

Achievement Scale and Interpretation

These outcomes are what the teachers use to create activities and assessments for each course and level. These three courses are used to determine progression from one level to the next.

Level	Reading Course (060)	Listening/Speaking Course (070)	Writing Course (080)
A1/ CLB 1-2	<p>Indicate through oral or written response recognition of short greetings and other goodwill messages.</p> <p>Follow very short, simple, clearly sequenced instructions for common, familiar everyday situations.</p> <p>Reproduce orally or in written form information from simple, formatted texts (such as simple forms, maps, diagrams, signs, labels, tables, and schedules), and business or academic notices.</p> <p>Identify the purpose and key vocabulary of very simple, short texts related to everyday, familiar, personally relevant situations and topics.</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Demonstrates recognition of greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas.</p> <p>Identify and follow short, simple, common instructions, commands, requests and directions related to immediate personal needs.</p> <p>Demonstrates (verbally or in writing) recognition of expressions used to make and respond to requests and warnings in situations of immediate personal need.</p> <p>Identify simple information about familiar, concrete topics.</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Use and respond to courtesy formulas and greetings.</p> <p>Convey short, simple, common, routine instructions to a familiar person.</p> <p>Expresses and responds to simple requests and warnings related to common everyday activities and student life.</p> <p>Conveys and asks for basic personal information to a supportive listener and explains basic descriptions of concrete,</p>	<p>Produce an expanding range of goodwill messages (such as thanks, apologies, congratulations, get well wishes, goodbyes, and sympathy) by means of standard cards or guided notes.</p> <p>Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks.</p> <p>Complete short, simple or simplified forms that require only basic personal identification or familiar information.</p> <p>Complete a short, guided text or answer simple questions to describe a personal situation.</p>

		familiar objects in a few short words or phrases.	
A2 /CLB 3-4	<p>Demonstrate through spoken and written interaction and production simple personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience.</p> <p>Identify and follow short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations and identify common structures and vocabulary used.</p> <p>Identify and demonstrate through writing or speaking understanding of information from simple formatted texts (such as forms, tables, schedules and directories).</p> <p>Identify and demonstrate through writing or speaking understanding of information from short business or academic texts (such as brochures, notices, form letters and flyers).</p> <p>Identify and demonstrate through writing or speaking understanding of the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.</p> <p>Demonstrate the ability to effectively use simple standard reference texts (such as dictionaries and encyclopedias).</p>	<p><u>Listening</u></p> <p>Identify short social exchanges containing introductions, casual small talk and leave-taking.</p> <p>Identify and follow common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance.</p> <p>Demonstrate (verbally or through writing) comprehension of short communication intended to influence or persuade others in familiar, everyday situations and student life.</p> <p>Demonstrate (verbally or through writing) comprehension of short descriptive or narrative communication on topics of personal relevance.</p> <p><u>Speaking</u></p> <p>Use a range of courtesy formulas and some casual small talk in short one-on-one or small group interactions and simple phone calls.</p> <p>Conveys a set of simple, common, routine instructions and directions to a familiar person.</p> <p>Express and respond to a range of requests and offers (<i>such as getting assistance, and asking for, offering, accepting or rejecting goods or services.</i>) and information about needs and feelings related to common everyday activities and student life.</p>	<p>Produces short, personal, informal social messages on topics related to familiar everyday situations.</p> <p>Copy or record an expanded range of information from short texts for personal use.</p> <p>Complete simple forms that require basic personal or familiar information and some responses to simple questions.</p> <p>Write simple business or academic messages</p> <p>Write a short paragraph to describe a familiar situation, event, personal experience or future plan.</p> <p>Write a short simple imaginary text.</p>

		Conveys brief descriptions of personal experiences, situations or simple processes, such as getting goods or services.	
B1/ CLB 5-6	<p>Identify moderately complex social messages (such as those conveying announcements, cancellations of arrangements and apologies) related to a personal experience, academic, or a familiar context.</p> <p>Identify and follow moderately complex instructions and instructional texts for multistep procedures related to everyday situations, where the sequence must be inferred.</p> <p>Locate and use 2 or 3 pieces of information from moderately complex formatted texts (such as maps, course calendars, directories or website navigation menus).</p> <p>Identify information from moderately complex business or academic texts containing advice, requests or detailed specifications.</p> <p>Demonstrate (verbally or in writing) understanding of moderately complex descriptive or narrative texts on familiar or academic topics.</p> <p>Interpret information contained in formatted texts (such as diagrams, tables, graphs or website navigation menus).</p> <p>Access, locate and compare 2 or 3 pieces of information from online reference sources.</p>	<p>Identify common social exchanges (such as openings and closings, making and cancelling of appointments, apologies, regrets, excuses, and problems in reception and communication).</p> <p>Identify and follow moderately complex directions and instructions for technical or non-technical tasks.</p> <p>Demonstrate (verbally or through writing) comprehension of moderately complex communication intended to influence or persuade (such as suggestions, advice, encouragements and requests) in everyday, personally relevant situations.</p> <p>Demonstrate (verbally or through writing) comprehension of short group interactions/discussions on familiar topics and descriptive/narrative monologues or presentations on generally familiar and relevant topics.</p> <p><u>Speaking</u></p> <p>Participate in routine social conversations for some everyday purposes (such as apologies, excuses, expressing opinions, and making suggestions or arrangements) and short phone calls.</p> <p>Conveys sequential instructions and directions for everyday activities and processes.</p>	<p>Produces personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes (such as expressing congratulations, thanks, apologies, or offering assistance).</p> <p>Reproduces short, factual oral discourse (such as live or recorded phone messages, pre-recorded public information lines, podcasts and short presentations) as notes or messages.</p> <p>Summarizes a page of information to an outline or summary</p> <p>Write short business or academic correspondence for routine purposes.</p> <p>Complete forms requiring detailed personal information.</p> <p>Write 1-3 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.</p>

