



Grading Criteria

SPEAKING AND LISTENING

LEVEL 1 - DEPARTMENT GRADING RUBRIC

A- Production and Comprehension: **Passing**

Student produces sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Speaker can be understood with minimum difficulty. Student has minor interference from another language, (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur. Errors never or almost never interfere with communication.

Student can effectively -

- Interact in basic social situations such as introductions, greetings, appreciation, and apology without misrepresentation or confusion.
- Inquire about basic subjects such as locations, prices, dates, times, and friends.
- Follow simple directions.
- Listen and recite dialog on topics related to everyday situations.
- Listen and understand simple messages.
- Take dictation of words and simple sentences.
- Talk about present and past activities and events (using simple present and past tenses).
- Talk about past events (using simple past tense).
- Accurately pronounce sounds and patterns in context.

B- Production and Comprehension: **Passing**

Student produces sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Speaker can be understood with minimum difficulty. Student has some interference from another language, and a pattern of gaps in communication may occur. Speaker can usually be understood with minimum difficulty. Minor distracting errors interfere with communication.

Student can -

- Interact in basic social situations such as introductions, greetings, appreciation, and apology with minimum misrepresentation or confusion.
- Inquire about basic subjects such as locations, prices, dates, times, and friends with minor distracting grammar errors.
- Follow simple directions with a little difficulty.
- Listen and recite dialog on topics related to everyday situations with minimum difficulty.
- Listen and understand simple messages, and take dictation of words and simple sentences with minimum difficulty.
- Take dictation of words and simple sentences.
- Talk about present and past activities and events (using simple present and past tenses) with minor distracting errors.
- Talk about past events (using simple past tense) with minor distracting errors.
- Pronounce sounds and patterns in context with minor difficulty.
- Speak using appropriate vocabulary for the task.

C- Production and Comprehension: Barely Passing

Student can only produce a limited number of uncomplicated sentences in straightforward social situations and predictable topics. Student has concrete exchanges and can usually be understood with some difficulty including interference from another language and distracting errors.

Student can –

- Interact in basic social situations such as introductions, greetings, appreciation, and apology with some misrepresentation or confusion.
- Inquire about basic subjects such as locations, prices, dates, times, and friends with some distracting grammar errors.
- Follow simple directions with some difficulty.
- Listen and recite dialog on topics related to everyday situations with some difficulty.
- Listen and understand simple messages, and take dictation of words and simple sentences with some difficulty.
- Speak using appropriate vocabulary for the task.

F-Production and Comprehension: Not Passing

Student cannot produce uncomplicated sentences in social situations and predictable topics. Student cannot be understood because of interference from another language and has serious distracting errors.

Student cannot –

- Interact nor make inquiries in basic social situations.
- Follow simple directions.
- Listen and recite dialog on topics, listen and understand simple messages, nor take dictation.
- Talk about events using simple present and past tenses.
- Pronounce most sounds and speak clearly because of a lot of native language interference.
- Speak clearly because of distracting grammar errors and lack of appropriate vocabulary.

**SPEAKING AND LISTENING
LEVEL 2 - DEPARTMENT GRADING RUBRIC**

A- Production and Comprehension: Passing

Speaker asks and answers questions and can maintain simple conversations on familiar topics using sentences and strings of sentences. Speaker can be understood with minimum difficulty. Errors never or almost never interfere with communication.

Student can effectively -

- Describe personal background and narrate past events and experiences with no or a few grammar errors.
- Talk about present events and future plans, personal and professional goals with minor grammar errors.
- Pronounce sounds correctly but has some noticeable native language interference.
- Ask questions about past, present, and future intentions, events, activities, and daily life with minor grammar errors.
- Speak using appropriate vocabulary for the task.
- Listen to everyday conversations, events, lectures and report on content with minimum effort.

B- Production and Comprehension: Passing

Speaker asks and answers questions with minor difficulty. Speaker can mostly maintain simple conversations on familiar topics using sentences and strings of sentences. Speaker can usually be understood with minimum difficulty. Minor distracting errors interfere with communication.

<p><u>Student can –</u></p> <ul style="list-style-type: none"> Describe personal background and narrate past events and experiences <u>with minor distracting grammar errors.</u> Talk about present events and future plans, personal and professional goals <u>with some grammar errors.</u> Mostly pronounce sounds correctly but has some noticeable native language interference. Ask questions about past, present, and future intentions, events, activities, and daily life <u>with some grammar errors.</u> Speak using sufficient vocabulary for the task. Listen to everyday conversations, events, lectures and report on content <u>with some effort.</u>
<p>C- Production and Comprehension: <u>Barely Passing</u></p> <p>Speaker can mostly maintain simple conversations on familiar topics using sentences and strings of sentences. Speaker can usually be understood with minimum difficulty. Distracting errors somewhat interfere with communication.</p> <p><u>Student can –</u></p> <ul style="list-style-type: none"> Describe personal background and narrate past events and experiences <u>with distracting grammar errors.</u> Talk about present events and future plans, personal and professional goals <u>with grammar errors.</u> Speak <u>mostly</u> with intelligible pronunciation but has some noticeable native language interference. Ask questions about past, present, and future intentions, events, activities, and daily life <u>with grammar errors.</u> Speak using adequate vocabulary for the task and may refer to native language for words or cognates.
<p>F-Production and Comprehension: <u>Not Passing</u></p> <p>Speaker cannot maintain simple conversations. Speaker cannot be understood. Speaker exhibits a great deal of difficulty conveying ideas. Distracting errors completely interfere with communication.</p> <p><u>Student cannot –</u></p> <ul style="list-style-type: none"> Describe personal background and narrate past events and experiences. Talk about present events and future plans, personal and professional goals. Speak with intelligible pronunciation, stress, and intonation. Pronounce most sounds because of a lot of native language interference. Speak clearly because of distracting grammar errors and lack of appropriate vocabulary.

