

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

- On the following pages you can find the objectives, outcomes and promotion criteria for each skill and level. Please note that the objectives must be covered in each class, but are not necessarily tested in a traditional way, and, thus, cannot be expressed as an outcome. In some skills and levels, there are extra optional objectives. The different objectives are noted below.
- To clarify, an **objective** is “a specific curricular element taught through course content and activities. The course objectives guide instruction in order to provide a learning experience for all students and in aggregate address the course goals.” A **student learning outcome** “must be written in terms of observable and measurable language skills. They provide the foundation for assessment by implying what will be assessed and appropriate methods of assessment.”
- Below are the objectives to be covered in each level. The learning outcomes are based on the objectives. Students will be tested on the outcomes and in the course syllabus, should be informed that they should be able to demonstrate ability in those areas, and mastery is required in order to be promoted. The student reports will only have the outcomes listed. Some objectives are optional (noted below), and some are required, but not easily assessable.
- Students need to be proficient in the skills taught in previous levels

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Listening/Speaking

Listening/Speaking 10 Goal: *Introduce students to the alphabet and spelling, basic question structure, basic vocabulary such as name and titles, number and time expressions, and the use of different tenses and prepositions in contextualized speech.*

Listening/Speaking 10 Objectives to teach:

- Understand simple yes/no and *wh*-questions
- Give their names, addresses, telephone numbers, nationalities, and majors/professions
- Identify and list ordinal and cardinal numbers
- Understand and use the letters of the alphabet correctly in speaking
- Refer to the days of the week and the months of the year
- Recognize the present/past/future tenses in contextualized speech
- Recognize the singular/plural in contextualized speech
- Recognize basic prepositions in contextualized speech

Listening/Speaking Pure Beginning Additional Objectives (not required, but may be necessary)

This group has little or no English background. **Basic skills objectives** are appropriate for this level and can be integrated with the core objectives

Basic Skills Objectives

- **Spells out words** (ex. Give spelling of name, home country...)
- **Uses basic vocabulary** such as days of the week, months of the year and dates (ordinals), as well as vocabulary for performing basic tasks such as shopping, riding the bus, going to a doctor, and eating in a restaurant

Listening/Speaking 10 Student Learning Outcomes to formally assess:

At the end of Listening/Speaking 10, students will be able to:

- respond to simple yes/no and *wh*-questions with a simple response
- share essential information such as their names, addresses, telephone numbers, nationalities, and majors/professions
- correctly identify and list ordinal and cardinal numbers
- identify or list the letters of the alphabet correctly
- list the days of the week and the months of the year
- correctly identify the past/present/future tense of verbs used in a short, highly contextualized spoken passage.
- correctly distinguish between singular and plural nouns in a short, highly contextualized spoken passage.
- correctly identify basic prepositions in a short, highly contextualized spoken passage. (ex. Prepositions of location: in, on, after, before, from, to, next to, in front of.)

Listening/Speaking 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 20 score in interview with class teacher using an ELI checklist/rubric.
 - 80% or better on a listening exam of a simple passage from a beginning level text.

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Listening/Speaking (cont)

Listening/Speaking 20 Goal: *Introduce students to common idiomatic expressions, directional vocabulary, request phrases, and listen for main ideas; familiarize students with basic presentation and note-taking skills.*

Listening/Speaking 20 Objectives to Teach:

- Understand common, idiomatic expressions
- Understand and make simple requests related to their daily lives in the U.S.
- Ask for directions
- Respond to directions
- Use common prepositions of place correctly
- Identify and list ordinal and cardinal numbers
- Understand short, informal presentations
- Understand a very short phone message
- Take notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic
- Give a short, informal presentation in class on a biographical topic using the past and present tenses
- Understand the pronunciation rules for past tense form, final *-ed*, and plural and third person final *-s*.
- Ask questions/requests information

Listening/Speaking 20 Student Learning Outcomes to Formally Assess:

At the end of Listening/Speaking 20, students will be able to:

- make a simple request related to their daily lives in the U.S.
- ask for directions
- respond to directions
- use simple prepositions of place correctly in speaking assignments
- use ordinal and cardinal numbers up to one million
- understand and articulate the main ideas of a short informal passage
- give a 2-3 minute informal presentation on a biographical or experiential topic in class using the past and present tenses
- show an increasing mastery of the pronunciation rules for past tense form, final *-ed*, and plural and third person final *-s*.

Listening/Speaking 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 30 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 30 on a short 2-3 minute presentation by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam of a simple passage from a high-beginning level text.
 - CELT I score >19

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Listening/Speaking (cont)

Listening/Speaking 30 Goal: *Introduce students to spoken phrasal verbs and polite request phrases; expose students to short formal presentation skills, leaving messages, and pronunciation of verb conjugation structures.*

Listening/Speaking 30 Objectives to Teach:

- Follow a short passage on a familiar topic
- Take notes on a short passage on a familiar topic
- Summarize a short passage on a familiar topic in their own words
- Understand and use 10 -20 idiomatic expressions
- Understand and use common phrasal verbs
- Communicate with native English speakers in a reasonably appropriate register, particularly in regard to asking questions and making requests politely
- Leave a message on the phone
- Respond to directions in a phone message.
- Give a short, formal presentation
- Pronounce the past tense form, final *-ed*, and plural and third person final *-s* correctly
- Ask permission (ex. To turn a paper in late, to re-do an assignment...)
- Explain a process/tell a story that has a particular ordering sequence

