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Reading								
Complexity and Type of Reading Passages	Words and phrases supported by visual context on a familiar topic	List or sentences in directions, labels, signs, dialogs, or forms	Short, multi-sentence paragraphs supported by visual clues	One-page authentic or adapted text	One-page, multi-paragraph authentic or adapted text	Two-page authentic text	Section of a multi-page academic fiction or nonfiction chapter	Multi-page academic fiction or nonfiction chapter
Levels Below Transfer	8	7	6	5	4	3	2	1
Locate information	Locate specific information in words and phrases that are strongly supported by visual context.	Locate specific information in a list or sentences in directions, labels, signs, dialogs, or forms. (For example, find name, address, and phone number.)	Locate specific information or definitions, in a short, multi-sentence paragraph, dialog, or form. (For example, find the mother on a family tree.)	Locate specific information or definitions in a one-page authentic or adapted text.	Locate specific information or definitions in a one-page, multi-paragraph authentic or adapted text.	Locate specific information, definitions, or restatements of concepts in a two-page authentic text.	Locate specific information, definitions, or restatements of concepts in sections of a multi-page academic fiction or nonfiction chapter.	Locate specific information, definitions, or restatements of concepts in a multi-page academic fiction or nonfiction chapter.
Relative Course SLOs								
Significance for Placement • Extremely significant • Moderately significant • Standard significance • Moderately insignificant • Extremely insignificant • No match to course sequence								

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Understand idiomatic language	Recognize essential idioms and idiomatic language in signs (e.g., directions and requests, *line up, hard hat area*).	Recognize essential idioms and idiomatic language in warnings or advisories (e.g., phrasal verbs as advisories, *Watch out!*).	Recognize common idioms and idiomatic language in context.	Understand basic common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a multi-paragraph authentic or adapted text.	Understand common intermediate idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a multi-paragraph authentic or adapted text.	Understand intermediate common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a two-page authentic text.	Understand advanced common idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a section of a multi-page academic fiction or nonfiction chapter.	Understand advanced idiomatic language, such as idiomatic expressions, phrasal verbs, semantic clusters, and other collocations supported by contextual clues in a multi-page academic fiction or nonfiction chapter.
Relative Course SLOs								
Significance for Placement								
Use dictionaries	Find a word within a category using images in a picture dictionary.	Find related words within a category using images in a picture dictionary.	Define unfamiliar words that relate to a category by using a picture dictionary or English learners' dictionary.	Define common, unfamiliar words by using an English learners' dictionary.	Choose the appropriate definition among multiple definitions in an English learners' dictionary of common words with clear differences between meanings.	Choose the appropriate definition among multiple definitions in an English learners' dictionary of words with clear differences between meanings.	Choose the appropriate definition among multiple definitions in an English dictionary of words with nuanced differences in meaning.	Choose the appropriate definition among multiple definitions in an English dictionary of academic words with nuanced differences in meaning.
Relative Course SLOs								
Significance for Placement								

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Infer meaning of words and phrases using context	Use visual context to infer the meaning of high frequency sight words or phrases.	Use context to infer the meaning of high frequency sight words or phrases within and across sentences, labels, lists, signs, or forms strongly supported by visual clues, for example by examining the overall meaning of a sentence; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.	Use context to infer the meaning of high frequency sight words or phrases within short, multi-sentence paragraphs supported by visual clues, for example by examining the overall meaning of a sentence; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.	Use context to infer the meaning of a word or phrase within and across a one page authentic or adapted text, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.	Use context to infer the meaning of a word or phrase within and across a one page multi-paragraph authentic or adapted text, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms; topic-related vocabulary; causative and other logical relationships.	Use context to infer the meaning of a word or phrase within and across a two-page authentic text, for example by examining the overall meaning of a sentence, paragraph, or text; synonyms, antonyms, appositives; topic-related vocabulary; causative and other logical relationships.	Use context to infer the meaning of a word or phrase within and across a section of a multi-page academic fiction or nonfiction chapter, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms, appositives; topic-related vocabulary; causative and other logical relationships.	Use context to infer the meaning of a word or phrase within and across a multi-page academic fiction or nonfiction chapter, for example by examining the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence; synonyms, antonyms, appositives; topic-related vocabulary; causative and other logical relationships.
Relative Course SLOs								
Significance for Placement								

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Infer meaning of words and phrases using word structures	Use word structures (high frequency prefixes) to infer the meaning of a word or phrase in labels, lists, signs, or forms strongly supported by visual clues.	Use word structures (high frequency prefixes and suffixes) to infer the meaning of a word or phrase within and across sentences, labels, lists, signs, or forms strongly supported by visual clues.	Use word structures (affixes and roots) to infer the meaning of a word or phrase within short, multi-sentence paragraphs supported by visual clues.	Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a one-page authentic or adapted text.	Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a one-page, multi-paragraph authentic or adapted text.	Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a two-page authentic text.	Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a section of a multi-page academic fiction or nonfiction chapter.	Use word structures (affixes and roots) to infer the meaning of a word or phrase within and across a multi-page academic fiction or nonfiction chapter.
Relative Course SLOs								
Significance for Placement								

