ELS Student Academic Manual

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Welcome to ELS Language Centers!

We are glad that you chose to study with us. We want to help you learn English quickly and enjoy your learning experience. The information in this Student Academic Manual will help you understand our academic program, explain our policies, and answer any questions that you may have about our academic program and services.

The Learning Process

Studying English outside of your country may be a new experience for you. Your ELS classes may also be different from the English classes you took in your country. Your teachers will ask you to speak often, share your thoughts and ideas, and practice with other students. To learn quickly in class you should do the following every day:

- Speak only English.
- Sit next to someone who does not speak your language.
- Ask questions. If you don't understand something, raise your hand and ask.
- Speak in complete sentences.
- Take notes.
- Keep a “vocabulary notebook,” where you write down new vocabulary every day.
- Study your vocabulary cards every day.
- Don't be afraid to make a mistake. All language learners make mistakes. Mistakes help teachers know what you have learned and what you need more help with.

At ELS, your learning does not stop in the classroom. Of course, you should do your homework every day, but you can also practice your English in other ways. While living and studying in this country, you will be surrounded by English 24 hours a day. Make the most of this by doing the following:

- Practice what you have been learning in class with people you meet outside of class.
- Use the new words from your vocabulary cards often.
- Speak only English, even with friends who speak your native language.
- Ask an English speaker to help you with something: for example, tell you the time, give you directions, or explain a sign you don't understand.
- Read the local English newspaper, watch English TV, and listen to English radio—you can learn a lot by singing English songs!

Studying at ELS will change your life and will open doors for you.

— Mark W. Harris
President and CEO, ELS Educational Services, Inc.
Classes

You will study in several different types of classes each day at ELS Language Centers. Each class focuses on a specific language skill (listening, speaking, reading or writing) or an element of the language (vocabulary, grammar, pronunciation, etc.) The classes that you take will depend on which program you are studying in, Intensive Program – English for Academic Purposes (EAP), Intensive Program – General English (GE), Semi-intensive or American Explorer Program.

• **Structure and Speaking Practice (SSP)** This class meets for two periods each day and focuses on speaking, listening and structure (grammar). Every student in Levels 101-109 takes SSP.

• **Language Studies (LS)** This class meets two periods each day and focuses on listening, speaking and critical thinking skills. Every student in Levels 110-112 takes LS.

• **Vocabulary Enrichment (VE)** This class meets for one period each day in Levels 101-109. All EAP, GE and Semi-intensive students in Levels 101-109 take Vocabulary Enrichment.

• **Language Technology Center (LTC)** In the LTC, students study on computers at their own pace with the help of the LTC instructor. LTC supports what students are learning in other classes and can be especially helpful in improving listening comprehension, grammar, vocabulary and pronunciation. All EAP, GE, and Semi-intensive students take LTC. (Note: Depending on the level or the session, some students may take a Skills Enhancement Class instead of LTC.)

• **Reading & Writing (RW)** This class meets two periods every afternoon, Monday-Thursday and focuses on developing reading and writing skills. Since afternoon RW periods are longer (60 and 65 minutes) than the morning classes, students receive the same amount of instruction time each week in Reading & Writing as they do in their morning classes. Only EAP students take Reading & Writing.

• **Skills Enhancement Classes (SECs)** All EAP, GE and Semi-intensive students take one SEC in the morning in Masters Levels 110-112. SECs cover a variety of topics. Your Academic Director will assign you to the most appropriate SEC for your needs. In addition, all GE students will take two afternoon SECs Monday – Thursday. Since these afternoon SECs are longer (60 and 65 minutes) than the morning classes, students receive the same amount of instruction time each week in SECs as they do in their morning classes. Only GE students take afternoon SECs.
Programs of Study

The most popular programs at ELS are the (1) Intensive Program – English for Academic Purposes (EAP), (2) Intensive Program – General English (GE), (3) the Semi-intensive Program, and (4) the American Explorer Program.

Intensive EAP & GE Programs

The intensive programs consist of six lessons per day—four lessons in the morning and two lessons in the afternoon. Morning classes are 50 minutes long and meet Monday-Friday. Afternoon classes are 60 and 65 minutes long and meet Monday-Thursday. (Since afternoon periods are longer than the morning classes, students receive the same amount of instruction time each week in afternoon classes as they do in their morning classes.) EAP and GE students share the same morning classes most sessions. In Levels 101-109, morning classes consist of two hours of Structure and Speaking Practice, one hour of Vocabulary Enrichment, and one hour in the Language Technology Center.* In Masters Levels 110-112, EAP and GE students take two hours of Language Studies, one hour in the Language Technology Center* and one SEC. (*Note: Depending on the class or the session, the hour in the Language Technology Center may be replaced by an SEC.)

EAP and GE students take separate classes every afternoon, Monday-Thursday. EAP students take two afternoon periods of Reading & Writing. GE students take two Skills Enhancement Classes every afternoon.

Many of the students in the intensive – EAP program are planning to study at a college or university upon completion at ELS. To help EAP students reach this goal, they receive the following:

- The opportunity to apply through ELS for Conditional Admission at over 650 cooperating colleges and universities
- A free application to an ELS host institution
- Free college counseling
- ELS transcripts
- EAP Writing Workshop Hour once a week

Semi-intensive Program

The Semi-intensive program consists of four lessons per day, Monday-Friday. Students in the Semi-intensive program share the same morning classes as Intensive students but have their afternoons free every day.