**SPEAKING AND LISTENING
LEVEL 3 - DEPARTMENT GRADING RUBRIC**

<p>A- Production and Comprehension: <u>Passing</u></p> <p>Speaker converses, discusses topics of personal interest, describes, narrate events in the past, present, and future. Speaker can be understood with minimum difficulty. Errors never or almost never interfere with communication.</p> <p><u>Student can effectively -</u></p> <ul style="list-style-type: none"> Speak about many social, professional, and academic situations and experiences. Speak with intelligible pronunciation, stress, and intonation. Pronounce most sounds without a lot of native language interference. Deliver presentations, explain, and support opinions <u>with minimum effort.</u> Simulate social and academic situations. Understand factual information and respond appropriately to comprehension questions.
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<ul style="list-style-type: none"> • Take notes during presentations and demonstrate comprehension. • Summarize and synthesize academic lectures.
B- Production and Comprehension: <u>Passing</u>
<p>Speaker converses, discusses topics of personal interest, describes, narrate events in the past, present, and future. Speaker can be understood with minimum difficulty. Minor distracting errors interfere with communication.</p> <p><u>Student can –</u></p> <ul style="list-style-type: none"> • Speak about many social, professional, and academic situations and experiences with minor difficulty. • Speak <u>mostly</u> with intelligible pronunciation, stress, and intonation. • Mostly pronounce sounds correctly but has some noticeable native language interference. • Deliver presentations, explain, and support opinions <u>with minimum effort</u>. • Simulate social and academic situations. • Mostly understand factual information and respond appropriately to comprehension questions. • Take notes during presentations and demonstrate comprehension with some difficulty. • Summarize and synthesize academic lectures with minor difficulty.
C- Production and Comprehension: <u>Barely Passing</u>
<p>Speaker converses, discusses topics of personal interest, describes, narrate events in the past, present, and future. Speaker can be understood with some difficulty. Distracting errors frequently interfere with communication.</p> <p><u>Student can –</u></p> <ul style="list-style-type: none"> • Speak about many social, professional, and academic situations and experiences with some difficulty. • Speak <u>mostly</u> with intelligible pronunciation, stress, and intonation and certain sounds are difficult to pronounce. • Pronounce certain sounds correctly but has some noticeable native language interference. • Deliver presentations, explain, and support opinions <u>with minimum effort</u>. • Simulate social and academic situations with some difficulty. • Understand factual information and respond appropriately to comprehension questions with some difficulty. • Take notes during presentations and demonstrate comprehension with some difficulty. • Summarize and synthesize academic lectures with minor difficulty.
F-Production and Comprehension: <u>Not Passing</u>
<p>Speaker cannot converse, discuss, describe, and narrate events. Distracting errors completely interfere with communication.</p> <p><u>Student cannot –</u></p> <ul style="list-style-type: none"> • Speak about situations and experiences without major difficulty. • Speak with intelligible pronunciation, stress, and intonation. • Pronounce most sounds because of a lot of native language interference. • Speak clearly because of distracting <u>grammar errors</u>. • Deliver presentations, explain, and support opinions without major difficulty. • Simulate social and academic situations. • Understand factual information and respond appropriately to comprehension questions.

**SPEAKING AND LISTENING
LEVEL 4 - DEPARTMENT GRADING RUBRIC**

<p>A- Production and Comprehension: <u>Passing</u></p> <p>At this level, speaker engages in conversation in a clearly participatory manner. Errors never or almost never interfere with communication.</p> <p><u>Student can effectively -</u></p> <ul style="list-style-type: none"> • Speak using formal and informal language in persuasion, negotiation, debate, etc. • Use rhythm, stress, and intonation to convey <u>precise</u> meaning even though they are unable to master particular sounds based on native language interference. • Pronounce most sounds without a lot of native language interference. • Use past, present, future, and modals (to express hypothetical) with minimum or no difficulty. • Speak extemporaneously on diverse topics. • Comprehend, analyze, synthesize and summarize extensive discourse. • Take notes on contemporary topics (e.g., news items, reports, etc.) • Take notes during lectures and presentations, and summarize the content.
<p>B-Production and Comprehension: <u>Passing</u></p> <p>Speaker engages in conversation in a clearly participatory manner with minimum difficulty. Minor distracting errors interfere with communication.</p> <p><u>Student can –</u></p> <ul style="list-style-type: none"> • Speak using formal and informal language <u>with noticeable effort</u> in persuasion, negotiation, debate, etc. • Use rhythm, stress, and intonation to convey mostly <u>understandable</u> meaning even with minor incomprehensible sounds based on native language. • Mostly pronounce sounds correctly but has some noticeable native language interference. • Speak using minimal non-distracting <u>grammar errors</u>. • Speak extemporaneously on diverse topics. • Comprehend, analyze, synthesize and summarize extensive discourse with minor difficulty. • Take notes on contemporary topics (e.g., news items, reports, etc.) with minimum difficulty. • Take notes during lectures and presentations, and summarize the content with minimum difficulty.
<p>C-Production and Comprehension: <u>Barely Passing</u></p> <p>Speaker engages in conversation in a clearly participatory manner with certain grammatical roughness (e.g., inconsistent control of verb endings). Distracting errors somewhat interfere with communication.</p> <p><u>Student can –</u></p> <ul style="list-style-type: none"> • Speak using formal and informal language with some difficulty in persuasion, negotiation, debate, etc. • Use rhythm, stress, and intonation to convey mostly <u>understandable</u> meaning even with some incomprehensible sounds based on native language. • Pronounce certain sounds correctly but has some noticeable native language interference. • Speak using some distracting <u>grammar errors</u>. • Speak extemporaneously on diverse topics with minor difficulty. • Comprehend, analyze, synthesize and summarize extensive discourse with some difficulty. • Take notes on contemporary topics (e.g., news items, reports, etc.) with some difficulty. • Take notes during lectures and presentations, and summarize the content with some difficulty.