Interpret meaning using knowledge of cohesive devices	Apply knowledge of basic pronouns to interpret the meaning of phrases and simple sentences.	Apply knowledge of basic conjunctions to interpret the meaning of sentences.	Apply knowledge of demonstratives and possessives to interpret the meaning of short, multi-sentence paragraphs.	Apply knowledge of cohesive devices such as pronoun references, adverbs of time, and conjunctions to interpret the meaning of a one-page authentic or adapted text.	Apply knowledge of basic cohesive devices (e.g., *and, or, but, because, after, if*) to interpret the meaning and structure of a one-page, multi-paragraph authentic or adapted text, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, articles, and use of verb tenses, adverbs, adverbials to establish time of occurrence or sequence.	Apply knowledge of level-appropriate cohesive devices (e.g., *because, since, although, such as, for example, such a*) to interpret the meaning and structure of a two-page authentic text, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, articles, conditionals, adverbs, adverbials to establish time of occurrence or sequence.	Apply knowledge of a range of level-appropriate cohesive devices (e.g., *nevertheless, in spite of, regardless of, contrary to, resulting in*) to interpret the meaning and structure of a section of a multi-page academic fiction or nonfiction chapter, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, adverbials to establish time of occurrence or sequence.	Apply knowledge of a variety of level-appropriate cohesive devices (e.g., *not only but also*) and strategies (e.g., repetition, key phrase, given new information) to evaluate the meaning and structure of a multi-page academic fiction or nonfiction chapter, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, adverbials to establish time of occurrence or sequence.
Relative Course SLOs								
Significance for Placement								

Evaluate or identify purpose, audience, and point of view	Identify the purpose of a document, such as a bill, by interpreting words supported by visual cues.	Identify the purpose of a statement, such as a question, traffic ticket, or an advertisement. Respond appropriately to one- to two-step written directions.	Identify the purpose and audience of a short, multi-sentence paragraph, such as permission slips, news reports, narratives, and emails. Respond appropriately to two- to four-step written directions.	Identify the purpose and audience of a one-page authentic or adapted text, such as letters from school, articles, narratives, and brochures.	Identify the purpose and audience of a one-page authentic or adapted text.	Identify an author's point of view, audience, and purpose in a one-page, multi-paragraph authentic or adapted text.	Identify an author's point of view, audience, and purpose in a two-page authentic text.	Evaluate an author's point of view, audience, and purpose in a section of a multi-page academic fiction or nonfiction chapter and analyze the use of rhetoric and word choice to advance that point of view or purpose.	Evaluate an author's point of view, audience, and purpose in a multi-page academic fiction or nonfiction chapter and analyze the use of rhetoric, tone (e.g., irony, hyperbole, understatement), and word choice to advance that point of view or purpose.
Relative Course SLOs								
Significance for Placement								
Evaluate arguments or opinions	Compare items using information supported by visual and contextual clues, such as prices.	Compare items using information supported by visual and contextual clues, such as product or services details.	Compare items using information such as product or services details.	Compare and evaluate quality of information using informational sources such as price lists, bar graphs, and pie charts.	Identify and evaluate statements of fact and opinion, using simple discourse markers of opinion (e.g., *I think/believe, in my opinion*).	Differentiate fact from opinion and evaluate statements of fact and opinion in written materials; recognize discourse markers of opinion and hypothetical constructions.	Delineate and evaluate clear arguments and specific claims in a text, following the line of reasoning to its conclusion; recognize when irrelevant evidence is introduced.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence or bias is introduced.
Relative Course SLOs								
Significance for Placement								

Identify main idea or topic	Identify the general topic, sequence of events, characters, or setting in words and phrases supported by visual context on a familiar topic.	Identify the general topic, sequence of events, characters, or setting in sentences and dialogs supported by images in a familiar context, answering who, what, where, when, and why.	Identify the general topic, sequence of events, characters, or setting in short, multi-sentence paragraphs and dialogs supported by images in a familiar context, answering who, what, where, when, and why.	Identify main and supporting ideas in a one-page authentic or adapted text.	Identify main ideas and supporting details or examples in a one-page, multi-paragraph authentic or adapted text.	Distinguish main ideas from supporting ideas, within a single document, in a two-page authentic text.	Distinguish stated or implied main ideas from supporting ideas, within a single document, in a variety of sections of multi-page academic fiction or nonfiction chapters.	Determine a stated or implied main idea, within a single document, in a variety of multi-page academic chapters from different disciplines; identify supporting information and details.
Relative Course SLOs								
Significance for Placement								
Identify text type, audience, and purpose	Identify basic features of text including titles, sentences, simple charts, and images in simplified materials such as forms, signs, and calendars strongly supported by visual context.	Identify features of text including titles, sentences, simple charts, and images in simplified materials with minimal written text such as schedules, forms, labels, and calendars supported by visual context.	Identify features of text including titles, number of paragraphs, simple charts, and graphics in a short, multi-sentence materials such as brochures and simple academic materials.	Identify text type and purpose by reading titles, subtitles, simple charts, and graphics in a one-page authentic or adapted text.	Identify text type, audience, and purpose by reading titles, subtitles, introductions, simple charts, and graphics in a one-page, multi-paragraph authentic or adapted text.	Identify text type, audience, and purpose by reading titles, subtitles, introductions, charts, and graphics in a two-page authentic text.	Identify text type, audience, and purpose by reading titles, subtitles, introductions, charts, and graphics in a section of a multi-page academic fiction or nonfiction chapter.	Identify text type, audience, and purpose by reading titles, subtitles, introductions, charts, and graphics in a multi-page academic fiction or nonfiction chapter.
Relative Course SLOs								
Significance for Placement								