Listening/Speaking 30 Student Learning Outcomes to Formally Assess:

*At the end of Listening/Speaking 30, students **will be able to:***

- understand and articulate the main idea of a short passage on a familiar topic
- take notes on a short passage on a familiar topic
- summarize a short passage on a familiar topic in their own words
- demonstrate knowledge on how to ask questions and make requests politely
- give a 4-5 minute formal process-style presentation
- reproduce the past tense form, final *-ed*, and plural and third person final *-s* correctly

Listening/Speaking 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 40 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 40 on presentation, scored by class instructor using an ELI checklist/rubric
 - 80% or better on a listening exam of a simple passage from a low-intermediate level text, using their notes.
 - CELT I score >25

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Listening/Speaking (cont)

Listening/Speaking 40 Goal: *Introduce students to reduced forms of function words; expose students to articulating main ideas and supporting details of academic information, participating in a class discussion, more complex academic presentation and note-taking skills, and summarizing of news information.*

Listening/Speaking 40 Objectives to Teach:

- Follow a short academic presentation
- Take notes on a short academic presentation
- Follow and participate in a class discussion
- Ability to understand the main points of a TV newscast or television program and retell them with reasonable accuracy
- Give a short academic presentation
- Participate in bidirectional conversations on phone
- Understand reduced forms of function words
- Interrupt politely in a variety of contexts
- Give advice / suggestions politely in a variety of contexts
- Demonstrate an understanding of appropriate non-verbal behaviors (e.g. gestures, personal space, norms for touch...) that accompany speech acts
- Compare/contrast topics, experiences, and points of view

Listening/Speaking 40 Student Learning Outcomes to formally assess:

At the end of Listening/Speaking 40, students will be able to:

- understand and articulate the main idea and supporting details of a short academic passage modified for English language learners
- take notes with a graphic organizer on a short academic presentation
- respond and participate in a class discussion
- summarize the main points of a TV newscast or other video with reasonable accuracy
- give a 5-7 minute comparison/contrast-style academic presentation
- reproduce reduced forms of function words

Listening/Speaking 40 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 50 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 50 on presentation, scored by class instructor using an ELI checklist/rubric
 - 80% or better on a listening exam, an authentic audio or video, using their notes. Questions will be formulated appropriate to the intermediate level.
 - CELT I score >30

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Listening/Speaking (cont)

Listening/Speaking 50 Goal: *Introduce students to verbal cues in attitude and tone, citation, phrasing, blending, and linking; expose students to leading class discussions, self-correction, and academic presentation skills with citations.*

Listening/Speaking 50 Objectives to teach:

- Follow a brief academic passage
- Take notes on a brief academic passage
- Understand radio broadcasts
- Lead a class discussion, encouraging the equal participation of all students
- Give a presentation showing evidence of research and use notes without interrupting the flow of speech
- Recognize and modify own pronunciation and intonation problem
- Understand verbal cues in speaker attitude and tone
- Express emotion appropriately
- Understand the concepts of *phrasing, blending, and linking*
- Express agreement and disagreement appropriately
- Start, maintain, and end a conversation in a variety of contexts (including formal / informal, phone conversations...)

Listening/Speaking 50 Student Learning Outcomes to formally assess:

At the end of Listening/Speaking 50, students will be able to:

- understand and articulate the main idea and most supporting details of a brief academic passage
- take notes on a brief academic passage
- list the main points of an audio broadcast (that doesn't include visual aids) on a familiar topic or one for which students have had some preparation
- lead a class discussion on a controversial and/or academic topic, encouraging equal participation from all students
- give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper written or spoken citations, and using notes without interrupting the flow of speech
- recognize and modify own pronunciation and intonation problem

Listening/Speaking 50 Requirements for Promotion

1. list the main points of an audio broadcast on a familiar topic or one for which students have had some preparation for without visual aids
2. Student must pass the class (D- or better)
 - Student must achieve 5 of 6 of the following
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 60 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 60 on presentation, scored by class instructor using an ELI checklist/rubric
 - 80% or better on a listening exam, an authentic audio or video, using their notes.
 - CELT I score >39

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Listening/Speaking (cont)

Listening/Speaking 60 Goal: *Introduce students to academic debate skills and academic presentation with full academic bibliographies; expose students to articulating implied meanings from academic passages, identify verbal cues in attitude and tone, and complete note-taking on academic lectures.*

Listening/Speaking 60 Objectives to Teach:

- Follow an academic passage and articulate the main ideas, supporting details, and implied meanings
- Take detailed and accurate notes on an academic passage
- Give an academic presentation with two specific academic source references
- Solicit comments and discussion on the presentation
- Participate in academic debates
- Identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality)
- Have pronunciation that is readily understood by native speakers or have near-native pronunciation
- Speak “impromptu” effectively (without preparation)
- Demonstrates understanding of values underlying the American educational system, including: interactional styles among professors / students; our ‘casual’ atmosphere; norms for showing respect; our intellectual value system (placing more value on critical thinking, opinions and on ideas [vs. information] than students from other cultures from other cultures may be accustomed to)