F-Production and Comprehension: Not Passing

Speaker cannot engage in conversation in a clearly participatory manner. Distracting errors completely interfere with communication.

Student cannot –

- Speak using formal and informal language in persuasion, negotiation, debate, etc.
- Pronounce most sounds because of a lot of native language interference.
- Use rhythm, stress, and intonation to convey understandable meaning.
- Speak clearly because of distracting grammar errors.
- Speak extemporaneously on diverse topics.
- Comprehend, analyze, synthesize and summarize extensive discourse.
- Take notes on contemporary topics (e.g., news items, reports, etc.) without a great deal of difficulty.
- Take notes during lectures and presentations, and summarize the content without a great deal of difficulty.

Grading Criteria

WRITING

LEVEL 1 - DEPARTMENT GRADING RUBRIC

A-Paper: <u>Passing</u>
<ul style="list-style-type: none">• Has correct word order in sentences: Subject – Verb – Object (SVO).• Has no or minor spelling errors.• Has correct punctuation marks.• Has correct simple, compound, and complex sentences.• Is generally free of distracting errors or has <u>minimal</u> non-distracting <u>grammar errors</u> such as fragments, run-ons, comma splices, and shifts in verb tenses.• Has a logical organization of sentences.
B-Paper: <u>Passing</u>
<ul style="list-style-type: none">• Has <u>mostly</u> correct or maybe a few minor errors in word order: Subject – Verb – Object (SVO).• Has no or minor spelling errors.• Has mostly correct punctuation marks.• Has no errors in simple sentences but may have <u>minor</u> errors in compound and complex sentences.• Has <u>minor</u> errors with verb tenses, incorrect or unclear word usage, limited vocabulary, and punctuation.• Has a logical sequence of sentences.
C-Paper: <u>Barely Passing</u>
<ul style="list-style-type: none">• Has <u>mostly</u> correct or maybe a few minor errors in word order: Subject – Verb – Object (SVO).• Has minimal spelling errors.• Has a few errors with punctuation marks.• Has <u>minor</u> errors in simple, compound, and complex sentences.• Has a few distracting errors with verb tenses, incorrect or unclear word usage, and limited vocabulary.• Has problems with a logical sequence of sentences.
F-Paper: <u>Not Passing</u>
<ul style="list-style-type: none">• Has many incorrectly written sentences.• Has confusing ideas.• Has no organization or logical sequence of sentences.• Has no sentence structure.• Has <u>serious</u> errors in grammar, spelling, punctuation, and other sentence errors that interfere with readability and understanding.

WRITING
LEVEL 2 - DEPARTMENT GRADING RUBRIC

A-Paper: <u>Passing</u>
<ul style="list-style-type: none"> • Has clear and concise paragraph format. • Has sentences with correct word order: Subject – Verb – Object (SVO). • Is unified with correct simple, compound, and complex sentences. • Is generally free of distracting errors or has <u>minimal</u> non-distracting <u>grammar errors</u> such as fragments, run-ons, comma splices, and shifts in verb tenses. • Has correct sentence structure: Subject – Verb agreement, correct pronouns. • Has no or minor spelling errors. • Has correct punctuation marks. • Was typed using correct paragraph format with a word processor. • Has a logical organization of ideas.
B-Paper: <u>Passing</u>
<ul style="list-style-type: none"> • Has clear and concise paragraph format. • Has sentences with correct word order: Subject – Verb – Object (SVO). • Has <u>minor</u> errors in correct simple, compound, and complex sentences. • Has some distracting errors, such as verb tenses, spelling, incorrect or unclear word usage, limited vocabulary, and punctuation. • Has some errors, such as fragments, run-ons, and comma splices. • Has <u>mostly</u> correct sentence structure: Subject – Verb agreement, correct pronouns. • Was typed using mostly correct paragraph format with a word processor. • Has a logical organization of ideas.
C-Paper: <u>Barely Passing</u>
<ul style="list-style-type: none"> • Has a somewhat concise paragraph format. • Has sentences with <u>mostly</u> correct word order: Subject – Verb – Object (SVO). • Has correct or minor errors with simple, compound, and complex sentences. • Has some distracting errors, such as verb tenses, spelling, incorrect or unclear word usage, limited vocabulary, and punctuation. • Has some errors, such as fragments, run-ons, and comma splices. • Was typed but incorrectly (line-by-line sentences) with a word processor. • Has some logical organization of ideas.
F-Paper: <u>Not Passing</u>
<ul style="list-style-type: none"> • Doesn't have a paragraph format. • Has confusing ideas. • Has no organization of ideas. • Has illogical sentence structures or no structure. • Has <u>serious</u> errors in grammar, spelling, punctuation, and other sentence errors that interfere with readability and understanding.