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Identify evidence and examples	Identify details and examples in simplified materials such as forms, signs, and calendars strongly supported by visual context.	Identify details and examples in simplified materials with minimal written text such as schedules, forms, labels, and calendars supported by visual context.	Identify details and examples in short, multi-sentence paragraphs supported by visual clues.	Identify details and examples in a one-page authentic or adapted text.	Refer to details and examples in a text to explain explicit and implied meaning in a one-page, multi-paragraph authentic or adapted text.	Cite textual evidence to support analysis of explicit and implied meaning in a two-page authentic text.	Cite several pieces of textual evidence to support analysis of explicit and implied meaning in a section of a multi-page academic fiction or nonfiction chapter.	Cite strong and thorough textual evidence to support analysis of explicit and implied meaning in a multi-page academic fiction or nonfiction chapter.
Relative Course SLOs								
Significance for Placement								

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Writing								
Writing tasks	Write basic information (e.g., name, phone number, address) for personal identification. Fill out basic forms that require only one or two pieces of personal information.	Write a single sentence message (e.g., a personal reminder).	Fill out simple forms that require limited biographical or personal information.	Write a short note or message (e.g., loosely organized paragraph or note, to a landlord about a repair or a child's teacher about an illness). Fill out simple forms that require some detailed biographical or personal information.	Write a short email or letter including some supporting details (e.g., a well-developed paragraph, note to a teacher or supervisor explaining an absence). Fill out paper or online forms requiring detailed personal information on varied topics (e.g., medical, job, banking forms).	Compose text requiring some detail with awareness of audience and a purpose (e.g., expository essays, informal letters, email messages).	Compose formal text requiring some detail with awareness of audience and a purpose (e.g., expository essays, business letter, formal email).	Write multi-paragraph essays that demonstrate coherent organization and focus.
Structure	Print numerals and upper and lowercase letters of the alphabet.	Write words and combine them into phrases and simple sentences based on visual prompts.	Write a series of simple related sentences in stories or dialogs.	Compose simple sentences about daily activities.	Construct simple, compound, and complex sentences using adverbial clauses.	Vary sentence patterns, including simple, compound, and complex sentences, including adverbial and adjectival clauses, with general control over sentence boundaries.	Expand and combine simple sentences by adding modifying words and phrases, as well as adverbial, adjectival, and noun clauses.	Use appropriate and varied sentence patterns with transitions, coordination, and subordination, including reduced clauses to create cohesion and clarify the relationships among ideas and concepts.
Relative Course SLOs								
Significance for Placement								

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Comment [1]: Reflect in gray boxes writing tasks in the Organization row

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Organization	Group words together into a list or category (e.g., a shopping list, an invitation list).	Write simple sentences on one topic based on previously learned vocabulary and structures.	Write a series of simple sentences on one topic based on previously learned vocabulary and structures; use affirmative, negative, and question forms appropriately.	Write a loosely organized paragraph or dialog based on personal experiences or familiar material, based on a visual or written prompt.	Write a well-developed paragraph that includes a topic sentence, supporting detail, and a conclusion.	Write expository essays with multiple paragraphs, with a thesis, supporting details, and a conclusion, referring to the ideas of others.	Write expository essays with a clear introduction, supporting details, and conclusion, using a variety of rhetorical techniques and coherent organization. Integrate the ideas of others using in-text citations to support the writer's thesis (e.g., direct or indirect quotations).	Write expository essays and papers with depth, complexity, and logical reasoning that include facts, examples, supporting details, and references to outside sources. Integrate the ideas of others through paraphrase, summary, quotation, and a works cited or references page, including multiple sources, to support the writer's thesis.
Relative Course SLOs								
Significance for Placement								
Vocabulary	Use common words related to life, work, and classroom vocabulary.	Use common phrases related to life, work, and classroom vocabulary.	Use a range of words and phrases related to academic and career topics adequately.	Use a range of words and phrases related to academic and career topics appropriately.	Use a range of words and phrases related to academic and career topics effectively.	Use a range of college-level academic words and phrases adequately.	Use a range of college-level academic words and phrases (e.g., analogy) appropriately.	Use a wide range of college-level academic words and phrases effectively.
Relative Course SLOs								
Significance for Placement								

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Editing	Check copied work for accuracy.	Edit writing for spelling and basic grammatical form.	Edit writing for basic capitalization, end punctuation, basic grammatical form, and spelling.	Edit writing for capitalization, sentence punctuation, basic grammatical form, and spelling.	Edit writing for capitalization, sentence punctuation, sentence boundaries, grammatical form, and spelling.	Edit writing for content, capitalization, punctuation of varied sentence types, grammatical form, and spelling.	Edit writing for content, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling.	Edit writing for content, sentence variety, organization, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling. Choose the correct synonym in a thesaurus to replace overused words in a text.
Relative Course SLOs								
Significance for Placement								

Grammar
Note: Examples are provided to clarify the type of grammatical structures described; for test item and curriculum development, linguistic corpora should be used to determine the appropriate level and range of structures and vocabulary across the continuum.