Listening/Speaking 60 Student Learning Outcomes to Formally Assess:

At the end of Listening/Speaking 60, students will be able to:

- understand and articulate the main ideas and nearly all supporting details and implied meaning of an academic passage
- take notes on an academic passage
- give a 10 minute academic, interactive, argumentative-style presentation with two specific academic source references
- list the main points of an academic presentation on an unfamiliar topic
- solicit comments and discussion on an academic presentation
- participate and interact in academic debates
- identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality)
- recognize and modify own problems in pronunciation so that the student can be readily understood by native speakers

Listening/Speaking 60 Exit Criteria

Students must achieve all the following:

- Performance grade of B-minus or better in course
- Exit recommendation by class teacher, based on objectives and proficiency score
- 80% or better on listening and note-taking exam, based on an academic lecture, using their set of notes
- Exit score on ten-minute academic presentation, scored independently by two teachers, using an ELI checklist/rubric
- Exit score on interview, scored independently by two teachers, using an ELI checklist/rubric.

Decision Process (Students must attempt all assessments in order to be considered).

Other Exit Criteria	Teacher Recommendation	Exit?
Clear exit on all items	Yes	Yes
Any number of reservations	Yes	Yes
Two Reservations or more across all items	No	No
Clear exit on all items	No	SC Reviews

Other Listening Speaking Communicative Competence Objectives and Goals

Micro-skills for Improving Listening Comprehension

- Student hears and understands the significance of **important prosodic features** of speech including:
 - ♦ Normal phrasal stress patterns, contrastive stress...
 - ♦ Intonation patterns (in various question types, sentence final...)
 - ♦ Reductions
 - ♦ Tone/emotion
 - ♦ Thought/phrase groups
- Student hears and understands the significance of important **level-appropriate grammar cues** including: ♦
 - Plural markers
 - ♦ Verb endings
 - ♦ Direct/indirect objects
- Student hears and understands the significance of common **discourse markers and connectors** used in various contexts (academic lectures, giving directions, conversations...)
- Student develops **strategies** to improve aural comprehension that may include:
 - ♦ Self-monitoring
 - ♦ Chunking speech rather than decoding word by word (thought groups)
 - ♦ Inferring word meaning from context ♦ Relating new information to old
 - ♦ Recognizing and “weeding out” or making use of redundancies (false starts VS discourse markers used for emphasis /repetition)
 - ♦ Being aware of specific purpose

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Reading/Writing

Reading/Writing 10 Goal:

Reading: Expose students to basic written texts, new vocabulary, and introduce the concepts of skimming and scanning a text

Writing: Develop students' ability to express ideas through simple sentences and introduce basic paragraph form

Reading/Writing 10 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming a text for gist
- Scanning for specific information in a text
- Demonstrating comprehension of passages through discussions, reading quizzes and tests
- Increasing breadth of receptive and expressive essential, everyday vocabulary
- Recognizing most sound-to-letter correspondences
- Gaining accuracy writing simple sentences
- Understanding the concept of a paragraph and its basic organization
- Copying information correctly
- Understanding the use of basic punctuation at the end of sentences
- Understanding basic capitalization rules
- Editing written work, with an emphasis on accuracy in spelling, sentence structure, and punctuation

Reading/Writing 10 Student Learning Outcomes to formally assess:

*At the end of Reading/Writing 10, students **will be able to:***

Reading:

- Identify the main idea and supporting details of short, simple passages of up to 3 paragraphs
- Demonstrate knowledge of most sound-to-letter correspondences by reading aloud
- Copy a five-sentence paragraph correctly

Writing:

- Write simple sentences
- Write a brief paragraph
- Demonstrate ability to use essential, everyday vocabulary
- Accurately spell essential, everyday vocabulary
- Demonstrate emerging use of punctuation at the end of a sentence
- Demonstrate emerging use of capitalization rules in writing

Reading/Writing 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on the reading exam (may be curved by SC)
 - ♦ Rating of Level 20 on paragraph rated by class instructor based on ELI checklist/rubric

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Reading/Writing (cont)

Reading/Writing 20 Goal:

Reading: Expose students to multi-paragraph readings that develop a central idea, increase vocabulary, and increase students' reading strategies for comprehension.

Writing: Develop students' ability to organize written information in paragraph form and develop students to basic paragraph genres

Reading/Writing 20 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming a text for gist
- Scan for specific information in the text
- Identifying the main ideas of a reading
- Using context clues to guess the meaning of unknown vocabulary
- Expanding breadth of receptive and expressive basic, high-frequency vocabulary
- Demonstrating comprehension through discussions, basic summary writing, reading quizzes and tests
- Understanding right and left margin conventions
- Understanding indenting conventions
- Incorporating topic sentences into paragraphs
- Understanding basic unity in paragraph writing
- Understanding comma rules for compound sentences
- Composing basic narrative writing
- Composing basic descriptive writing
- Composing basic process writing (writing about a process)
- Editing written work, with an emphasis on improving spelling, punctuation, unity, and sentence structure

Reading/Writing 20 Student Learning Outcomes to formally assess:

*At the end of Reading/Writing 20, students **will be able to:***

Reading:

- Identify and demonstrate comprehension of the main ideas and supporting details of controlled passages of up to 5 paragraphs
- Use context clues to approximate meaning of unknown, basic vocabulary
- Demonstrate understanding of the main ideas of a text through a short, written summary

Writing:

- Write paragraphs with a right and left margin and indentation of the first line
- Demonstrate ability to create topic sentences for narrative, descriptive, and process paragraphs
- Compose narrative, descriptive, and process paragraphs unified by a central topic or theme
- Accurately use periods, question marks, and exclamation marks at the end of sentences
- Demonstrate a breadth of basic, high-frequency vocabulary sufficient to write about familiar topics
- Accurately use commas in compound sentences and lists
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 20 Requirements for Promotion (on next page)

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Reading/Writing 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or better on a reading exam and a basic summary of up to 5 sentences of a second reading (may be curved by SC)
 - ♦ Rating of level 30 on writing exam which includes a descriptive paragraph, narrative, and process paragraph, scored independently by two raters

Reading/Writing 30 Goal:

Reading: Expose students to readings which develop a central idea with high-frequency vocabulary over several paragraphs

Writing: Increase the range of sentence structures students can employ and develop students ability to produce a wider variety of paragraph genres ; introduce students to basic essay form

Reading/Writing 30 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist
- Scanning for specific information in a text
- Using context clues to estimate the meaning of unknown vocabulary
- Expanding breadth of receptive and expressive high-frequency vocabulary
- Understanding the structure of newspaper articles
- Identifying the overall thesis of a reading passage
- Distinguishing between main ideas and supporting information
- Understanding how a newspaper article is summarized
- Modifying original text to avoid plagiarism in summary writing
- Understanding the issue of plagiarism in academic work
- Understanding and practice with the use of topic sentences, supporting sentences, and concluding sentences in paragraph writing
- Understanding the elements of unity and coherence in paragraph writing
- Increasing knowledge of key vocabulary used when writing about cause/effect and compare/contrast relationships
- Understanding and practice with the most basic parts of an essay: introduction, body, and conclusion
- Composing cause/effect and compare/contrast paragraphs
- Composing a basic narrative essay
- Editing written work, with an emphasis on improving spelling, punctuation, and sentence structure, and supporting details

Reading/Writing 30 Student Learning Outcomes to formally assess (next page):

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Reading/Writing 30 Student Learning Outcomes to formally assess (next page):

At the end of Reading/Writing 30, students **will be able to:**

Reading:

- Demonstrate comprehension of the main ideas and supporting details of a simplified newspaper article of up to 6 paragraphs
- Identify the central thesis, main ideas, and supporting details of a reading passage of up to 6-8 paragraphs
- Demonstrate comprehension of main ideas (who/what/when/where/why) of a simplified newspaper article through a summary of up to 5 sentences
- Demonstrate comprehension at the paragraph level by identifying the topic of a paragraph
- Demonstrate comprehension at the sentence level by identifying pronoun referents
- Demonstrate ability to use context clues to approximate the meaning of unknown vocabulary

Writing:

- Compose compare/contrast and cause/effect paragraph with appropriate topic sentence, supporting sentences, and concluding sentence
- Compose cohesive paragraphs unified by a central topic and controlling idea
- Compose a basic, 3 to 5 paragraph, narrative essay
- Use commas in lists in written assignments
- Demonstrate ability to employ a range of high-frequency vocabulary sufficient to write about a variety of accessible topics and relationships between ideas
- Demonstrate emerging ability to paraphrase a text for summary writing
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on final reading exam with two readings and a brief summary (of up to 5 sentences) (may be curved by SC)
 - ♦ Rating of level 40 or higher on final writing exam rated by class instructor based on ELI checklist/rubric

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Reading/Writing 40 Goal:

Reading: Expose students to simplified academic readings that develop a central idea with substantial supporting information; increase students' ability to employ reading strategies to analyze text.

Writing: Develop students to basic essay composition form and develop written structures that express basic relationships among ideas.

Reading/Writing 40 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist
- Scanning for specific information
- Inferencing
- Using context clues to estimate meaning of unknown vocabulary
- Using strategies to increase reading speed
- Expanding breadth of receptive and expressive high-frequency vocabulary and core academic vocabulary
- Identifying the overall thesis of a reading passage
- Distinguishing between main ideas and supporting information
- Demonstrating comprehension in discussions, summary writing, reading quizzes and tests
- Understanding how a text is summarized
- Paraphrasing original text to avoid plagiarism in summary writing
- Compose the following essay structure elements:
 - a general to specific introduction
 - thesis statement
 - supporting body paragraphs with topic sentences, controlling ideas, supporting sentences, and concluding sentences
 - specific to general conclusion
 - simple transitions
- Understanding comma use in complex sentences
- Increasing knowledge of key vocabulary used when writing about cause/effect, compare/contrast, and problem/solution relationships
- Basic understanding use of semicolons and colons
- Identifying types of plagiarism and consequences of plagiarism
- Composing compare/contrast; cause/effect; problem/solutions essays
- Composing written summaries
- Editing written work, with an emphasis on improving sentence structure, paragraph structure word usage, essay structure, supporting details

Reading/Writing 40 Student Learning Outcomes to formally assess (on next page):