American Explorer Program

The American Explorer program consists of three lessons per day, Monday-Friday. The American Explorer program is a part-time program for students on vacation. Students take two hours of Structure and Speaking Practice classes (or Language Studies classes) and one hour of Vocabulary Enrichment, Skills Enhancement Class or Language Technology Center, depending on the level and session schedule. This program is not available for students in F-1 (student visa) status.
Switching Between Programs

Semi-Intensive to Intensive – GE or EAP

Since Semi-intensive students do not receive the same amount of classroom instruction as Intensive students, they are required to retake the ELS placement test (listening, speaking, reading and writing) when changing to the Intensive program. Students changing from Semi-intensive will be placed into a level based on the results of their placement test. However, because it is difficult for students to complete enough required academic courses in time if they start the EAP program at higher levels, no Semi-intensive student may change to EAP after the start of Level 108. Semi-intensive students in Level 109 or higher who wish to switch to EAP will be placed no higher than Level 108 after taking the placement test.

Intensive – GE to Intensive – EAP

Since GE students do not receive the same amount of academic preparation and instruction in Reading and Writing as EAP students, they are required to retake the ELS placement test (listening, speaking, reading and writing) when changing to the EAP program. Students changing from Intensive – GE will be placed into a level based on the results of their placement test. However, because it is difficult for students to complete enough required academic courses in time if they start the EAP program at higher levels, no GE student may change to EAP after the start of Level 108. GE students in Level 109 or higher who wish to switch to EAP will be placed no higher than Level 108 after taking the placement test.

Intensive – EAP to Intensive – GE or Semi-intensive

Some students at ELS get a conditional letter of acceptance to a university. The university expects these students to be in the EAP program. Therefore, if you change from the EAP program, you will not be able to use your ELS certificate as proof of English proficiency for a college or university. EAP students may change to GE or Semi-intensive after any session, but they must sign a Change of Program form. (If a student who changes from EAP decides later to change back to EAP, he must retake the placement test, as explained above, and may not be placed in a level higher than 108.)

Attendance Policy

Because ELS Language Centers wants you to get the maximum benefit from your course, you should attend all of your classes every day. You may fail the level if:

• you are an Intensive student and have a total of 18 absences from any combination of classes.
• you are a Semi-intensive student and have a total of 12 absences from any combination of classes.
• you are an American Explorer student and have a total of 9 absences from any combination of classes.

In addition, you will receive a zero (0.0) for participation (20%-30% of your grade) if you miss the following number of classes:

<table>
<thead>
<tr>
<th>Class</th>
<th>Hours absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSP or LS</td>
<td>6 or more hours of class (3 days)</td>
</tr>
<tr>
<td>R/W</td>
<td>6 or more hours of class (3 days)</td>
</tr>
<tr>
<td>Vocabulary Enrichment</td>
<td>5 or more hours of class</td>
</tr>
<tr>
<td>SECs (morning)</td>
<td>5 or more hours of class</td>
</tr>
<tr>
<td>SECs (afternoon)</td>
<td>4 or more hours of class</td>
</tr>
<tr>
<td>LTC</td>
<td>5 or more absences = failure</td>
</tr>
</tbody>
</table>

Students are expected to be on time for class every day.

• If you arrive to class more than 10 minutes late, or miss more than 10 minutes of class, you will be marked absent.
• If you arrive to class during the first 10 minutes of class, you will be marked “late.”
  Note: 3 "late" marks = 1 absence.
• If you do not work on your assignments in the LTC, you will be marked absent for that class period.
ELS Proficiency Bands

ELS Language Centers has 12 levels, 101-112. The ELS curriculum groups these twelve levels into four proficiency bands:

<table>
<thead>
<tr>
<th>Proficiency Band</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>101-103</td>
</tr>
<tr>
<td>Intermediate</td>
<td>104-106</td>
</tr>
<tr>
<td>Advanced</td>
<td>107-109</td>
</tr>
<tr>
<td>Masters</td>
<td>110-112</td>
</tr>
</tbody>
</table>

You need to show that you can use the language learned in all three levels of a proficiency band before you can move on to the next band.

Occasionally, students may study in a class that combines two levels, for example, 104 & 105. Combining classes like this does not affect how well each student learns English. The language skills taught in 104 and 105 are all necessary for understanding and using the language. Moreover, one skill or element may be taken before another without causing any problems for the student.

One way to understand this is to think of each level as a “piece of pie.” All three pieces of the pie must be eaten to finish the pie. However, the order in which the pieces are eaten does not matter.

Placement Test

When you arrive at the ELS center, you will be given a Placement Test, which will help us evaluate your level of English. The placement test consists of three parts: Listening and Grammar, Speaking and Writing. You will be placed in one of our first nine levels, 101-109, based on the results of your Placement Test. In order to receive a Certificate of Completion of Masters Levels (110-112), you must study for a minimum of 12 weeks and pass all three Masters Levels.

Objectives and Evaluation Criteria

You will receive Objectives and Evaluation Criteria (OEC) for every class you take at ELS. Your teacher will give you the OEC on the first day of class.

You should keep the OEC in your notebook and refer to it often. This will help you understand what you are learning and how you will be graded. A sample OEC is on the next page.
Objectives and Evaluation Criteria
Structure/Speaking Practice
Beginning—Cather

To pass this SSP course, you MUST pass: (1) the class; (2) the final SSP exam; and (3) the final speaking evaluation—all with a minimum grade of 1.0 or higher. To pass your level, you must have a grade point average (GPA) of 2.0. If you are in the EAP program, you must also earn a 1.0 or higher in your Reading and your Writing class, and on your final writing exam.