Overall Proficiency	A learner at exit from Novice level:	A learner at exit from Intermediate level:	A learner at exit from Advanced level:
	• Uses simple and compound sentences with mostly correct word order. • Applies subject-verb agreement rules correctly when verb directly follows the subject • Forms clauses with common subordinating conjunctions. • Uses common word forms, articles, other determiners, and pronouns correctly. • Forms and uses basic verb tenses. • Uses common modals and auxiliaries. • Uses high-frequency everyday and basic academic vocabulary.	• Uses simple, compound, and complex sentences with mostly correct word order, punctuation, and mechanics. • Applies subject-verb agreement rules correctly when verb directly follows the subject or is separated by a phrase or clause. • Forms adverbial and some adjective and noun clauses correctly. • Uses familiar word forms, articles, other determiners, and pronouns correctly. • Forms and uses verb tenses adequately. • Uses modals, auxiliaries, and basic passive constructions adequately. • Uses intermediate-level pre-collegiate academic vocabulary.	• Uses simple, compound and complex sentences with correct word order, punctuation, and mechanics. • Applies subject-verb agreement rules correctly with a variety of subjects, including gerunds and infinitives. • Forms adjective, adverb, and noun clauses, reduced clauses, embedded questions, and imperatives correctly. • Uses word forms, articles, other determiners, and pronouns correctly. • Forms and uses a variety of verb tenses accurately. Sequences tenses appropriately. • Uses modals, auxiliaries, and passive voice effectively and with appropriate register. • Uses advanced-level pre-collegiate and some collegiate academic vocabulary.

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Learner Level	Novice	Intermediate	Advanced
Subject Verb (Object) Word Order and Sentence Patterns	Uses subjects and verbs in all clauses Uses stative verbs and expletive *there + be,* expletive *it +be* when needed Uses noun phrase subject without pronoun repetition Uses standard SV(O) word order	Uses subjects and verbs in all clauses Uses stative verbs and expletive *there + be,* expletive *it +be* as appropriate Uses noun phrase subject without pronoun repetition	Uses inverted word order appropriately after *nor, only, never,* and *not* Uses inverted word order appropriately with prepositional phrases of location or other adverb phrases Uses complex noun phrase subject without pronoun repetition
Relative Course SLOs			
Significance for Placement			
	Creates *yes/no* questions with appropriate word order Creates *yes/no* questions with auxiliary verbs Creates *wh-* questions with appropriate word order Creates *wh-* questions with verbs/auxiliary verbs Uses auxiliaries correctly in short answers (e.g., *yes I am* vs. *yes I do*)	Creates *wh-* questions with appropriate word order Creates *wh-* questions with verbs/auxiliary verbs Understands, uses, and answers tag questions Uses auxiliaries correctly in short answers	Creates embedded *yes/no* or *wh-* questions using appropriate word order Uses auxiliaries correctly in short answers (e.g., *neither do I, he doesn't either*)
Relative Course SLOs			
Significance for Placement			

Negative Statements and Questions	Creates negative statements	Creates negative statements with negative polarity (avoiding "double negatives") Creates negative questions	Creates negative statements with negative polarity with adverbials such as *hardly* and *rarely* Creates negative questions
Relative Course SLOs			
Significance for Placement			
Imperatives	Creates negative imperatives (e.g., *don't go there)*	Creates imperatives with separable transitive verbs (e.g., *pick it up*)	Creates embedded imperatives (e.g., *he told us not to go)*
Relative Course SLOs			
Significance for Placement			
Direct and Indirect Objects	Uses direct and indirect objects	Uses pronoun/noun phrase order with prepositions in direct and indirect object (e.g., *I gave it to him, I gave him the package*)	Uses correct word order of direct and indirect objects
Relative Course SLOs			
Significance for Placement			
Adjective-Noun and Multiple Adjective Order	Uses common adjectives before nouns	Uses adjectives of frequency before nouns	Uses the appropriate order of multiple adjectives (e.g., opinion, size, color, texture, material)
Relative Course SLOs			
Significance for Placement			

