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= incompleteAchievement Scale InterpretationBy 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% |