Description
Using this beginning text, you will learn to ask and answer questions, have short conversations, and say what you want and need. You will become better at understanding what you hear, and learn the most important words for everyday situations.

Materials
- Structure and Speaking Practice: Cather, by ELS Language Centers and Pearson/Longman, second edition
- Teacher-made materials

Speaking: By the end of the session, you should be able to
- initiate and maintain simple face-to-face conversations about topics such as banking, transportation, or shopping
- ask for and give directions, opinions and advice
- compare people, places, and things
- give opinions, express likes and dislikes
- make, agree to, and decline requests; offer affirmative and negative responses as appropriate
- use language functions to express obligations, warnings, sympathy, requests for repetition
- talk about past, present, and future abilities
- draw conclusions or inferences from a conversation
- describe quantities

Listening: By the end of the session, you should be able to
- understand a native speaker in simple conversations about daily routines
- understand general information questions
- understand a native speaker in simple conversations about personal information

Evaluation Criteria

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>participation (active individual, group, and class work, homework)*</td>
<td>25</td>
</tr>
<tr>
<td>speaking evaluations</td>
<td></td>
</tr>
<tr>
<td>evaluation 1</td>
<td>10</td>
</tr>
<tr>
<td>evaluation 2</td>
<td>15</td>
</tr>
<tr>
<td>mid-term/quizzes</td>
<td>25</td>
</tr>
<tr>
<td>final exam</td>
<td>25</td>
</tr>
</tbody>
</table>

*If you miss 6 or more hours of class you will receive a zero (0) for Participation.

Grade Conversion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>4.0</td>
</tr>
<tr>
<td>90-94</td>
<td>3.5</td>
</tr>
<tr>
<td>87-89</td>
<td>3.0</td>
</tr>
<tr>
<td>83-86</td>
<td>2.5</td>
</tr>
<tr>
<td>79-82</td>
<td>2.0</td>
</tr>
<tr>
<td>75-78</td>
<td>1.5</td>
</tr>
<tr>
<td>70-74</td>
<td>1.0</td>
</tr>
<tr>
<td>60-69</td>
<td>0.5</td>
</tr>
<tr>
<td>0-59</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The OEC tells you:
1. what you will study in the class.
2. what books you will use.
3. what you will be able to do when you complete the class (learning objectives).
4. how you will be graded.
Final Exams

On the last Thursday of each session, you will have a final exam in your Structure and Speaking Practice (SSP) or Language Studies (LS) class. The final exam is an important test and will be 25% of your SSP grade in Levels 101-109, and 20% of your Language Studies grade in Levels 110-112. In addition, in Levels 103, 106, 109 and 112, students must pass their final exam with a minimum required score in order to pass the level. (See Passing Levels 103, 106, 109 and 112, below.)

All students are expected to take their final exams with the rest of their class. If you miss your final exam, and do not have a note from a doctor explaining your absence, you will not be allowed to make up the exam and will receive a zero (0.0) on the test.

You may also have final exams in other classes such as Reading & Writing or Skills Enhancement Classes. These exams will be given on the last Tuesday or Wednesday of the session. The Objectives and Evaluation Criteria (OEC) sheet that you receive will tell you how much your final exam is worth in each class.

EAP Writing Evaluation

Good writing skills are essential for all EAP students. In order to improve, it is important for students to know what they do well and what they must do better. This means students need clear guidelines and good feedback from their teachers. To do this, ELS uses Writing Rubrics to evaluate all EAP students’ writing in Levels 101-109. These rubrics show students exactly where their strengths and weaknesses are and give them ideas for improving. All of the writing rubrics for Levels 101-109 are included in the Appendix at the end of this manual. Please see the Appendix for more information about the rubrics.
Grading

Passing a Level
You will receive a grade in all of your classes. Your grade will be from 0.0 to 4.0:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>4.0</td>
<td>A</td>
</tr>
<tr>
<td>90-94%</td>
<td>3.5</td>
<td>B+</td>
</tr>
<tr>
<td>87-89%</td>
<td>3.0</td>
<td>B</td>
</tr>
<tr>
<td>83-86%</td>
<td>2.5</td>
<td>C+</td>
</tr>
<tr>
<td>79-82%</td>
<td>2.0</td>
<td>C</td>
</tr>
<tr>
<td>75-78%</td>
<td>1.5</td>
<td>D+</td>
</tr>
<tr>
<td>70-74%</td>
<td>1.0</td>
<td>D</td>
</tr>
<tr>
<td>60-69%</td>
<td>0.5</td>
<td>F</td>
</tr>
<tr>
<td>0-59%</td>
<td>0.0</td>
<td>F</td>
</tr>
</tbody>
</table>

Grading Conversion

At the end of the session, the grades for all of your classes will be averaged to give you a final grade point average (GPA). To pass a level you must receive a minimum 1.0 in SSP or LS. EAP students must also receive a minimum 1.0 in Reading and Writing class. All students must also receive an overall GPA of 2.0 for the level in order to pass.

On the final Friday of each session, you will meet with your teachers to review your grades, receive your report card and get advice on further study. It is very important that you meet with your teachers on final Friday. Your teacher will not be available to discuss your grade report after final Friday.