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Adverb Order	Uses common adverbs in the correct order	Uses adverbs of frequency in the correct position	Uses the correct placement of adverb phrases
Relative Course SLOs			
Significance for Placement			
Verb Tenses	Forms and uses basic verb tenses in familiar contexts: • Simple present • Present progressive • Simple past • Future with *going to* • Future with *will* Uses present vs. present progressive in appropriate contexts Uses present vs. past in appropriate contexts Uses present vs. future in appropriate contexts Forms and uses basic irregular verbs correctly (e.g., *see/saw, go/went, drive/drove, buy/bought*) Uses stative verb when required (e.g., *I feel sick. It's not good.*)	Forms and uses verb tenses appropriately, including in contexts requiring: • Simple present and present progressive • Simple past and past progressive • Present perfect and present perfect progressive • Past perfect and past perfect progressive • Simple future with *will* and *going to* • Future progressive • Habitual past with *used to* Uses present vs. present progressive appropriately in contrast Uses past vs. present perfect appropriately Uses past vs. past progressive appropriately Uses past vs. past perfect appropriately Uses appropriate sequence of tenses in sentences and in short multi-sentence texts (e.g., *I thought her haircut looked good.*) Forms and uses common irregular verbs correctly (e.g., *choose/chose/chosen*) Uses simple tenses appropriately with stative verbs (e.g., *I*	Forms and uses a variety of verb tenses appropriately, including in contexts requiring: • Simple present and present progressive • Simple past and past progressive • Present perfect and present perfect progressive • Past perfect and past perfect progressive (e.g., *I had already finished the test when the bell rang.*) • Variety of verb tenses to express future (present, present progressive, and the use of *be going to*, *will*; e.g., *He works tomorrow at 8pm.*) • Future progressive • Habitual past with *would* Distinguishes between and uses appropriately simple vs. progressive (e.g., *They are still discussing the problem.* vs. *They discuss the problem every day.*) Distinguishes between and uses appropriately simple vs. perfect tenses (e.g., *In the early 21st century, social media changed the world.* vs. *In today's world, social media has changed communication styles; When I was a child, I lived with my grandparents.* vs. *By age fourteen, I had lived with my grandparents for four years.*) Uses tenses consistently and sequences tense appropriately in reported speech and in multi-sentence texts (e.g., *My friend told me that he was looking for a new job; I felt frustrated because I was working for a*

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	own a motorcycle. I hate broccoli) Differentiates between action vs. stative quality of the same verb and uses simple vs. progressive appropriately (e.g., *She's having fun.* vs. *She has a large house.*)	*computer company and I still knew nothing about technology.)* Differentiates between action vs. stative quality of the same verb and uses simple vs. progressive appropriately (e.g., *She's difficult.* vs. *She's being difficult.*)
Relative Course SLOs		
Significance for Placement		
Modals	Uses basic modals in present affirmative and negative forms (e.g., *can/can't, should/shouldn't, have to/doesn't or don't have to, may/may not; It might not rain.*) with simple form of verb	Uses a range of present modals (e.g., necessity *must*, possibility *may*, advisability *should, ought to*) Uses modals to express the past (e.g., *was able to, could, would, should have* + past participle)	Uses a range of present and past modals (e.g., past necessity *had to*, past probability *must have* + past participle. *When I was young, we had to clean our rooms every day.*) Uses modals to express appropriate register (e.g., *can, could, may, would you mind if*)
Relative Course SLOs		
Significance for Placement		

Subject-Verb Agreement	Applies subject-verb agreement when verb directly follows subject (e.g., *She goes to school every day.*) Applies subject-verb agreement with quantifier + noun subjects (e.g., *every, each, no, some*) Applies subject-verb agreement with compound subjects with *and* (*e.g., John and Linda go to school.*)	Applies subject-verb agreement when verb closely follows subject (e.g., *She usually arrives to school on time.*) Applies subject-verb agreement when verb is separated from subject by a clause or phrase, or in correlatives (e.g., *both…and; either…or*)	Applies subject-verb agreement with a variety of subjects, including • multiple subjects • gerunds and infinitives (e.g., *Swimming is fun. It is important to swim every day.*) • quantifier + noun (e.g., *each, every*) • relative pronoun when subject is separated by clause/phrase Applies subject-verb agreement inside relative clauses (e.g., *The boys who are sitting in the corner went to the party with me. The boy who is counting pennies went to the party with me.*)
Relative Course SLOs			
Significance for Placement			
Passives	Forms and uses basic passive constructions in familiar contexts (e.g., *I am paid once a month*)	Forms and uses passive constructions with correct auxiliary verb and past participle form: • Determine whether agency requires active or passive construction (e.g., *Some employees use email for personal purposes. Students are required to submit their applications in person.*) • Use passive voice when appropriate (e.g., *The door was left open.*) Forms and uses only transitive verbs in the passive voice (e.g., *He fell. He was pushed.*)	Forms and uses passive constructions appropriately in a variety of contexts: • Determine whether agency requires active or passive construction (e.g., *Security measures were just implemented to prevent hacking. It happened a month ago.*) • Use passive/active voice when appropriate (e.g., *Millions of oranges are shipped from California each month. The man was arrested.*) Forms and uses passive causative structures appropriately (e.g., *She had her house painted red.*)
Relative Course SLOs			
Significance for Placement			