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Reading/Writing 40 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 40, students **will be able to:**

Reading:

- Demonstrate comprehension, ability to distinguish between main ideas and supporting details of a simplified newspaper article (9-10 paragraphs) that explores current topics
- Demonstrate comprehension of central thesis, main ideas, and supporting details of reading passages of up to 10-12 paragraphs which provide an academic perspective on accessible topics
- Demonstrate comprehension at the paragraph level by identifying controlling idea of a paragraph
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate emerging ability to infer meanings, attitudes, or opinions
- Demonstrate ability to answer *wh*-questions about events or ideas discussed in a reading passage
- Demonstrate ability to use context clues to understand meaning of unknown non-academic vocabulary and core academic vocabulary

Writing:

- Demonstrate ability to produce written summaries of up to 10 sentences of a simplified newspaper article (9-10 paragraphs) that explores a current topic
- Compose compare/contrast; cause/effect; problem-solution essays with the following elements:
 - General to specific introduction
 - Identifiable thesis statement
 - Supporting body paragraphs
 - Specific to general conclusion
- Use simple transition signals to create cohesion and coherence between paragraphs and within paragraphs
- Demonstrate comma usage in complex sentences with dependent clause first
- Demonstrate emerging ability to use semicolons and colons in writing
- Demonstrate ability to paraphrase to avoid plagiarism in summary writing
- Accurately spell high-frequency vocabulary and some core academic vocabulary
- Accurately employ a wide range of high-frequency vocabulary and an emerging use of core academic vocabulary
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 40 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC)
 - ♦ Rating of level 50 or higher on essay, scored independently by two outside raters, using an ELI checklist/rubric
 - ♦ Rating of Level 50 on summary (of up to 10 sentences) of simplified journalistic text using an ELI checklist/rubric

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Reading/Writing 50 Goal:

Reading: Expose students to a variety of readings that deal with academic topics and increase students' reading speed and ability to employ critical reading strategies.

Writing: Develop students' ability to write academic compositions that support a central thesis and incorporate source material.

Reading/Writing 50 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist; skimming for relevant information
- Scanning for specific information in a text
- Inferencing
- Using context clues to estimate meaning and connotation of unknown words
- Using strategies to increase reading speed
- Using the library and internet to locate source readings
- Demonstrating reading comprehension through discussions, summaries, reading quizzes and tests, synthesis writing
- Identifying the overall thesis or central argument of a reading
- Distinguishing main ideas from supporting information
- Understanding an author's use of research studies as supporting information
- Analyzing a text to determine writer's purpose and target audience
- Increasing knowledge of key vocabulary used when writing about cause/effect relationships and argument writing
- Understanding how information from various sources is synthesized to create a cohesive, coherent, unified composition
- Understanding and increased use of diverse punctuation, including accurate punctuation for direct quotes
- Using varying sentence structures and punctuation to add variety, flow, and interest to writing
- Using transition signals and linking structures to connect ideas and describe relationships
- Identifying incidences of plagiarism and understanding consequences of plagiarism
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources
- Composing cause/effect and argument essays which incorporate information from sources
- Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, supporting details, essay structure, logical flow of information

Reading/Writing 50 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 50, students will be able to:

Reading:

- Demonstrate comprehension of the central argument, main ideas, supporting details of readings which address multiple aspects of an academic topic
- Demonstrate comprehension of the central argument, main ideas, and supporting details of journalistic articles which explore a current, multi-faceted academic topic
- Demonstrate comprehension at the paragraph level by identifying controlling idea
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate ability to infer meanings, attitudes, opinions
- Demonstrate ability to identify and explain relationships between ideas discussed in readings
- Use context clues to identify meaning and connotation of unknown words/phrases
- Articulate author's purpose and target audience
- Find academic sources in the library and online

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Writing 50 Student Learning Outcomes to formally assess on next page:

Reading/Writing 50 Student Learning Outcomes to formally assess (cont):

At the end of Reading/Writing 50, students **will be able to:**

Writing:

- Compose cause/effect and argument essay (with counterargument, concession and refutation) which successfully synthesize information from 2 or more sources
- Accurately and effectively use a variety of punctuation, including punctuation for direct quotes
- Accurately spell a range of core academic vocabulary
- Demonstrate ability to employ core academic vocabulary sufficient to write about a variety of academic topics
- Use a variety of transition signals and linking structures to create cohesion at the sentence and paragraph levels and between paragraphs
- Demonstrate ability to avoid plagiarism through successful paraphrasing and in-text acknowledgement phrases (formal citations optional)
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 50 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC)
 - ♦ Rating of level 60 or higher on argument essay synthesizing two or more sources (provided by SC) and scored using an ELI checklist/rubric

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Reading/Writing 60 Goal:

Reading: Expose students to a variety of readings on complex academic topics, develops students ability to understand data from graphs and charts, and introduce bibliographic research.

Writing: Introduce students to the research paper with appropriate citations and references using academic sources, and develop students' ability to synthesize information from graphs and charts.