Your report card will include
1. Your grades for each class
2. Your Grade Point Average (GPA) for the session
3. Total hours attended
4. An evaluation of your skills
5. Recommendations for improving your skills in the LTC

A sample report card is on the next page.
**Final Grade Report**

**Name:** Gar Ish  
**Session:** 1A.13  
**Level:** 108  
**Country:** Spain  
**Student #:** 1234567  
**Dates:** 12/31/12-1/25/13  
**Center:** Juneau  
**Student Start Date:** 12/31/12

<table>
<thead>
<tr>
<th>Program: EAP</th>
<th>Grade</th>
<th>Hours attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure &amp; Speaking: Hughes</td>
<td>2.0</td>
<td>19</td>
</tr>
<tr>
<td>Structure &amp; Speaking: Hughes</td>
<td>2.0</td>
<td>19</td>
</tr>
<tr>
<td>Vocabulary Enrichment</td>
<td>2.0</td>
<td>20</td>
</tr>
<tr>
<td>Language Technology Center</td>
<td>P</td>
<td>20</td>
</tr>
<tr>
<td>Reading: Huxley</td>
<td>2.5</td>
<td>19</td>
</tr>
<tr>
<td>Writing: Huxley</td>
<td>2.0</td>
<td>17</td>
</tr>
<tr>
<td><strong>Grade Point Average</strong></td>
<td></td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total Hours Attended</strong></td>
<td></td>
<td>114</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100% = 4.0 = A</td>
</tr>
<tr>
<td>90-94 = 3.5 = B+</td>
</tr>
<tr>
<td>87-89 = 3.0 = B</td>
</tr>
<tr>
<td>83-86 = 2.5 = C+</td>
</tr>
<tr>
<td>79-82 = 2.0 = C</td>
</tr>
<tr>
<td>75-78 = 1.5 = D+</td>
</tr>
<tr>
<td>70-74 = 1.0 = D</td>
</tr>
<tr>
<td>60-69 = 0.5 = F</td>
</tr>
<tr>
<td>59 = 0.0 = F</td>
</tr>
</tbody>
</table>

**SSP/LS Teacher Comments**

Gar: You worked hard this session. Your listening, speaking and reading are on level. Your writing is on level but it contains some errors, especially with present perfect and past tense verbs, as well as word order. Work on these verb forms as well as word order with noun clauses.

Signature of SSP/LS Teacher: N. E. Boddy

**Final Exam Results**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Grade</th>
<th>Pass-Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final SSP/LS Exam</td>
<td>2.5</td>
<td>Pass</td>
</tr>
<tr>
<td>Final Speaking Evaluation</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>Final Writing Exam</td>
<td></td>
<td>Pass</td>
</tr>
</tbody>
</table>

**ILP Recommendations**

Word order with noun clauses  
Present perfect and simple past tenses  
Pronunciation of th and s

**Final Evaluation**

PASS INCOMPLETE REPEAT SPECIAL

**Next Level:** 109

To pass the level, students must have a minimum:

- 2.00 overall GPA
- 1.0 grade in SSP/LS class
- (EAP students only) 1.0 grade in RW class

Students in 103, 106, 109 and 112 must have a minimum 1.0 score on:

- SSP/LS final exam
- Final speaking evaluation
- Final writing evaluation

This is your Grade Point Average
This is your total Grade Point Average
This is your total attendance
This tells you how well you are doing in each skill
These are your teachers’ recommendations for improving your skills in the LTC
Grading (continued)

Passing Levels 103, 106, 109 and 112
Levels 103, 106, 109 and 112 are important levels at ELS. At these levels, students complete our Beginner, Intermediate, Advanced and Masters levels curricula. To pass Levels 103, 106, 109 and 112, you must pass your final exam and pass a final speaking evaluation. Students in the EAP program must also pass a final writing evaluation. The minimum to pass each part is 1.0. The minimum GPA to pass the level is 2.0.

In addition to the above, in order to receive a Certificate of Completion of Masters Levels – EAP, students must complete a satisfactory research paper with a minimum grade of 2.0.

Repeating a Level and Academic Probation
Learning a language is like learning any other skill; you may not always learn everything at the same speed. Some things will be easier to learn than other things. Sometimes language learners reach a stage when their progress slows for a short time. While this may be disappointing, you should not let it discourage you, even if it means that you have to repeat a level. Your teachers and Academic Director are eager to help you when you are having difficulty.

All students will meet with their teachers on the final Friday of the session to review their grades. If a student must repeat a level, his teachers will help him understand exactly why he must repeat the level and show what he must improve in order to move to the next level. Any student who must repeat a level should attend Bonus Lab each week to get additional practice. Any EAP student who fails due to weak writing skills should attend the EAP Writing Workshop each week to get more practice and instruction in writing.

If a student does not pass a level for a second time, on final Friday, he must meet with his teacher and the Academic Director, who will discuss a learning plan for the next session. The student will receive a formal written learning plan during the first week of the following session. The learning plan will have specific materials, exercises and assignments that the student will need to work on. The student will meet with the Academic Director, or another administrator or instructor, once a week to review progress and get extra help. The student must also attend Bonus Lab every week. EAP students must also attend the EAP Writing Workshop each week.

If there is a need to repeat a level for a third time, the student will again meet the Academic Director to receive a new learning plan for the session. Again, it will be necessary for the student to arrange weekly meetings with the Academic Director to get extra help. If a student is unable to pass a level after four tries, he will not be allowed to register for classes at ELS Language Centers.

We do not want students to have to repeat any level, but we understand that it may happen. You should understand this, too. However, there are things you can do to give yourself the best chance of succeeding. If you are having trouble in class, it is important to speak to your teacher, ask questions in class, attend Bonus Lab, and go to EAP Writing Workshop if you are an EAP student, and ask your Academic Director for help.
ELS Academic Honesty Policy

ELS Language Centers believes in the importance of academic honesty. This means that we expect that each student will produce his or her own work on all assignments and will not cheat on any exam. This also means that students will not help other students cheat.