Causatives	▼	Uses common causative constructions (e.g., <u>*make, have; It made him happy,*</u> *let, help; It helped her feel better.)*	Uses a range of causative constructions (e.g., *force, cause; It caused her to pursue a degree.)*
Relative Course SLOs			
Significance for Placement			
Verb Forms and Constructions	Uses common phrasal verbs (e.g., *find out, pick up, hand in*) Uses basic phrasal verbs with object pronouns (e.g., *fill out, pick up, drop off, turn in*)	Uses phrasal verbs with the correct particle (e.g., *I get along with my brother. He went against the minister's advice.)* Uses separable and inseparable phrasal verbs with object pronouns (e.g., *look down on me, pick me up)* Uses correct spelling and form of irregular verbs (e.g., *does, sank, lose*) Uses correct form of intransitive verbs (e.g., *The problem occurred at my workplace.)*	Uses phrasal verbs with the correct particle (e.g., *He put forward a theory. She summed up the argument.)* Uses a variety of verb-complement patterns (e.g., *The evidence led me to believe that he was guilty. She recommended that he study.)* Uses subjunctive where appropriate (e.g., *His boss demanded that he take a lunch break.)* Uses transitive and intransitive verbs (e.g., *The incident occurred yesterday. He evaluated the evidence.*)
Relative Course SLOs			
Significance for Placement			

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Gerunds and Infinitives	Uses common gerunds and infinitives (e.g., *want* + infinitive)	Uses gerunds and infinitives as subjects and objects (e.g., *It is easy to apply. Applying is easy. To apply is easy.*) Use gerunds and infinitives with appropriate verbs (e.g., *I enjoy fishing. I need to go to the store.*) Uses infinitives with *too* and *enough* (e.g., *I had enough to eat. I had too much to eat.*)	Uses gerunds and infinitives, including perfect infinitives, in a range of contexts (e.g., as subjects, objects of prepositions, and verb complements. *Swimming is excellent exercise She showed her opposition to the task by taking her time.*)
Relative Course SLOs			
Significance for Placement			
Count/Noncount Nouns	Uses appropriate singular or plural forms (e.g., *child/children*) Uses the appropriate quantifiers and comparatives for common count vs. noncount nouns (e.g., *some/many children, some/a lot of bread, more than/less than*) Uses the appropriate partitives (e.g., *a loaf of bread*)	Distinguishes between count and non-count nouns (as evidenced by appropriate subject-verb agreement and pronoun reference) Uses appropriate singular or plural forms (e.g., *wolf/wolves*) Uses the appropriate quantifiers and comparatives for count vs. noncount nouns (e.g., *a lot of money, many people*) Uses the appropriate partitives (e.g., *a piece of information*)	Uses appropriate singular or plural forms (e.g., *less money than, fewer people than*) Uses the appropriate quantifiers and comparatives for abstract and concrete count vs. noncount nouns (e.g., *a large amount of money, a great number of people*) Uses the appropriate partitives (e.g., *20% of all the solutions*)
Relative Course SLOs			
Significance for Placement			

Common Assessment Initiative | Preliminary Assessment Competencies for English as a Second Language

Pronouns	Uses personal subject/object pronouns (e.g., *She gave it to her son.*) Uses reflexive pronouns (e.g., *He did it himself.*)	Uses reflexive pronouns (e.g., *He surprised himself when he got an A on the exam.*) Uses indefinite pronouns (e.g., *Nobody knows the answer.*)	Uses unambiguous pronoun reference with multiple possible antecedents Uses correct pronoun antecedent agreement with singular words that end in –s (e.g., *news, status. We were so thrilled to hear the good news, and everyone we told was happy to hear about it.*) Uses correct pronoun reference with noun separated from the pronoun by a prepositional phrase or relative clause (e.g., *The student who left her books in the classroom doesn't know where she left them.*)
Relative Course SLOs			
Significance for Placement			
Possessives	Uses possessive adjectives with nouns (e.g., *her book*) Distinguishes possessive adjectives (e.g., *my*) from possessive nouns (e.g., *mine*)	Uses apostrophe with nouns to indicate possession Distinguishes *he's* from *his* (e.g., *he's a student, his books are new*) and *it's* from *its* (e.g., *It's cute when the cat licks its paws.*)	Uses a range of possessive nouns and adjectives correctly (e.g., *Mark's opinion, the students' essays, the dress's collar, the children's books*)
Relative Course SLOs			
Significance for Placement			

Adjectives	Uses appropriate form of common single-word adjectives (e.g., *helpful friends, blue dress, hot coffee*)	Understands appropriate form of a range of adjectives (e.g., *a four-year old child, a five-year plan*) Distinguishes intermediate-level present vs. past participles as adjectives (e.g., *excited* vs. *exciting; This class is interesting but that one is boring. I was bored by the lecture.*) Distinguishes between *almost* and *most* (e.g., *Most people care about the environment.*)	Uses appropriate form of a range of adjectives (e.g., uses a singular form of a noun as an adjective; *She ran a five-mile race.*) Distinguishes advanced-level present vs. past participles as adjectives (e.g., *frustrated* vs. *frustrating)* Uses appropriate form and placement of a range of present and past participial phrases. (e.g., *thrilled* vs. *thrilling*)
Relative Course SLOs			
Significance for Placement			
Articles, Determiners, and Quantifiers	Uses definite and indefinite articles with count nouns (e.g., *a car, an apple, the car*) Uses demonstrative determiners (e.g., *this/that, these/those*) Uses common quantifiers (e.g., *many, all*) Uses null article appropriately for cities (e.g., *San Francisco*)	Uses definite and indefinite articles with count nouns (e.g., *a university, an electrician, the electrician*) Uses demonstrative determiners (e.g., *this/that, these/those*) Uses quantifiers indicating amount appropriately with count and noncount nouns (e.g., *too many people, less sugar*) Uses *a* and *the* for first and second mentions (e.g., *I bought a bike. The bike is new.*) Uses articles appropriately for countries (e.g., *the United States*)	Uses definite and indefinite articles appropriately in a range of contexts, including abstract nouns (e.g., *The freedom I enjoyed as a child has not returned. We fight for freedom.)* and generic vs. specific nouns (e.g., *The computer has/computers have revolutionized the workplace. The computer on my desk is not working.*) Uses the definite article appropriately for places (e.g., *the Mississippi River, Lake Tahoe*)
Relative Course SLOs			
Significance for Placement			

