Course Objectives, Student Learning Outcomes, and Promotion Requirements

Reading/Writing 10 Objectives to teach:
- Skimming
- Scanning
- Understand a basic paragraph
- Scan for specific words in a text
- Know most sound-to-letter correspondences
- Write sentences
- Write a brief paragraph
- Use limited vocabulary
- Copy a paragraph correctly
- Use punctuation at the end of a sentence
- Use capitalization

Reading/Writing 10 Student Learning Outcomes to formally assess:
At the end of Reading/Writing 10, students will be able to:
- identify the main idea and supporting details of a short paragraph written with simple sentences
- scan for specific words in a text
- demonstrate most sound-to-letter correspondences by reading short passages aloud
- write sentences
- write a brief paragraph
- use limited everyday vocabulary with accurate spelling
- copy a five-sentence paragraph correctly
- demonstrate emerging usage of punctuation at the end of a sentence
- demonstrate usage 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)
   - Rating of Level 20 on paragraph, assigned and rated by class instructor based on ELI checklist/rubric
Course Objectives, Student Learning Outcomes, and Promotion Requirements

**Reading/Writing 20 Objectives to teach:**
- Skimming
- Scanning
- Inferencing
- Guessing word meaning from context
- Read controlled, multi-paragraph passages
- Scan for specific information in the text
- Skim for the main idea
- Write a short summary of the main idea of a reading
- Understand and use right and left margin conventions
- Understand and use indenting conventions
- Write a unified narrative paragraph with a topic sentence
- Write a unified descriptive paragraph with a topic sentence
- Accurately use periods basic punctuation
- Accurately use and spell everyday vocabulary
- Accurately use commas in compound sentences

**Reading/Writing 20 Student Learning Outcomes to formally assess:**
At the end of Reading/Writing 20, students will be able to:
- identify and demonstrate comprehension of the main ideas and some supporting details of controlled passages of up to 4 paragraphs
- scan for specific information in a text
- skim for and correctly discover the main idea of a text
- write a summary of at least two sentences of the main idea of a reading
- write paragraphs with a right and left margin
- write paragraphs indenting the first line
- write a narrative paragraph with a topic sentence and unity
- write a descriptive paragraph with a topic sentence and unity
- accurately use periods in written assignments
- accurately use and spell everyday vocabulary
- use commas correctly in compound sentences in written assignments

**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 which consists of two simple readings and a short one-sentence paraphrase of the main idea of another reading.
   - Rating of level 30 or level 30 with reservations on two paragraphs, a descriptive paragraph and a narrative paragraph, scored independently by two teachers
## Course Objectives, Student Learning Outcomes, and Promotion Requirements

### Reading/Writing 30 Objectives to teach:

- Skimming
- Scanning
- Inferencing
- Guessing word meaning from context
- Use emerging academic vocabulary with accurate spelling
- Read and understand the main ideas and supporting details of simplified newspaper articles
- Write a summary, up to 5 sentences, of a reading
- Write a process paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- Write a compare and contrast paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- Write a cause and effect paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- Accurately uses commas in lists

### Reading/Writing 30 Student Learning Outcomes to formally assess:

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

- use emerging academic vocabulary with accurate spelling
- use context clues to approximate the meaning of unknown vocabulary
- read and demonstrate comprehension of the main ideas and supporting details of a simplified newspaper article
- write a process paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- write a compare and contrast paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- write a cause and effect paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- use commas in lists in written assignments

### Reading/Writing 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
   - 80% or higher on the reading exam (may be curved)
   - Rating of level 40 or higher on a cause/effect paragraph assigned and rated by teacher based on an ELI checklist/rubric
   - Rating of level 40 or higher on a compare/contrast paragraph assigned and rated by teacher based on an ELI checklist/rubric
   - Rating of level 40 or higher on a process paragraph assigned and rated by teacher based on an ELI checklist/rubric
Course Objectives, Student Learning Outcomes, and Promotion Requirements

### Reading/Writing 40 Objectives to teach:

- Skimming and scanning
- Inferencing
- Guessing word meaning from context
- Increase reading speed and reading comprehension
- Increase use of academic vocabulary with accurate spelling
- Read and understand the main ideas and supporting details of a short newspaper article
- Read and understand the main ideas and supporting details of a general interest topic academic passages ranging from two to three pages long
- Write a brief summary of a simplified academic text
- Write a timed comparison/contrast essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- Write a timed cause/effect essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- Write a timed descriptive essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- Demonstrate usage of comma in complex sentences with dependent clause first.
- Demonstrate emerging usage of semicolons and colons in sentences.
- Identify incidences of plagiarism and understand consequences of plagiarism