- When cheating is suspected, ELS has the right to retest the student or require the student to redo the homework or writing assignment in a supervised setting.
- Anyone who is caught cheating on a test, as witnessed by a teacher, or who hands in an essay, research paper, or other writing assignment which he/she did not write, and ELS possesses evidence of this, will immediately fail the level and will be placed on academic probation.
- Anyone caught cheating a second time will be expelled from ELS Language Centers.

This ELS policy protects you: Accurate assessment of your English skills will ensure that you are in the appropriate level. Being promoted to a level that is too high for your proficiency will delay your ability to learn and succeed.

This policy is similar to policies set by many universities in English-speaking countries. If you are going to study in English at a university, you must understand and respect these policies in order to succeed.

All students must sign the Academic Honesty Policy to show that they understand the policy and promise to follow it. If you have any questions about what might be a violation of this policy, speak with the Academic Director, Center Director or your teachers. They want you to understand the policy so that you can follow it.
**Bonus Lab**

After regular classes, one afternoon each week, there will be an instructor in the Language Technology Center to help you with your English. You may ask questions about your homework, get help with what you studied in class, or get ideas about what to work on next. Look for the Bonus Lab schedule in the halls and classrooms around the center, or ask the Academic Director for it.

**EAP Writing Workshop Hour**

Once a week, students in the Intensive - EAP program will have the opportunity to attend a Writing Workshop. A teacher will be available to assist EAP students with their writing assignments, offer advice, give practice exercises and oversee group writing projects. This is an important opportunity for EAP students to improve their writing skills in preparation for college. ELS doesn’t require all EAP students to go to the Writing Workshop, but we strongly encourage EAP students to take advantage of this opportunity. For some EAP students, attendance in the Writing Workshop may be required as part of their learning plan.

**Vacation or Temporary Absence**

Students on an F-1 visa are required to attend classes full-time while they are in the United States. However, students who will be studying at ELS for long periods of time may need or want to return home for personal reasons or vacation during their study. This is fine. If you need to leave the country for any reason, you must speak to the International Student Advisor (ISA) who will tell you exactly what you need to do in order to maintain your status.

**Important:** Students who return to ELS Language Centers after an absence of up to nine weeks do not have to be retested. They will be placed into a level based on their progress when they last attended class. However, students who have been out of class for more than nine weeks will be retested as if they were new students. They will be placed into a level based on the results of this placement test.

F-1 students who have completed a minimum of four consecutive sessions at ELS (16+ weeks) are eligible to take a four-week vacation and remain in the United States. F-1 students who would like to take a four-week vacation must speak to the ISA before they go on vacation.
What to Do If You Have a Problem or Question

We want your stay at ELS to be enjoyable. If you do have a problem, it is important that you talk to the right person:

- **Teachers**: If you are having trouble in your class, speak to your teacher first.
- **Academic Director**: The Academic Director (AD) can help you if you have questions about your classes, schedule, grades, or anything to do with learning English. Your AD can offer advice to help you learn quickly.
- **International Student Advisor**: The International Student Advisor (ISA) can help you if you have questions about applying to a college or university, or other problems like housing or finding a doctor.
- **Registrar**: Talk to the Registrar about payment of tuition or housing.
- **Center Director**: The Center Director (CD) is responsible for everything that happens at the center. If you have spoken to someone at the center and still have a question, please speak to the Center Director. The Center Director can make sure that all of your questions are answered.
Appendix

103 Target Achievement Goals (TAGs)

It is very important for you to write well in English. So, we have set Target Achievement Goals—TAGs—important objectives for your writing. We are focusing on the basics so that everyone will understand your writing. At ELS, you will work on your writing skills, using the TAGs to write good, clear, accurate sentences. Use these TAGs every time you write, and your writing will improve.

We want you to pay attention to these details:

• **TAG 1—The Topic:** Your writing assignment has to address the topic—this means that you must be sure that you write about the topic that your teacher gives you. If your writing does not address the topic, you will not meet your TAG.

• **TAG 2—Subjects and Verbs:** All of your sentences must have subjects and verbs. Check your sentences for missing verbs or subjects. If you have 2 sentences missing verbs, or two sentences missing subjects, or one of each, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as one mistake.

  Wrong: He a doctor. (missing verb)
  Right: He is a doctor.

  Wrong: Is a book on the table. (missing subject)
  Right: There is a book on the table.

• **TAG 3—Verb Tenses:** All of your sentences must use the correct tenses in the correct forms. Check every verb in every sentence. If you have 2 sentences with incorrect tenses or incorrect forms, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as one mistake. Tenses you should be able to use correctly by the end of 103: simple present, present continuous, simple past and simple future with will and be going to.

  Wrong: I shop for clothes yesterday. (wrong tense)
  Right: I shopped for clothes yesterday.

  Wrong: John going to Denver. (incomplete tense form)
  Right: John is going to Denver.

• **TAG 4—Word Order:** All of your sentences must have the correct word order. Check every sentence for word order. If you have 2 sentences with mistakes in word order—statements, questions, or negatives—you will not meet your TAG. If you have the same mistake many times, your teacher will count it as one mistake.

  Wrong: She studied her lessons last night at home hard. (statement)
  Right: She studied her lessons hard at home last night.

  Standard Statement Word Order:
  Subject + Verb + Object + Manner Adverb + Place Adverb + Time Adverb

  Wrong: Why students are coming to America? (question)
  Right: Why are students coming to America?

  Standard Question Word Order:
  Operator + Subject + Base Form of Verb + Object + Manner Adverb + Place Adverb + Time Adverb

  Wrong: I no have my pencil today. (negative)
  Right: I don’t have my pencil today.