Proper Nouns	Uses capitalization for proper nouns and titles (e.g., *Pine Street, Sam's father, Dr. Smith*)	Uses appropriate capitalization (e.g., *My mother is sick. Mom, are you sick?*)	Uses appropriate capitalization (e.g., *I am taking a math class. He is in Math 101.*)
Relative Course SLOs			
Significance for Placement			
Prepositions	Uses common prepositions of time and location + noun/noun phrase (e.g., *on the bus, at the table, in July*)	Uses prepositions of time and location + noun/noun phrase (e.g., *in six weeks, down the street*)	Uses a variety of prepositional phrases in a range of constructions (e.g., *according to the author, in response to his message*)
Relative Course SLOs			
Significance for Placement			
Sentence Types	Creates basic compound sentences using coordinating conjunctions Creates simple and basic compound sentences using coordinating conjunctions (e.g., *and*, *but*, *so*)	Uses conjunctions to make compound sentences with parallel structures (e.g., *and, but, so, or, yet*) Creates complex sentences using a range of subordinating conjunctions (e.g., *because, although, even though*) Creates sentences using correlative conjunctions (e.g., *not only … but also*) Uses conjunctive adverbs (e.g., *however, therefore*)	Creates simple, compound, complex, and compound-complex sentences with correct word order and parallel structures Uses conjunctive adverbs (e.g., *consequently, meanwhile, nevertheless, moreover*)
Relative Course SLOs			
Significance for Placement			

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Adverbial Phrases and Clauses	Creates time phrases using common subordinating conjunctions of time, and reason (e.g., *after, before, when, because*)	Creates sentences with adverbial clauses of time and reason (e.g., *after, until, because, since*) Creates simple adjective clauses (e.g., using *who, whom, whose, that,* and *which*) Creates noun clauses (e.g., using *if/whether, that,* and *wh-subject/object*) Creates conditionals, including: • Present real • Future real • Wish/hope	Creates sentences with a range of adjective, adverb, and noun clauses as well as embedded questions correctly Creates reduced adjective clauses (e.g., appositives) Creates reduced adverbial clauses Creates a variety of types of conditional sentences appropriately Creates conditionals, including: • Present unreal • Past unreal
Relative Course SLOs			
Significance for Placement			
Comparatives	Creates simple comparative sentences (e.g., more big more intelligent, the most intelligent) and intensifiers (e.g., *very big*)	Creates comparative sentences, including use of superlatives (e.g., *The more you study the better you will do.*), intensifiers (e.g., *The book was extremely interesting.*), and *as … as* constructions (e.g., *Your forearm is as long as your foot.*)	Creates a variety of comparative sentences appropriately (e.g. *I am more excited about chemistry than about music. The economic situation in the United States is different from the one in Zimbabwe.*)
Relative Course SLOs			
Significance for Placement			

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Listening								
Complexity and Type of Listening Passages	Individual words supported by visuals High-frequency vocabulary Spoken slowly with rephrasing and repetitions	Sentences and simple exchanges on familiar topics and settings supported by visuals High-frequency vocabulary Spoken slowly with rephrasing and repetitions	Short informational listening passages on familiar topics supported by visuals Constructed dialogs on familiar topics and settings High-frequency vocabulary Spoken slowly with rephrasing and repetitions	Short informational or narrative listening passages on familiar topics supported by visuals Constructed dialogs on familiar topics and settings High-frequency vocabulary Spoken slowly with rephrasing and repetitions	Short informational or narrative listening passages on familiar topics supported by visuals Constructed dialogs on familiar topics and settings High-frequency and common academic vocabulary Spoken at natural pace using simple syntax	Short lectures or speeches on familiar and academic topics, supported by visuals Authentic dialogs on familiar topics and settings High-frequency and common academic vocabulary Spoken at natural pace using mostly simple syntax	Short lectures or speeches on academic topics Authentic dialogs on familiar topics and settings Academic vocabulary Spoken at natural pace using authentic syntax	Short lectures or speeches on academic and technical topics (e.g., TED talk, podcasts, Radiolab) Authentic dialogs on new and familiar topics Academic and technical vocabulary Spoken at natural pace using authentic syntax
Levels Below Transfer	8	7	6	5	4	3	2	1
Determine meaning of words and phrases	Identify high-frequency spoken words by selecting a related image.	Use context to determine the meaning of words or phrases in a listening passage appropriate for this level.	Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.	Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.	Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.	Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.	Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.	Use context to infer the meaning of words or phrases in a listening passage appropriate for this level.
Relative Course SLOs								
Significance for Placement								
Respond to instructions or commands	Respond appropriately to single word commands (e.g., *stop*).	Respond appropriately to high frequency, multi-word commands (e.g., *be careful*) and social expressions (e.g., *excuse me*).	Respond appropriately to multi-word commands (e.g., *sit down and get out your pencil*, *pass your papers forward*) and social expressions (e.g., *what's wrong?*).	Respond appropriately to short instructions.	Respond appropriately to instructions and simple rules or options presented orally, such as a telephone audio directory.	Respond appropriately to oral announcements and instructions that include multiple details.	Respond appropriately to detailed specific spoken instructions on an academic topic.	Respond appropriately to detailed specific spoken instructions on academic and technical topics.
Relative Course SLOs								
Significance for Placement								