WRITING
LEVEL 3 - DEPARTMENT GRADING RUBRIC

A-Academic Paragraph: <u>Passing</u>
<ul style="list-style-type: none"> • Has a focus topic and controlling idea clearly identified. • Has clear and concise organization and development with topic sentence, body, and conclusion. • Answers the topic directly with a focus on the <u>type of paragraph</u> such as Descriptive, Compare, Contrast, etc. • Is unified with correct transition words. • Is correctly organized with 5 – 8 sentences (simple, compound, and complex). • Is generally free of distracting errors or has minimal non-distracting <u>grammar errors</u>, such as fragments, run-ons, comma splices, and shifts in verb tenses.
B-Academic Paragraph: <u>Passing</u>
<ul style="list-style-type: none"> • Has a focus topic and controlling idea clearly identified. • Has clear and concise organization and development with topic sentence, body, and conclusion. • Answers the topic directly with a focus on the <u>type of paragraph</u> such as Descriptive, Compare, Contrast, etc. • Is somewhat unified with correct transition words. • Is correctly organized with 5 – 8 sentences (simple, compound, and complex). • Has some distracting errors, such as verb tenses, spelling, incorrect or unclear word usage, limited vocabulary. • Has some errors such as fragments, run-ons, and comma splices.
C-Academic Paragraph: <u>Barely Passing</u>
<ul style="list-style-type: none"> • Doesn't have a clearly identified focus topic and controlling idea. • Has a few missing sentences in the organization and development (topic sentence, body, and conclusion). • Answers the topic directly with a focus on the <u>type of paragraph</u> such as Descriptive, Compare, Contrast, etc. • Doesn't have transition words. • Isn't correctly organized with 5 – 8 sentences (simple, compound, and complex); it has too few or too many. • Has some errors, such as fragments, run-ons, and comma splices.
F-Academic Paragraph: <u>Not Passing</u>
<ul style="list-style-type: none"> • <u>Does not</u> address the topic. • Writes confusing ideas. • Has no organization or development. • Has an illogical paragraph structure or no structure. • Reflects lack of editing and other problems. • Has <u>serious</u> errors in grammar, spelling, punctuation, and other sentence errors that interfere with readability and understanding.

WRITING
LEVEL 4 - DEPARTMENT GRADING RUBRIC

FORMAT REQUIREMENTS

- a. The essay should have a correct heading.
- b. The essay should be double spaced and typed in 12-pt. Times New Roman.
- c. The essay should contain five paragraphs (300-500 words).

A-Essay: Passing

The writer's position is clear, well-developed, and supported by strong evidence.

- Has an explicit thesis statement.
- Has a well-constructed (parallel) thesis statement (parallel structure, three main points).
- Answers the prompt directly with a focus on the type of essay such as Compare/Contrast, Process, Cause/Effect, Argumentative, etc.
- Has skillfully constructed and unified sentences using appropriate transition words, etc.
- Has correct structure and form (including the development of paragraphs as well as an introduction and conclusion.)
- Has logical coherence and repeatedly supports the thesis.
- Has none or minor grammar and punctuation errors, and the errors do not interfere heavily with the paper's clarity or readability.

B- Essay: Passing

The writer's position is mostly clear, developed, and supported by evidence.

- Has an explicit thesis statement, and may have a little problem with parallel points.
- Answers the prompt directly with a focus on the type of essay such as Compare/Contrast, Process, Cause/Effect, Argumentative, etc.
- Is unified with transition words, etc.
- Has correct structure and form, but the essay is not as clearly developed as the **A-paper**.
- Has a modest number of vocabulary, subordination, pronoun usage and parallel structure errors causing only minimal confusion.
- Is generally free of distracting errors, but it does have some grammar errors such as fragments, run-ons, comma splices, and shifts in verb tenses.

C- Essay: Barely Passing

The writer has defined and developed a position but lacks strong support and has some problems with the essay development.

- May have a thesis statement, but it is vague/weak, or it is not clearly stated.
- Problems with thesis construction (parallel structure, three main points).
- Answers the prompt indirectly or is confusing.
- Is somewhat unified.
- Has correct structure and form (sentences are mostly well constructed), but the essay is not as fully developed.
- Has some noticeable errors, including limited and inappropriate vocabulary.
- Has a few grammar errors in verb tense and form, word usage and form, subordination, pronoun usage, and parallel structure.
- Has some fragments, run-ons, and comma splices.

F- Essay: Not Passing

The writer takes no identifiable position, and the essay lacks coherence and unity.

- Has no thesis statement.
- Has a weak organization and development.
- Does not address the prompt.
- Has many confusing ideas.
- Has serious errors in grammar and punctuation that interfere with readability and understanding.