  Standard Negative Statement Word Order:
  Subject + Negative Operator + Base Form of Verb + Object + Manner Adverb + Place Adverb + Time Adverb
Target Achievement Goals (TAGs) (continued)

For Your Regular Classroom Assignments

If your paper meets all of your TAGs:

- Your teacher will correct it, grade it and give it back to you.
- You can rewrite it in class.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- You can receive up to 5 more points on your writing assignment grade for your revision.
- You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0.

If your paper does not meet one or more of your TAGs:

- Your teacher will stop correcting your paper and circle the mistakes that do not meet your TAGs.
- Your paper will fail, but you will have one chance to correct it.
- Your teacher will show you your mistakes so that you can fix your paper.
- You have to fix your paper the same day the teacher gives it back to you.
- You may not take your paper home.
- Fix the mistakes your teacher showed you by rewriting the problem sentences correctly. You can completely rewrite your paper only if your teacher tells you that you did not address the topic.
- Your teacher will tell you when and where you can fix your paper.
- After you fix your paper, give it back to the teacher.
- If you reach your TAGs after you fix your mistakes, the teacher will correct and grade your paper.
- The teacher will give it back to you to rewrite.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0. If you did not reach your TAGs the first time, you are not eligible for the additional 5 points.
- If you do not reach your TAGs after you fix your mistakes, your paper will fail.

For Your Final Writing Exam

If your paper meets all of your TAGs, your teacher will

- grade your exam.
- not correct it.
- tell you what your final exam grade is for your writing test, but will not give you back your paper to keep.
- give you the writing rubrics form for your writing exam, which will show where your strengths and weaknesses are.
- make comments on the writing rubrics form about how you can improve your writing.
- discuss your writing exam with you during the last class of the session.

If your paper does not meet any one of your TAGs:

- Your teacher will stop reading.
- Your paper will fail.
- There will be no chance to fix it.
- You will fail the exam.
- You will fail your Writing course.
- Your overall grade for your Writing course will be 0.5.
- You will repeat the level.
- Your teacher will give you the writing rubric form for your writing exam, which shows which TAGs you did not reach.
- Your teacher will discuss your paper with you during the last class of the session.

If you have any questions about this, talk to the teacher any time during the course or before the final exam; he or she will be happy to help you.
106 Target Achievement Goals (TAGs)

It is essential for you to write well in English. So, we have set Target Achievement Goals—TAGs—which are important objectives for your writing. We are focusing on the basics so that everyone will understand your writing. At ELS, you will work on your writing skills, using the TAGs to write good, clear, accurate sentences. Use these TAGs every time you write, and your writing will improve.

We want you to pay attention to these details:

• **TAG 1—The Topic:** Your writing assignment has to address the topic—this means that you must be sure that you write about the topic that your teacher gives you. If your writing does not address the topic, you will not meet your TAG.

• **TAG 2—Subjects and Verbs:** All of your sentences must have subjects and verbs. Check your sentences for missing verbs or subjects. If you have 2 sentences missing verbs, or two sentences missing subjects, or one of each, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** He a doctor. (missing verb)
  **Right:** He **is** a doctor.

  **Wrong:** Is a book on the table. (missing subject)
  **Right:** There **is** a book on the table.

• **TAG 3—Verb Tenses:** All of your sentences must use the correct tenses in the correct forms. Check every verb in every sentence. If you have 2 sentences with incorrect tenses or incorrect forms, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time. Tenses you should be able to use correctly by the end of 106: simple present; present continuous; simple past; simple future with will and be going to; simple present perfect and simple past perfect; and passive voice, simple present uses.

  **Wrong:** I shop for clothes yesterday. (wrong tense)
  **Right:** I **shopped** for clothes yesterday.

  **Wrong:** John going to Denver. (incomplete tense form)
  **Right:** John **is going** to Denver.

• **TAG 4—Word Order:** All of your sentences must have the correct word order. Check every sentence for word order. If you have 2 sentences with mistakes in word order—statements, questions, or negatives—you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** She studied her lessons last night at home hard. (statement)
  **Right:** She studied her lessons hard at home last night.

  **Standard Statement Word Order:**
  Subject + Verb + Object + Manner Adverb + Place Adverb + Time Adverb

  **Wrong:** Why **students are coming** to America? (question)
  **Right:** Why **are students coming** to America?

  **Wrong:** I **no have** my pencil today. (negative)
  **Right:** I **don’t have** my pencil today.

• **TAG 5—Capitalization and Punctuation:** The first word of all of your sentences must begin with a capital letter. Proper nouns should be capitalized. Use correct punctuation at the end of your sentences. Check all of your sentences for capitalization and punctuation. If you have 3 errors in capitalization and/or punctuation you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** the house is red (beginning capital; final period)
  **Right:** The house is red.

  **Wrong:** robert and i fish in lake como (capitalize names of specific people and places; capitalize “I”; use final punctuation)
  **Right:** Robert and I fish in Lake Como.

• **TAG 6—Spelling:** You must spell all of the words on the list of the 100 Most Common Words for Spelling correctly. Check your spelling; use the list. If you have 3 mistakes in spelling any of the 100 words, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** Meny people know wear I live.
  **Right:** Many people know where I live.
106 Target Achievement Goals (TAGs) (continued)

For Your Regular Classroom Assignments

If your paper meets all of your TAGs:
- Your teacher will correct it, grade it and give it back to you.
- You can rewrite it in class.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- You can receive up to 5 more points on your writing assignment grade for your revision.
- You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0.