Determine main idea and details in informational text	Identify the general topic or setting in a listening passage appropriate for this level.	Identify the general topic, sequence of events, characters, or setting in a listening passage appropriate for this level.	Identify the general topic, sequence of events, characters, or setting in a listening passage appropriate for this level.	Identify the main idea and supporting details in a listening passage appropriate for this level.	Identify stated or implied main ideas and supporting details in a listening passage appropriate for this level.	Identify stated or implied main ideas and supporting details in a listening passage appropriate for this level.	Distinguish stated or implied main ideas from supporting details in a listening passage appropriate for this level (e.g., by completing an outline or graphic organizer).	Distinguish stated or implied main ideas from supporting details in a listening passage appropriate for this level (e.g., by completing a partial outline or graphic organizer).
Relative Course SLOs								
Significance for Placement								
Identify purpose, point of view and use of evidence	Identify a speaker's purpose in a listening passage appropriate for this level (e.g., simple conversation with visual cues).	Identify a speaker's purpose in a listening passage appropriate for this level (e.g., conversation with visual cues).	Identify a speaker's purpose in a listening passage appropriate for this level (e.g., simple phone conversation).	Identify a speaker's purpose in a listening passage appropriate for this level (e.g., a commercial or TV advertisement).	Identify a speaker's purpose or points of emphasis in a listening passage appropriate for this level (e.g., a recorded message).	I Identify a speaker's purpose, point of view, or points of emphasis in a listening passage appropriate for this level (e.g., a contextualized conversation).	Identify a speaker's purpose, point of view, use of evidence, or points of emphasis in a listening passage appropriate for this level (e.g., a college lecture, a complex conversation).	Identify a speaker's purpose, point of view, use of evidence, points of emphasis, or tone in a listening passage appropriate for this level (e.g., a political speech).
Relative Course SLOs								
Significance for Placement								

Determine meaning based on supra-segmentals	Recognize that a response is expected when asked a question (e.g., *Hungry?*).	Distinguish between a question or statement of fact in a sentence fragment, based on tone or mood (e.g., *Taking a bus.* vs. *Taking a bus?*).	Distinguish between a question and a statement in a simple sentence, based on tone or mood regardless or word order (e.g., *She got a new job.* vs. *She's got a new job?*).	Distinguish between a yes/no question and a question for information, based on a variation in tone or mood (e.g., *Do you want coffee or tea?* vs. *Do you want coffee—or tea?*).	Distinguish meaning and intent based on variation in tone or mood (e.g., tag questions such as *You don't believe that, do you? He's taking algebra, isn't he?*).	Distinguish meaning and points of emphasis in questions or statements, based on stress, tone, or mood regardless of word order (e.g., *John asked YOU to go?* vs. *JOHN asked you to go?*).	Distinguish between a question and a statement regardless of word order and identify points of emphasis, tone, or mood (e.g. accusation) based on intonation (e.g., *You didn't do your homework!* vs. *You didn't do your homework?*).	Identify points of emphasis, tone, or mood (e.g., skepticism or incredulity) based on stress and intonation (e.g., *You're going to ride your bike out in the rain?*).
Relative Course SLOs								
Significance for Placement								
Determine meaning of idiomatic language	Determine meaning of basic phrasal verbs describing physical actions in context (e.g., *put on clothes; turn on a light*).	Determine meaning of frequently used classroom idioms and phrasal verbs in context (e.g., *Please fill out this form. Please hand in your homework. Take out a pencil.*).	Determine meaning of frequently used idioms and phrasal verbs in context (e.g., *How come you're late? When do you pick up your children?*).	Determine meaning of frequently used idioms and phrasal verbs in clear contexts (e.g., *How about getting together after school? Look it up in the dictionary*).	Determine meaning of frequently used idioms and phrasal verbs in context (e.g., *When are we leaving? The sooner the better. Be careful, that car is backing up.*).	Determine meaning of idioms and figurative language in clear contexts (e.g., *I was so tongue-tied that I couldn't answer the question. Just tell me and stop beating around the bush.*).	Determine meaning of less frequent idioms and figurative language in context (e.g., *I didn't know what the teacher was driving at. Come in early so you can learn the ropes.*).	Determine meaning of complex, low-frequency idioms and figurative language in context (e.g., *We need to go back to the drawing board in this project. I've been walking on eggshells for years.*).
Relative Course SLOs								
Significance for Placement								