Grading Criteria

GRAMMAR

LEVEL 1 - DEPARTMENT GRADING RUBRIC

A- Grammar demonstrated in sentences and phrases: <u>Passing</u>
<ul style="list-style-type: none"> • Has correct spelling of verb forms. • Has correct use of verb tense forms (be, have, there is, there are) and are appropriately used in sentences (affirmative and negative forms, questions, and short answers). • Has correct use of the simple present tense and present progressive in a sentence. • Has correct use of the simple future ("BE going to") and "will" (formal future) in a sentence. • Has correct use of common modal auxiliaries, e.g. can/could (ability) in a sentence. • Has correct use of word order in simple sentences and phrases (Subject-Verb-Object) • Use correctly prepositions of location, place, and motion. • Has correct use of regular singular and plural forms of nouns. • Has correct use of adjectives and adverbs.
B- Grammar demonstrated in sentences and phrases: <u>Passing</u>
<ul style="list-style-type: none"> • Has minimum spelling errors of verb forms. • Has minor errors with the use of verb tense forms (be, have, there is, there are) in sentences and affirmative and negative forms, questions, and short answers. • Has minor errors with the use of simple present tense and present progressive in a sentence. • Has minor errors with the use of simple future ("BE going to") and "will" (formal future) in a sentence. • Has minor errors with the use of common modal auxiliaries, e.g. can/could (ability) in a sentence. • Has minor errors with the use of word order in simple sentences and phrases (Subject-Verb-Object) • Has minor errors with the use of prepositions of location, place, and motion. • Has minor errors with the use of regular singular and plural forms of nouns. • Has minor errors with the use of adjectives and adverbs.
C- Grammar demonstrated in sentences and phrases: <u>Barely Passing</u>
<ul style="list-style-type: none"> • Has a few major spelling errors of verb forms. • Has a few major errors with the use of verb tense forms (be, have, there is, there are) in sentences and affirmative and negative forms, questions, and short answers. • Has a few major with the use of simple present tense and present progressive in a sentence. • Has a few major with the use of simple future ("BE going to") and "will" (formal future) in a sentence. • Has a few major with the use of common modal auxiliaries, e.g. can/could (ability) in a sentence. • Has a few major with the use of word order in simple sentences and phrases (Subject-Verb-Object) • Has a few major with the use of prepositions of location, place, and motion. • Has a few major with the use of regular singular and plural forms of nouns. • Has a few major with the use of adjectives and adverbs.
F- Grammar demonstrated in sentences and phrases: <u>Not Passing</u>
<ul style="list-style-type: none"> • Has serious spelling errors of verb forms. • Has excessive errors with the use of verb tense forms. • Has excessive errors with the use of word order. • Has major errors with nouns, adjectives, adverbs, and prepositions.

GRAMMAR
LEVEL 2 - DEPARTMENT GRADING RUBRIC

A- Grammar demonstrated in sentences and phrases: <u>Passing</u>
<ul style="list-style-type: none"> • Has correct spelling for present and past tense verb forms. • Has correct use of the simple present and present progressive in sentences (simple and compound). • Has correct use of action and non-action verbs. • Has correct use of the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses. • Has correct use of the future ("will" and "be going to") in sentences. • Has correct use of comparative, superlative, and equative adjective forms in sentences. • Has correct use of common modal auxiliaries. • Has correct use and spelling of high frequency irregular plural nouns.
B- Grammar demonstrated in sentences and phrases: <u>Passing</u>
<ul style="list-style-type: none"> • Has minimum spelling errors of present and past tense verb forms. • Has correct use of the simple present and present progressive in sentences (simple and compound). • Has correct use of action and non-action verbs. • Has correct use of the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses. • Has correct use of the future ("will" and "be going to") in sentences. • Has <u>minor errors</u> with the use of comparative, superlative, and equative adjective forms in sentences. • Has <u>minor errors</u> with the use of common modal auxiliaries. • Has minor errors with the use and spelling of high frequency irregular plural nouns.
C- Grammar demonstrated in sentences and phrases: <u>Barely Passing</u>
<ul style="list-style-type: none"> • Has a few major spelling errors of present and past tense verb forms. • Has a few major errors in the use of the simple present and present progressive in sentences (simple and compound). • Has a few major errors in the use of action and non-action verbs. • Has a few major errors in the use of the simple past tense (regular and high frequency irregular verbs) and the past progressive tenses in sentences in time clauses. • Has a few major errors in the use of the future ("will" and "be going to") in sentences. • Has a few major errors in the use of comparative, superlative, and equative adjective forms in sentences. • Has <u>minor errors</u> with the use of common modal auxiliaries. • Has <u>some errors</u> in the use and spelling of high frequency irregular plural nouns.
F- Grammar demonstrated in sentences and phrases: <u>Not Passing</u>
<ul style="list-style-type: none"> • Has serious spelling errors of verb forms and high frequency irregular plural nouns. • Has excessive errors in the use of present, past, future tenses, and modals. • Has excessive errors in the use of comparative, superlative, and equative adjective forms.

GRAMMAR
LEVEL 3 - DEPARTMENT GRADING RUBRIC

A- Grammar demonstrated in paragraphs and sentences: <u>Passing</u>
<ul style="list-style-type: none"> • Has correct spelling for all verb forms and irregular plural nouns. • Includes correct use of sentence structures containing verb tenses in simple, compound, and complex sentences. • Includes correct use of the past tense and present perfect tenses in complex sentences. • Includes correct use of common gerunds and infinitives. • Includes correct use of modals and related phrasal forms in affirmative, negative, and question forms for present and future intention in writing tasks. • Has correct adverb and adjective clauses. • Has correct use of nouns and pronouns (regular and irregular forms).
B- Grammar demonstrated in paragraphs and sentences: <u>Passing</u>
<ul style="list-style-type: none"> • Has minimum spelling errors of irregular plurals nouns and verb forms, especially irregular past and past participle. • Includes correct use of sentence structures containing verb tenses in simple, compound, and complex sentences. • Includes correct use of the past tense and present perfect tenses in complex sentences. • Has a few errors with the use of common gerunds and infinitives. • Has <u>minor errors</u> in the use of modals and related phrasal forms in affirmative, negative, and question forms for present and future intention in writing tasks. • Has <u>minor errors</u> in the use adverb and adjective clauses. • Has <u>minor errors</u> in the use of nouns and pronouns (regular and irregular forms).
C- Grammar demonstrated in paragraphs and sentences: <u>Barely Passing</u>
<ul style="list-style-type: none"> • Has a few spelling errors of irregular plurals nouns and verb forms, especially irregular past and past participle. • Includes minimum errors in sentence structures containing verb tenses in simple, compound, and complex sentences. • Includes minimum errors in the past tense and present perfect tenses in complex sentences. • Has a few errors with the use of common gerunds and infinitives. • Has <u>some errors</u> in the use adverb and adjective clauses. • Has <u>some errors</u> in the use of modals and related phrasal forms in affirmative, negative, and question forms for present and future intention in writing tasks. • Has <u>some errors</u> in the use of nouns and pronouns (regular and irregular forms).
F- Grammar demonstrated in paragraphs and sentences: <u>Not Passing</u>
<ul style="list-style-type: none"> • Has serious spelling errors in verb forms and irregular nouns. • Has excessive errors in grammatical structures and sentence structure patterns containing complex grammatical forms and clauses, and writing doesn't have clear coherent sentences. • Has extensive errors with nouns and pronouns (regular and irregular forms).