If your paper does not meet one or more of your TAGs:
- Your teacher will stop correcting your paper and circle the mistakes that do not meet your TAGs.
- Your paper will fail, but you will have one chance to correct it.
- Your teacher will show you your mistakes so that you can fix your paper.
- You have to fix your paper the same day the teacher gives it back to you.
- You may not take your paper home.
- Fix the mistakes your teacher showed you by rewriting the problem sentences correctly. You can completely rewrite your paper only if your teacher tells you that you did not address the topic.
- Your teacher will tell you when and where you can fix your paper.
- After you fix your paper, give it back to the teacher.
- If you reach your TAGs after you fix your mistakes, the teacher will correct and grade your paper.
- The teacher will give it back to you to rewrite.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0. If you did not reach your TAGs the first time, you are not eligible for the additional 5 points.
- If you do not reach your TAGs after you fix your mistakes, your paper will fail.

For Your Final Writing Exam

If your paper meets all of your TAGs, your teacher will
- grade your exam.
- not correct it.
- tell you what your final exam grade is for your writing test, but will not give you back your paper to keep.
- give you the writing rubrics form for your writing exam, which will show where your strengths and weaknesses are.
- make comments on the writing rubrics form about how you can improve your writing.
- discuss your writing exam with you during the last class of the session.

If your paper does not meet any one of your TAGs:
- Your teacher will stop reading.
- Your paper will fail.
- There will be no chance to fix it.
- You will fail the exam.
- You will fail your Writing course.
- Your overall grade for your Writing course will be 0.5.
- You will repeat the level.
- Your teacher will give you the writing rubric form for your writing exam, which shows which TAGs you did not reach.
- Your teacher will discuss your paper with you during the last class of the session.

If you have any questions about this, talk to the teacher any time during the course and before the final exam; he or she will be happy to help you.
Target Achievement Goals (TAGs)

It is essential for you to write well in English. So, we have set Target Achievement Goals—TAGs—which are important objectives for your writing. We are focusing on the basics so that everyone will understand your writing. At ELS, you will work on your writing skills, using the TAGs to write good, clear, accurate sentences. Use these TAGs every time you write, and your writing will improve.

We want you to pay attention to these details in particular:

• **TAG 1—The Topic:** Your writing assignment has to address the topic—this means that you must be sure that you write about the topic that your teacher gives you. If your writing does not address the topic, you will not meet your TAG.

• **TAG 2—Subjects and Verbs:** All of your sentences must have subjects and verbs. Check your sentences for missing verbs or subjects. If you have 2 sentences missing verbs, or two sentences missing subjects, or one of each, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** He a doctor. (missing verb)
  **Right:** He is a doctor.

  **Wrong:** Is a book on the table. (missing subject)
  **Right:** There is a book on the table.

• **TAG 3—Verb Tenses:** All of your sentences must use the correct tenses in the correct forms. Check every verb in every sentence. If you have 2 sentences with incorrect tenses or incorrect forms, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time. As a 109 student, you are responsible for all of the major tenses.

  **Wrong:** I shop for clothes yesterday. (wrong tense)
  **Right:** I shopped for clothes yesterday.

  **Wrong:** John going to Denver. (incomplete tense form)
  **Right:** John is going to Denver.

• **TAG 4—Word Order:** All of your sentences must have the correct word order. Check every sentence for word order. If you have 2 sentences with mistakes in word order—statements, questions, or negatives—you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** She studied her lessons last night at home hard. (statement)
  **Right:** She studied her lessons hard at home last night.

  **Standard Statement Word Order:** Subject + Verb + Object + Manner Adverb + Place Adverb + Time Adverb

  **Wrong:** Why students are coming to America? (question)
  **Right:** Why are students coming to America?

  **Standard Question Word Order:** Operator + Subject + Base Form of Verb + Object + Manner Adverb + Place Adverb + Time Adverb

  **Wrong:** I no have my pencil today. (negative)
  **Right:** I don’t have my pencil today.

• **TAG 5—Capitalization and Punctuation:** The first word of all of your sentences must begin with a capital letter. Proper nouns should be capitalized. Use correct punctuation at the end of your sentences. Use correct punctuation within your sentences—commas, semicolons and colons.

  **Check all of your sentences for capitalization and punctuation.** If you have 3 errors in capitalization and/or punctuation you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** the house is red (beginning capital; final period)
  **Right:** The house is red.

  **Wrong:** robert and i fish in lake como (capitalize names of specific people and places; capitalize “I”; use final punctuation)
  **Right:** Robert and I fish in Lake Como.

• **TAG 6—Spelling:** You must spell all of the words on the list of the 500 Most Common Words for Spelling correctly.

  **Check your spelling; use the list.** If you have 3 mistakes in spelling any of the 500 words, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.

  **Wrong:** Meny people know wear I live.
  **Right:** Many people know where I live.
Target Achievement Goals (TAGs) (continued)

For Your Regular Classroom Assignments

If your paper meets all of your TAGs:

- Your teacher will correct it, grade it and give it back to you.
- You can rewrite it in class.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- You can receive up to 5 more points on your writing assignment grade for your revision.
- **You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0.**

If your paper does not meet one or more of your TAGs:

- Your teacher will stop correcting your paper and circle the mistakes that do not meet your TAGs.
- **Your paper will fail, but you will have one chance to correct it.**
- Your teacher will show you your mistakes so that you can fix your paper.
- You have to fix your paper the **same** day the teacher gives it back to you.
- **You may not take your paper home.**
- Fix the mistakes your teacher showed you by rewriting the problem sentences correctly. **You can completely rewrite your paper only if your teacher tells you that you did not address the topic.**
- Your teacher will tell you when and where you can fix your paper.
- After you fix your paper, give it back to the teacher.
- If you reach your TAGs after you fix your mistakes, the teacher will correct and grade your paper.
- The teacher will give it back to you to rewrite.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- **You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0. If you did not reach your TAGs the first time, you are not eligible for the additional 5 points.**
- If you do not reach your TAGs after you fix your mistakes, your paper will fail.