Reading/Writing 60 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist; skimming for relevant information; skimming for appropriateness as an academic source
- Scanning for specific information in a text
- Inferencing
- Using context clues to distinguish between multiple meanings of a given word/phrase
- Expanding breadth of receptive and expressive academic and field-specific vocabulary
- Demonstrating reading comprehension through discussions, summaries, synthesis writing, reading quizzes and tests
- Using strategies to increase readings speed
- Gaining proficiency reading data sets and extrapolating key concepts, trends, and correlations
- Increasing understanding of key vocabulary used to describe data, trends, and correlations
- Understanding the academic statement of purpose
- Finding and evaluating sources for an academic research paper
- Understanding organization of a research paper including structuring information around a central argument or thesis
- Understanding academic citation method(s)
- Understanding use of direct quotes vs. paraphrased information
- Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, integration of supporting details, essay structure, logical flow of information
- Identifying types of plagiarism and consequences of plagiarism

Reading/Writing 60 Student Learning Outcomes to formally assess on next page:

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Reading/Writing 60 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 60, students **will be able to:**

Reading:

- Demonstrate comprehension of central argument, main ideas, and supporting details of texts that analyze issues or trends and include research-based support
- Demonstrate comprehension at the paragraph level by identifying controlling idea
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate ability to infer meanings, attitudes, opinions
- Use context clues to correctly identify meaning of words/phrases with multiple meanings
- Identify a writer’s bias or position on an issue
- Identify the bias or positions of authorities/sources referenced in the article
- Extrapolate information from graphs, tables, and other data sets.

Writing:

- Compose a short, academic research paper with the following elements:
 - appropriate in-text citations
 - direct quotations which, when needed, include single quotation marks, brackets and ellipses
 - block quotations where appropriate
 - references/bibliography
- Compose a statement of purpose which creates a cohesive connection among goals for future study, career goals, background experience and academic preparation
- Avoid plagiarism through successful paraphrasing, in-text acknowledgment of sources, and appropriate use of citations
- Employ a variety of academic transition signals and linking devices to create cohesion and coherence at the sentence and paragraph levels and between paragraphs
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions
- Find academic sources in the library and online

Reading/Writing 60 Exit Criteria

RW exit criteria are comprised of the following:

- ♦ Performance grade of B-minus or better in course
- ♦ Exit recommendation by class teacher, based on objectives, demonstrated through student learning outcomes and proficiency score
- ♦ Exit score on a statement of purpose (rated by instructor, using an ELI checklist/rubric)
- ♦ Exit score on research paper. While students will submit a short academic research paper with an appropriate bibliography and citations, the major focus will be on language use and ability. (rated by instructor, using an ELI checklist/rubric)
- ♦ Exit score on critical writing. At the end of the semester, students will need to write a response to one or more visual or written prompts in 100 minutes, independently scored by two ELI raters (core faculty/administration).
- ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC).

Decision Process (Students must attempt all assessments in order to be considered)

Other Exit Criteria	Teacher Recommendation	Exit?
Clear exit on all items	Yes	Yes
Any number of reservations (cannot have a “no”)	Yes	Yes
One reservation across all items	No	Yes
One no + any number of reservations	Yes	Yes
Two Reservations or more across all items	No	No
Non-attempt of a final assessment	Yes or No	No

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Grammar

Starting in GM20, instruction of verb tenses includes negative and question forms.

Grammar 10 Goal: *Introduce students to basic grammar forms in present tense verbs and subject/verb agreement.*

Grammar 10 Objectives to teach:

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with extra attention given to 3rd person singular -s [BEG Chapter 3]
- *Be* and *have* in the present tense [BEG Chapter 2]
- *There + be* [BEG 5.4-5.6]
- *Yes/No* questions and short answers [BEG 2.1; 3.9]
- Singular/plural forms of regular nouns [BEG 6.5]
- Parts of speech
- Subject pronouns [BEG 6.4]
- Possessive adjectives [BEG 2.5]
- Basic use of indefinite article (*a/an*) [BEG 7.2]
- Basic prepositional phrases of time (*in the morning; at night, etc.*) [BEG 5.2]
- Introduction to *wh-* questions (not an SLO) [BEG 5.3]

Grammar 10 Student Learning Outcomes to formally assess:

At the end of Grammar 10, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense
- Be* and *have* in the present tense
- There + be*
- Yes/No* questions and short answers
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns
- Possessive adjectives
- Basic use of indefinite article (*a/an*)
- Basic prepositional phrases of time

Grammar 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on cumulative final (includes only minimum objectives as listed above)

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Grammar 20 Goal: *Introduce students to high-beginning grammar forms of possessives, present continuous and past tense verbs, question formation, frequency adverbs, and locative prepositions.*

Grammar 20 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 3]
- Present progressive, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 4]
- Simple past, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 8]
- *Wh-* question form in simple present [BEG 3.10-3.11], present progressive [BEG 4.4], simple past [BEG 9.1-9.3]
- Adverbs of frequency and adverbial phrases of frequency: *always, sometimes, usually, often, never, every day, once a week*, etc. [BEG 3.2-3.3]
- Pronouns:
 - Subject [BEG 6.4]
 - Object [BEG 6.4]
 - Possessive [BEG 6.7]
- Possessive nouns [BEG 6.8]
- Tangible count vs. non-count nouns [BEG 7.1]
- Basic quantifiers: *some, any, (how) much, (how) many* [BEG 7.5]
- Indefinite article (*a/an*) and basic use of definite article (*the*) [BEG 7.2-7.3]
- Common prepositions of place [BEG 1.8, 2.3, 5.7, 5.8]