GRAMMAR
LEVEL 4 - DEPARTMENT GRADING RUBRIC

A- Grammar demonstrated in paragraphs and sentences: <u>Passing</u>
<ul style="list-style-type: none"> • Has correct spelling for all verb forms. • Includes correct use of grammatical structures showing tense, aspect, voice, and mood in writing tasks. • Includes correct use of a variety of sentence structure patterns containing complex grammatical forms and clauses in writing tasks. • Includes correct use of active and passive voice verbs in affirmative, negative, and question forms correctly in writing tasks. • Includes correct shift among tenses and use of appropriate forms. • Has correct past modals and related phrasal forms in affirmative, negative, and question forms in writing tasks.
B- Grammar demonstrated in paragraphs and sentences: <u>Passing</u>
<ul style="list-style-type: none"> • Has minimum spelling errors in verb forms, especially irregular past and past participle. • Includes correct use of grammatical structures showing tense, aspect, voice, and mood in writing tasks. • Has a few errors in sentence structure patterns containing complex grammatical forms and clauses in writing tasks. • Includes <u>minor errors in</u> active and passive voice verbs in affirmative, negative, and question forms correctly in writing tasks which may include clear subject identification. • Has minor errors in shift among tenses and use of appropriate forms. • Has <u>minor errors</u> in the use of past modals and related phrasal forms in affirmative, negative, and question forms in writing tasks.
C- Grammar demonstrated in paragraphs and sentences: <u>Barely Passing</u>
<ul style="list-style-type: none"> • Has a few spelling errors in for all verb forms. • Includes minimum errors in grammatical structures and sentence structure patterns containing complex grammatical forms and clauses in writing tasks. • Includes some errors in active and passive voice verbs in affirmative, negative, and question forms correctly in writing tasks which may include clear subject identification. • Has some errors in shift among tenses and use of appropriate forms. • Has some errors in the use of past modals and related phrasal forms in affirmative, negative, and question forms in writing tasks.
F- Grammar demonstrated in paragraphs and sentences: <u>Not Passing</u>
<ul style="list-style-type: none"> • Has serious spelling errors in verb forms. • Has excessive errors in grammatical structures and sentence structure patterns containing complex grammatical forms and clauses, and writing doesn't have clear coherent sentences. • Has extensive errors in shift among tenses and use of appropriate forms.

Grading Criteria

READING

LEVEL 1 - DEPARTMENT GRADING RUBRIC

A grade - Reading Proficiency and High Frequency Vocabulary: Passing

Student can effectively read and understand simple texts that convey basic information (e.g., diagrams, announcements, lists, notices, and simple short stories). Student can also demonstrate an overall understanding of text on familiar subjects from which new vocabulary can be determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 90 – 100 percent comprehension fluency. Student has a significant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Use reading skills to successfully:

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).
- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify simple transitions and connectors and apply them in reading comprehension.

Apply the following critical thinking skills to successfully:

- Understand sentence meaning by attending to word order and signal words
- Apply background knowledge, and/or visual information to support meaning.
- Understand simple sentences in context and in sequence.
- Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
- Demonstrate reading comprehension by answering questions in written and spoken form.
- Use high frequency vocabulary
- Read modified and simplified texts appropriate for nonnative English speakers.

B grade - Reading Proficiency and High Frequency Vocabulary: Passing

Student can mostly read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate with minor difficulty an overall understanding of text with familiar subjects or non-complex unfamiliar text from which new vocabulary can be determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 80 – 89 percent comprehension fluency. Student has a good range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Use reading skills with minimum difficulty to:

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).

- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify simple transitions and connectors and apply them in reading comprehension.

Apply the following critical thinking skills with minimum difficulty to:

- Understand sentence meaning by attending to word order and signal words
- Apply background knowledge, and/or visual information to support meaning.
- Understand simple sentences in context and in sequence.
- Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
- Demonstrate reading comprehension by answering questions in written and spoken form.
- Use high frequency vocabulary
- Read modified and simplified texts appropriate for nonnative English speakers.

C grade - Reading Proficiency and High Frequency Vocabulary: Barely Passing

Student can **somewhat** read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text with occasional gaps in understanding due to 70 – 79 percent comprehension, limited vocabulary, structures, and writing conventions of the language. Student has an average range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Use reading skills to marginally:

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).
- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify simple transitions and connectors and apply them in reading comprehension.

