) for a particular context by identifying incorrect usages and making corrections. * Define multiple meanings & usages of target vocabulary through an array of deductive & inductive tasks for the purpose of clear communication * Apply new vocabulary in multiple contexts. * generate target sounds [i], [I], [ei], [Ɛ], [æ], [a], [u], [U], [ʌ], [Ɔ], [ə], [ɝ], [ɚ], [oʊ],[au], [aɪ], [ɔɪ], [ð], [ʊ], [ɘr], [ai], [aƱ], [o],[ɘ], [yu], vowels followed by [r], * Generate voiced and voiceless [h] * generate target sounds with stops and continuants /p/, /b/, /d/, /t/ * generate target sounds using the /tʃr/ sound: *tr,* the /dƷr/ sound: *dr,* the /dƷ/ sound: *du* and *d* + *y,* the /tʃ/ sound: *tu* and *t + y* * generate target sounds with words ending in *–ed* * generate target sounds with the *th* sound, the American /r/, the American /l/, the /v/ sound, the /w/ sound * generate target sounds comparing and understanding /b/ versus /v/ * generate target sounds with the /s/ and /z/ sounds * generate target sounds with the /ŋ/ sound: pronouncing *ng* * generate target sounds using consonant clusters * generate target sounds using syllable stress- stressed and reduced vowels * recognize the dangers of stressing the wrong syllable | 80-100% |