Grammar 20 Student Learning Outcomes to formally assess:

At the end of Grammar 20, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense
- Present progressive
- Simple past
- Wh-* question forms in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency
- Pronouns:
 - subject
 - object
 - possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers
- Indefinite article (*a/an*) and basic use of definite article (*the*)
- Common prepositions of place

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Grammar 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 30 Goal: *Introduce students to low-intermediate grammar forms in past progressive, future, and present perfect verbs, phrasal verbs, basic modals, article and quantifier usage, comparative and superlative forms, and time clauses*

Grammar 30 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present vs. present progressive (emphasis on non-action verbs) [FEG 1.2, 1.6]
- Simple past (emphasis on irregular past tense verbs) [FEG 2.4]
- Past progressive [FEG 2.6]
- Basic future forms: *will* and *be going to* [FEG 3.1-3.5]
- Phrasal verbs, *focus on form* (separable and inseparable) *and meaning* (*list available on s:drive)
- Basic modals and modal phrases (present/future):
 - ability: *can, be able to* [FEG 7.2]
 - permission: *can, could, may* [FEG 7.3]
 - request: *can, could, would, would you mind* [FEG 7.6 no *would you mind**]
- Article usage with count and non-count nouns [FEG 11.8]
- Quantifiers: *(too) much, (too) many, a little, a few, a lot* [FEG 11.5]
- Comparative and superlative adjectives and adverbs, including the following structures:
 - *more...than* [FEG 9.2-9.3]
 - *less....than* and *fewer...than* [FEG 9.6]
 - *(not) as....as* [FEG 9.1]
 - *more + nouns* [FEG 9.7]
- Basic present, past [FEG 2.7], and future time clauses [FEG 3.6] with the following adverbs: *while, when, as soon as, after, before*

Grammar 30 Student Learning Outcomes to formally assess:

At the end of Grammar 30, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: *will* and *be going to*
- Phrasal verbs, focus on form and meaning
- Basic modals and modal phrases (present/future):
 - ability
 - permission
 - request
- Article usage with count and non-count nouns

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

- Quantifiers
- Comparative and superlative adjectives and adverbs
- Basic present, past, and future time clauses

Grammar 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 40 Goal: *Introduce students to intermediate grammar forms in stative verbs, present perfect progressive and all future forms, modals, gerunds and infinitives as direct objects, and the function of adjective clauses*

Grammar 40 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple past vs. past progressive [FEG 2.6]
- Future forms: simple present [FEG 3.8], present progressive [FEG 3.7], *will* vs. *be going to* [FEG 3.5] and review of future time clauses [FEG 3.6]
- Present perfect with emphasis on the following uses:
 - on-going conditions or actions with *for* and *since* [FEG 4.2]
 - indefinite including use of: *yet; already; ever; never* [FEG 4.4]
 - multiple past experiences (*twice; three times, etc.*) [FEG 4.4]
- Present perfect progressive for habitual actions with *for* and *since* [FEG 4.6]
- Modals and modal phrases of certainty, advice, obligation (present/future):
 - certainty: *could; might; may* [UUEG 10.4-10.5]
 - future certainty and expectation: *should; ought to* [UUEG 9.5, 10.7]
 - advice: *could; should; ought to; had better* [FEG 7.7-7.8]
 - obligation: *must; have to* [FEG 7.9]
- Expanding usage of definite article:
 - geographical names [FEG 11.9, UUEG 7.5]
 - second mention [UUEG 7.4]
 - unique/specific entity [UUEG 7.4]
- Quantity expression with *of*: (*each/every*) *one of; many/much of; a lot of; several of; a great deal of* [UUEG 6.11]
- Gerunds and infinitives, including:
 - gerunds as subjects [FEG 13.7]
 - gerunds and infinitives as direct objects [FEG 13.1-13.4]
- Adjective clauses, including restrictive vs. non-restrictive [UUEG 13.8]
- Relative pronouns (*who, whom, whose, which, that*) [FEG Chapter 12]

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Grammar 40 Student Learning Outcomes to Formally Assess:

At the end of Grammar 40, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple past vs. past progressive
- Future forms, including:
 - simple present
 - present progressive
 - *will vs. be going to*
 - future time clauses
- Present perfect
- Present perfect progressive
- Modals and modal phrases (present/future):
 - present certainty
 - future certainty/expectation
 - advice
 - obligation
- Expanding usage of definite article:
 - geographical names
 - second mention
 - unique/specific entity
- Quantity expression with *of*
- Gerunds and infinitives, including:
 - gerunds as subjects
 - gerunds and infinitives as direct objects
- Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns

Grammar 40 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 50 Goal: Introduce students to low-advanced grammar forms in past perfect, past perfect progressive, past habitual, and future perfect verb tenses, perfect, progressive, and passive modals, conditionals, passives, gerunds as preposition objects, and adverb clauses