		<p>Express and respond to informal and somewhat formal suggestions and indirect requests.</p> <p>Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.</p> <p>Give detailed presentations about sequences of events; incidents in the past, present or future; simple processes; or to describe or compare things such as people and places.</p>	
<p>B2/CLB 7-8</p>	<p>Identify moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).</p> <p>Identify and follow extended, moderately complex, multistep instructions and instructional or academic texts for established (set) procedures related to specialized tasks.</p> <p>Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p> <p>Identifies information from moderately complex business or academic texts containing proposals, recommendations and statements of rules, regulations or policies.</p> <p>Demonstrate (verbally and in writing) an understanding of moderately complex extended descriptions, feature articles, reports, and narrations.</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Identify moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).</p> <p>Identify and follow extended multistep directions or instructions for academic or non-academic tasks.</p> <p>Demonstrate (verbally or through writing) comprehension of communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to academic or work-related issues in own field.</p> <p>Demonstrate (verbally or through writing) comprehension of group interactions about abstract and complex ideas on familiar topics and extended monologues or presentations on topics that are generally familiar and</p>	<p>Produce personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to experiences, clarifying a conflict, or giving reassurance).</p> <p>Reproduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.</p> <p>Summarize a text of up to about 2 pages to an outline or summary.</p> <p>Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).</p> <p>Write 3-5 connected paragraphs to relate a historical event, provide a detailed</p>

	<p>Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).</p> <p>Access, locate and integrate several pieces of information from relevant online reference sources.</p>	<p>related to general knowledge or academic/work-related issues in own field.</p> <p><u>Speaking</u></p> <p>Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance) and brief professional phone calls.</p> <p>Convey instructions and directions for a broad range of academic and non-academic tasks, procedures and processes.</p> <p>Propose or recommend solutions to problems in a familiar area.</p> <p>Convey detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p> <p>Give presentations to describe and explain structures, systems or processes based on research.</p>	<p>description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.</p> <p>Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>
<p>C1/CLB 9-10</p>	<p>Identify complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying stated and unstated values and assumptions.</p> <p>Identify and summarize complex instructional texts about familiar procedures.</p> <p>Identify and accurately interpret information from multiple complex texts to inform significant decisions.</p>	<p><u>Listening</u></p> <p>Identify complex communication including attitudes, emotions, motivations, and intentions.</p> <p>Identify and follow complex multistep directions and instructions for less-familiar procedures in some urgent or demanding situations.</p> <p>Demonstrate (verbally or in writing) recognition of content, values and</p>	<p>Express a range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context.</p> <p>Reproduce complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences.</p>

	<p>Identify, summarize and evaluate the development of arguments in complex texts (such as lengthy research papers, problem-solution essays or persuasive articles).</p> <p>Interpret and summarize information and ideas contained in complex formatted texts.</p> <p>Illustrate a complex search of relevant online reference sources to research a topic.</p>	<p>assumptions in communication intended to influence or persuade.</p> <p>Demonstrate (verbally or in writing) comprehension of complex expository or argumentative exchanges or discussions between several speakers.</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Use and evaluate an expanding range of personal and business interactions that involve needs, feelings and attitudes (such as perceived hostility, blame, sarcasm or condescension).</p> <p>Co-facilitate or contribute to discussions or debates in large formal groups.</p> <p>Convey complex instructions for some academic and non-academic tasks, procedures and processes in somewhat demanding situations.</p> <p>Persuade persons in authority to grant approvals or accept/reject proposals.</p> <p>Ask for, give and discuss detailed complex information and opinions to coordinate teamwork assignments, train others, delegate, solve problems, resolve conflicts or make decisions in meetings and business discussions.</p> <p>Participate in a formal debate.</p> <p>Give seminar-style presentations to explain complex concepts and ideas on familiar or researched topics.</p>	<p>Write business or service correspondence for a broad range of purposes (such as making and responding to requests for information, services or products).</p> <p>Write short reports and memos to convey suggestions, recommendations, requests and updates.</p> <p>Complete extensive complex forms and documents with pre-set formats.</p> <p>Write coherent texts (such as essays, reports or narratives) to relate events from the past to describe and compare complex ideas, phenomena or processes, or to express and analyze opinions.</p>
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Achievement Scale and Interpretation

These outcomes are what the teachers use to create activities and assessments for each course and level. These Content Courses are not used to determine progression from one level to the next.

Level	Reading Course (090)	Listening Course (090)
A1-A2/CLB 1-4	Demonstrate reading comprehension of short, simple texts. Demonstrate knowledge of reading strategies.	Demonstrate (verbally or through writing) comprehension of simple contextualized conversations Demonstrate (verbally or through writing) comprehension of short descriptive or narrative communication. Demonstrate (verbally or through writing) comprehension and use of simple questions and vocabulary and idiomatic expressions associated with everyday living situations.
B1-B2/CLB 5-8	Demonstrate comprehension of moderately complex academic texts Demonstrate recognition of linguistic, rhetorical (purposes and authors' intents), and stylistic devices for narrating, reporting, describing, and arguing a point in moderately complex texts Use reading techniques for the purpose of a task	Demonstrate comprehension of academic interactions: presentations, classroom discussions, and academic lectures. Take notes from an academic interaction: presentation, classroom discussion, or academic lecture.