Apply the following critical thinking skills with some difficulty to:

- Understand sentence meaning by attending to word order and signal words
- Apply background knowledge, and/or visual information to support meaning.
- Understand simple sentences in context and in sequence.
- Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
- Demonstrate reading comprehension by answering questions in written and spoken form.
- Use high frequency vocabulary
- Read modified and simplified texts appropriate for nonnative English speakers.

F grade - Reading Proficiency and High Frequency Vocabulary: Not Passing

At this level, student cannot read and understand or has a great deal of difficulty understanding texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student cannot demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text or may have major difficulty due to 0 – 69 percent comprehension, very limited vocabulary, structures, and writing conventions of the language. Student has an insignificant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Lacks adequate reading skills to:

- Read and comprehend short, simple texts with attention to expanding vocabulary (i.e., in a simple news story, simple reports).
- Identify general and specific information as well as sequence of events in short text.
- Develop vocabulary by recognizing context clues (e.g. cognates, synonyms, antonyms, pronouns, and common prepositions) and common roots/affixes in context.
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify simple transitions and connectors and apply them in reading comprehension.

Meagerly applies the following critical thinking skills to:

- Understand sentence meaning by attending to word order and signal words
- Apply background knowledge, and/or visual information to support meaning.
- Understand simple sentences in context and in sequence.
- Understand new words and/or phrases by drawing on graphic and contextual support, and background knowledge.
- Demonstrate reading comprehension by answering questions in written and spoken form.
- Use high frequency vocabulary
- Read modified and simplified texts appropriate for nonnative English speakers.

READING**LEVEL 2 - DEPARTMENT GRADING RUBRIC****A grade - Reading Proficiency and High Frequency Vocabulary: Passing**

At this level, student can easily read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can also demonstrate an overall understanding of text on familiar subjects or non-complex unfamiliar text from which new vocabulary can be determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 90 – 100 percent comprehension fluency. Student has a significant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Use reading skills to successfully:

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

Apply the following critical thinking skills to successfully:

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding
- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary
- Read modified texts appropriate for nonnative English speakers

B grade - Reading Proficiency and High Frequency Vocabulary: Passing

At this level, student can mostly read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate with minor difficulty an overall understanding of text with familiar subjects or non-complex unfamiliar text from which new vocabulary can be determined by context (e.g., highly familiar, everyday contexts about people, places, and events) containing familiar vocabulary with 80 – 89 percent comprehension fluency. Student has a good range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Use reading skills with minimum difficulty to:

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

Apply the following critical thinking skills with minimum difficulty to:

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding
- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary
- Read modified texts appropriate for nonnative English speakers

C grade - Reading Proficiency and High Frequency Vocabulary: Barely Passing

At this level, student can somewhat read and understand texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student can demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text with occasional gaps in understanding due to 70 – 79 percent comprehension, limited vocabulary, structures, and writing conventions of the language. Student has an average range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Use reading skills to marginally:

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

Apply the following critical thinking skills with some difficulty to:

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding
- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary
- Read modified texts appropriate for nonnative English speakers

F grade - Reading Proficiency and High Frequency Vocabulary: Not Passing

At this level, student cannot read and understand or has a great deal of difficulty understanding texts that convey basic information (e.g., announcements, notices, and online bulletin boards, and forums). Student cannot demonstrate an understanding of text with familiar subjects or non-complex unfamiliar text or may have major difficulty due to 0 – 69 percent comprehension, very limited vocabulary, structures, and writing conventions of the language. Student has an insignificant range of high frequency vocabulary derived from cognates, affixes, and some context to determine meaning.

Lacks adequate reading skills to:

- Comprehend texts with emphasis on expanding vocabulary (i.e., in a simple news story).
- Develop vocabulary by recognizing context clues (e.g. definition, restatement, synonyms, antonyms, pronouns, and common prepositions) and using roots/affixes
- Apply reading strategies (e.g., background knowledge to survey and predict, identify explicit main idea).
- Distinguish between main ideas and supporting details in texts.
- Identify transitions and connectors and apply them in reading comprehension.

Meagerly applies the following critical thinking skills to:

- Make simple predictions accurately from simple, straightforward texts
- Draw conclusions from stated information without misunderstanding
- Relate reading selection to personal experience
- Demonstrate reading comprehension by answering questions related to content
- Summarize in written and spoken form
- Use High Frequency vocabulary
- Read modified texts appropriate for nonnative English speakers

READING

LEVEL 3 - DEPARTMENT GRADING RUBRIC

A grade - Reading Proficiency and High Frequency Vocabulary: Passing

At this level, student can read and understand fully and with ease short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with 90 – 100 percent comprehension fluency. Student has a clear understanding of the underlying structure and writing conventions of the language. Student has a broad range of high frequency vocabulary.

Use reading skills to successfully:

- Identify high-frequency academic vocabulary and structures
- Identify affixes, word formation, and context clues
- Identify statement main ideas and supporting details
- Recognize text patterns (e.g. sequential/chronological order, comparison and contrast)

- Identify implied main ideas and draw conclusions
- make simple inferences and draw conclusions

Apply the following critical thinking skills to successfully:

- Interpret simple authentic materials on familiar (e.g., newspaper articles on current events, business letters, public information notices, stories) summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

B grade - Reading Proficiency and Academic Vocabulary: Passing

At this level, student can mostly read and understand short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with 80 – 89 percent comprehension fluency. Student can understand the underlying structure and writing conventions of the language with minor difficulty. Student has a significant range of high frequency vocabulary.