### Reading/Writing 40 Student Learning Outcomes to formally assess:

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

- increasingly use academic vocabulary with accurate spelling
- use context clues to understand the literal meaning of unknown vocabulary
- read and demonstrate comprehension of the main idea and most supporting details of a short newspaper article
- read and demonstrate comprehension of passages ranging from two to three pages long on general interest academic topics
- write a brief summary of a simplified academic text
- write a timed comparison/contrast essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- write a timed cause/effect essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- write a timed descriptive essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- demonstrate usage of comma in complex sentences with dependent clause first.
- demonstrate emerging usage of semicolons and colons in sentences
- identify incidences of plagiarism

### 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
• Rating of level 50 or higher on essay, scored independently by two outside teachers, using an ELI checklist/rubric
• Rating of Level 50 on summary of simplified academic text, scored by class instructor, using an ELI checklist/rubric
Course Objectives, Student Learning Outcomes, and Promotion Requirements

**Reading/Writing 50 Objectives to teach:**

- Skimming and scanning
- Inferencing
- Guessing word meaning from context
- Increase reading speed and reading comprehension
- Accurate use of academic vocabulary with accurate spelling
- Use context clues to guess connotative meaning of unknown vocabulary
- How to find academic sources in the library and/or on the Internet
- Read and understand unsimplified magazine articles, texts
- Summarize a newspaper article on a social, scientific, political issue or topic
- Articulate/identify a writer’s purpose and audience in class discussions and on comprehension tests
- Write a timed 5-paragraph essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- Write a timed 5-paragraph cause/effect essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- Write a timed 5-paragraph argument essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- Using transition signals to accurately demonstrate relationships between ideas
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources

**Reading/Writing 50 Student Learning Outcomes to formally assess:**

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

- read and demonstrate comprehension of the main ideas and most supporting details of unsimplified magazines, texts
- accurately use academic vocabulary with accurate spelling
- use context clues to guess connotative meaning of unknown vocabulary
- find academic sources in the library and/or on the Internet
- summarize a newspaper article on a social, scientific, political issue or topic
- articulate/identify a writer’s purpose and audience in class discussions and on comprehension tests
- write a timed 5-paragraph essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- write a timed 5-paragraph cause/effect essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- write a timed 5-paragraph argument essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
commas, quotation marks and semi-colons, and appropriate acknowledgment of sources

- increase the use and sophistication of transition signals and linking structures in writing to accurately demonstrate relationships between ideas
- avoid plagiarism through successful paraphrasing and acknowledgment of sources

### 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 the reading exam (may be curved)
   - Rating of level 60 or higher on writing task, an essay synthesizing two or more sources provided by the instructor and scored using an ELI checklist/rubric
### Reading/Writing 60 Objectives to teach:

- Skimming and scanning
- Inferencing
- Guessing word meaning from context
- Academic vocabulary and collocations
- Sophisticated use of academic vocabulary and accurate spelling
- Increase reading speed and reading comprehension
- Read and demonstrate comprehension of the main idea and most supporting details of a text on an unfamiliar topic or a familiar academic topic
- Synthesize concepts and data from a group of readings or a series of graphs and charts in written assignments
- Write a timed, five-paragraph argument essay using elements of argument, counterargument, and, optionally, concession.
- Write a short, academic research paper with appropriate citations, quotations, and references, and single quotation marks, brackets and ellipses when needed.
- Paraphrase and summarize the main ideas of several readings on the same topic
- Find academic resources in the library and on the internet for research paper
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources and appropriate citations

### Reading/Writing 60 Student Learning Outcomes to formally assess:

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

- Sophisticated use of academic vocabulary and spelled accurately
- Demonstrate an understanding of a wide range of academic vocabulary and collocations
- Read and demonstrate comprehension of the main idea and most supporting details of a text on an unfamiliar topic
- Synthesize concepts and data from a group of readings or a series of graphs and charts in written assignments
- Write a timed, five-paragraph argument essay using elements of argument, counterargument, and, optionally, concession.
- Write a short, academic research paper with appropriate citations, quotations, and references, and single quotation marks, brackets and ellipses when needed.
- Paraphrase and summarize the main ideas of several readings on the same topic
- Find academic resources in the library and on the internet for research paper
- Avoid plagiarism through successful paraphrasing and acknowledgment of sources and appropriate citations

### Reading/Writing 60 Exit Criteria

Student must achieve all 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 essay (due at midterm), 100 minutes, scored independently by two teachers, 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. Paper will be scored by class teacher, 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 other teachers.
- 80% or higher on reading exam (may be curved).

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