Grammar 50 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Present perfect vs. present perfect progressive with emphasis on connection to the present (*just; recently*) [UEEG 2.3, 2.7]
- Past perfect vs. past perfect progressive (*before; after; by the time*) [UEEG 2.8, 2.10]
- *Used to, would, be used to* [UEEG 10.1, p. 335 footnote]
- Passive voice
 - form and function of passive sentences [UEEG 11.1-11.3]
 - passive verb forms for simple, progressive and perfect tenses [UEEG 11.2]
- *Get*-passive [UEEG 11.7] and participial adjectives [UEEG 11.8]
- Past time modals/modal expressions (including negative forms):
 - regret: *should have; ought to have* [UEEG 10.2]
 - past conclusion: *could have; may have; might have; must have* [UEEG 10.6]
 - obligation: *had to* [UEEG 10.2]
 - ability: *could; was/were able to* [UEEG 10.3]
 - expectation: *was/were supposed to* [UEEG 10.2]
- Common verb/preposition combinations (list will be available on s:drive)
- Common adjective/preposition combinations (list will be available on s:drive)
- Gerunds and infinitives:
 - gerunds as objects of prepositions [UEEG 14.6]
 - infinitives of purpose with *in order to* [UEEG 15.1]
- Conditionals:
 - real/true (present, future) [UEEG 20.2]
 - unreal (present, future and past) [UEEG 20.3-20.4]
 - Use of *wish* and *hope* in conditionals [UEEG 20.9-20.10]
- Adverb clauses and related structures, emphasis on usage of subordinators:
 - Time [UEEG 17.2]
 - cause and effect [UEEG 17.3]
 - contrast [UEEG 17.4]
 - direct contrast [UEEG 17.5]
- Adjective clauses, including:
 - adjective clauses with expressions of quantity [UEEG 13.9]
 - adjective clauses modified by *where/when* [UEEG 13.5-13.6]
 - use of *which* to modify whole sentence [UEEG 13.10]

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Grammar 50 Student Learning Outcomes to Formally Assess:

At the end of Grammar 50, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Present perfect vs. present perfect progressive
- Past perfect vs. past perfect progressive
- Used to, would, be used to*
- Passive voice
- Get*-passive and participial adjectives
- Past time modals and modal phrases:
 - regret
 - conclusion
 - obligation
 - ability
 - expectation
- Common verb/preposition combinations
- Common adjective/preposition combinations
- Gerunds and infinitives:
 - gerunds as objects of prepositions
 - infinitives of purpose with *in order to*
- Conditionals:
 - real/true
 - unreal
 - use of *wish* and *hope* in conditionals
- Adverb clauses and related structures:
 - time
 - cause and effect
 - contrast
 - direct contrast
- Adjective clauses, including:
 - adjective clauses with expressions of quantity
 - adjective clauses modified by *where/when*
 - use of *which* to modify whole sentence

Grammar 50 Requirements for Promotion:

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 60 Goal: Review all grammar structures for contextualized use and introduce students to advanced grammar form and use in future perfect progressive, noun clauses and reported speech, reduced participial phrases, and parallelism

Grammar 60 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

- General review of all English verb tenses: [UUEG Chapters 1-4]
 - simple present (including future meaning)
 - present progressive (including future meaning)
 - simple past
 - past progressive
 - present perfect/present perfect progressive
 - past perfect/past perfect progressive
 - *will* and *be going to*
 - future progressive
 - future perfect/future perfect progressive
- Causative verbs [UUEG 15.9]
- Progressive and passive forms of modals (present/future and past—including negative forms): [UUEG 10.8, 11.4]
 - advisability
 - certainty/conclusion
 - obligation
- Passive infinitives and passive gerunds [UUEG 15.4-15.6]
- Conditionals, including:
 - Mixed conditionals [UUEG 20.6]
 - Replacing *if* with *only if; provided; even if; whether...or not; unless; in case* [UUEG 20.7]
 - Omitting *if* [UUEG 20.7]
- Reduced adjective clauses (adjective phrases) [UUEG 13.11]
- Reduced adverb clauses:
 - Time [UUEG 18.2-18.3]
 - Reason [UUEG 18.4]
 - contrast
 - concession
- Noun clauses [UUEG 12.1-12.5]
- Reported Speech [UUEG 12.7-12.8]
- Parallelism with correlative conjunctions [UUEG 16.4]

English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 01/14/2018

Grammar 60 Student Learning Outcomes to formally assess:

At the end of Grammar 60, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- General review of all English verb tenses:
 - simple present
 - present progressive
 - simple past
 - past progressive
 - present perfect/present perfect progressive
 - past perfect/past perfect progressive
 - *will* and *be going to*
 - future progressive
 - future perfect/future perfect progressive
- Causative verbs
- Progressive and passive forms of modals:
 - advisability
 - certainty/conclusion
 - obligation
- Passive infinitives and passive gerunds
- Conditionals, including:
 - Mixed conditionals
 - Replacing *if*
 - Omitting *if*
- Reduced adjective clauses
- Reduced adverb clauses:
 - time
 - reason
 - contrast
 - concession
- Noun clauses
- Reported speech
- Parallelism with correlative conjunctions

Grammar 60 Requirements for Exit/Certificate

Student must achieve all of the following

- ◆ Performance grade of B-minus or better in course
- ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
- ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Decision Process

Other Exit Criteria	Teacher Recommend?	Exit?
Yes on all requirements	Yes	Yes
Poor grade in class + 80% or higher on final	No	SC Reviews