Use reading skills with minimum difficulty to:

- Identify high-frequency academic vocabulary and structures
- Identify affixes, word formation, and context clues
- Identify statement main ideas and supporting details
- Recognize text patterns (e.g. sequential/chronological order, comparison and contrast)
- Identify implied main ideas and draw conclusions
- make simple inferences and draw conclusions

Apply the following critical thinking skills with minimum difficulty to:

- Interpret simple authentic materials on familiar topics (e.g., newspaper articles on current events, business letters, public information notices, stories)
- summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

C grade - Reading Proficiency and Academic Vocabulary: Barely Passing

At this level, student can somewhat read and understand short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with occasional gaps in understanding due to 70 – 79 percent comprehension, limited vocabulary, structures, and writing conventions of the language. Student can understand the underlying structure and writing conventions of the language with difficulty. Student has an acceptable range of high frequency vocabulary.

Use reading skills to marginally:

- Identify high-frequency academic vocabulary and structures
- Identify affixes, word formation, and context clues
- Identify statement main ideas and supporting details
- Recognize text patterns (e.g. sequential/chronological order, comparison and contrast)
- Identify implied main ideas and draw conclusions
- make simple inferences and draw conclusions

Apply the following critical thinking skills with some difficulty to:

- Interpret simple authentic materials on familiar topics (e.g., newspaper articles on current events, business letters, public information notices, stories) summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

F grade - Reading Proficiency and High Frequency Vocabulary: Not Passing

At this level, student cannot read and understand or has a great deal of difficulty understanding short, non-complex texts (conventional narrative and descriptive) that convey basic information and deal with personal and social topics with many gaps in understanding due to 0 – 69 percent comprehension, very limited vocabulary, structures, and writing conventions of the language. Student cannot understand the underlying structure and writing conventions of the language or may have major difficulty. Student has an insignificant range of high frequency vocabulary.

Lacks adequate reading skills to:

- Identify high-frequency vocabulary and structures
- Identify affixes and context clues
- Identify statement main ideas and supporting details
- Recognize patterns of organization in text (e.g. sequential/chronological order, comparison, and contrast)
- make simple inferences
- draw conclusions
- identify elements of an author's style
- recognize interpretations

Meagerly applies the following critical thinking skills to:

- Interpret simple authentic materials on familiar topics ((e.g., newspaper articles on current events, business letters, public information notices, stories) summarize ideas of a text
- write thorough and thoughtful responses to texts
- apply ideas from reading selections in discussions and in writing in relation to personal experiences and world events
- use frequent or common Academic vocabulary
- Read simplified excerpts from authentic texts

READING

LEVEL 4 - DEPARTMENT GRADING RUBRIC

A grade - Reading Proficiency and Academic Vocabulary: Passing

At this level, student can understand texts from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature.) Student can derive meaning from texts that are structurally and/or conceptually complex, use broad vocabulary, have knowledge of the target culture, and read with 90 – 100 percent comprehension fluency. **Passing student can effectively –**

Use reading skills to successfully:

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)

- Make inferences from textual clues (appositives – pronoun references, adjective and adverb phrases/clauses), extra linguistic clues, and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.
- Develop vocabulary by recognizing context clues and using roots, affixes, definition, restatement, and appositive clues.

Apply the following critical thinking skills to successfully:

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).
- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns
- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text

B grade - Reading Proficiency and Academic Vocabulary: Passing

At this level, student can mostly understand texts from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature.) Student can derive meaning from texts that are structurally and/or conceptually complex with minor difficulty, use broad vocabulary, have knowledge of the target culture, read with 80 – 89 percent comprehension fluency.

Use reading skills with minimum difficulty to:

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)
- Make inferences from textual and extra linguistic clues and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.

Apply the following critical thinking skills with minimum difficulty to:

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).
- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns
- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text

C grade - Reading Proficiency and Academic Vocabulary: Barely Passing

At this level, student can somewhat understand texts with moderate difficulty from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature). Student can derive meaning from texts with some difficulty that are structurally and/or conceptually complex with some difficulty, use broad vocabulary, have knowledge of the target culture, read with 70 – 79 percent comprehension fluency.

Use reading skills to marginally:

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)
- Make inferences from textual and extra linguistic clues and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.

Apply the following critical thinking skills with some difficulty to:

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).
- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns
- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text

F grade - Reading Proficiency and Academic Vocabulary: Not Passing

At this level, student cannot understand or has a great deal of difficulty understanding texts from different genres, both familiar and unfamiliar (i.e., lengthy texts of a personal, professional, and academic nature). Student cannot derive or has a great deal of difficulty deriving meaning from texts that are structurally and/or conceptually complex, cannot use broad vocabulary, and can read with 0– 69 percent comprehension fluency.

Lacks adequate reading skills to:

- Identify stated main ideas and supporting details
- Identify implied main ideas
- Recognize patterns in higher level texts (e.g. sequential/chronological order, comparison/contrast, cause/effect, definition/example)
- Make inferences from textual and extra linguistic clues and draw conclusion using a high level of abstraction.
- Distinguish facts from opinions.

Meagerly applies the following critical thinking skills to:

- Evaluate the credibility (fallacies, biases, etc.) and argumentation of a text.
- Interpret properties of language, i.e., figurative language.
- Interpret the author's purpose, point of view, and tone.
- Interpret, synthesize, and extrapolate from texts in written and spoken forms (i.e., paraphrasing, summarizing, justifying, and comparing perspectives).

- state opinions and give some support about content and presentation of content
- fully support opinions about content
- make connections within and across texts and to explain causal relations
- recognize and analyze text patterns
- student responses should be thorough, thoughtful, and extensive
- Strong use of academic vocabulary
- Read advanced authentic academic text