For Your Final Writing Exam

If your paper meets all of your TAGs, your teacher will

- grade your exam.
- **not correct it.**
- tell you what your final exam grade is for your writing test, but will not give you back your paper to keep.
- give you the writing rubrics form for your writing exam, which will show where your strengths and weaknesses are.
- make comments on the writing rubrics form about how you can improve your writing.
- discuss your writing exam with you during the last class of the session.

If your paper does not meet any one of your TAGs:

- **Your teacher will stop reading.**
- Your paper will **fail.**
- There will be **no** chance to fix it.
- You will fail the exam.
- You will fail your Writing course.
- **Your overall grade for your Writing course will be 0.5.**
- You will repeat the level.
- Your teacher will give you the writing rubric form for your writing exam, which shows which TAGs you did not reach.
- **Your teacher will discuss your paper with you during the last class of the session.**

If you have any questions about this, talk to the teacher any time during the course and before the final exam; he or she will be happy to help you.
112 Target Achievement Goals (TAGs)

It is essential for you to write well in English. So, we have set Target Achievement Goals—TAGs—which are important objectives for your writing. We are focusing on the basics so that everyone will understand your writing. At ELS, you will work on your writing skills, using the TAGs to write good, clear, accurate sentences. Use these TAGs every time you write, and your writing will improve.

We want you to pay attention to these details in particular:

- **TAG 1—The Topic:** Your writing assignment has to address the topic—this means that you must be sure that you write about the topic that your teacher gives you. If your writing does not address the topic, you will not meet your TAG.

- **TAG 2—Subjects and Verbs:** All of your sentences must have subjects and verbs. Check your sentences for missing verbs or subjects. If you have two sentences missing verbs, or two sentences missing subjects, or one of each, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.
  
  **Wrong:** He a doctor. (missing verb)
  **Right:** He is a doctor.
  
  **Wrong:** Is a book on the table. (missing subject)
  **Right:** There is a book on the table.

- **TAG 3—Verb Tenses:** All of your sentences must use the correct tenses in the correct forms. Check every verb in every sentence. If you have two sentences with incorrect tenses or incorrect forms, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.
  
  **Wrong:** I shop for clothes yesterday. (wrong tense)
  **Right:** I shopped for clothes yesterday.
  
  **Wrong:** John going to Denver. (incomplete tense form)
  **Right:** John is going to Denver.

- **TAG 4—Word Order:** All of your sentences must have the correct word order. Check every sentence for word order. If you have two sentences with mistakes in word order—statements, questions, or negatives—you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.
  
  **Wrong:** She studied her lessons last night at home hard (statement)
  **Right:** She studied her lessons hard at home last night.
  
  **Wrong:** Why are students coming to America? (question)
  **Right:** Why are students coming to America?

- **TAG 5—Capitalization and Punctuation:** The first word of all of your sentences must begin with a capital letter. Proper nouns should be capitalized. Use correct punctuation at the end of your sentences. Use correct punctuation within your sentences—commas, semicolons and colons. Check all of your sentences for capitalization and punctuation. If you have three errors in capitalization and/or punctuation you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.
  
  **Wrong:** the house is red (beginning capital; final period)
  **Right:** The house is red.
  
  **Wrong:** robert and I fish in lake como (capitalize names of specific people and places; capitalize “I”; use final punctuation)
  **Right:** Robert and I fish in Lake Como.

- **TAG 6—Spelling:** You must spell all of the words on the list of the 500 Most Common Words for Spelling correctly. Check your spelling; use the list. If you have three mistakes in spelling any of the 500 words, you will not meet your TAG. If you have the same mistake many times, your teacher will count it as a different mistake each time.
  
  **Wrong:** Meny people know wear I live.
  **Right:** Many people know where I live.

- **TAG 7—Research Paper:** Your research paper must pass all of the TAGs for 112, and the standards below:

  1. You must have at least 7 sources. Only half of your sources may come from the Internet.
  2. You must use citations for any information that you use from your sources. You must not have 2 unsubstantiated statements.
  3. You must do all of the pre-work required before you submit your paper to your teacher. If you do not submit all of the pre-work—e.g., note cards, bibliography, outline, etc.—your teacher will not accept your paper.
For Your Regular Classroom Assignments

If your paper meets all of your TAGs:
- Your teacher will correct it, grade it and give it back to you.
- You can rewrite it in class.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- You can receive up to 5 more points on your writing assignment grade for your revision.
- You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0.

If your paper does not meet one or more of your TAGs:
- Your teacher will stop correcting your paper and circle the mistakes that do not meet your TAGs.
- Your paper will fail, but you will have one chance to correct it.
- Your teacher will show you your mistakes so that you can fix your paper.
- You have to fix your paper the same day the teacher gives it back to you.
- You may not take your paper home.
- Fix the mistakes your teacher showed you by rewriting the problem sentences correctly. You can completely rewrite your paper only if your teacher tells you that you did not address the topic.
- Your teacher will tell you when and where you can fix your paper.
- After you fix your paper, give it back to the teacher.
- If you reach your TAGs after you fix your mistakes, the teacher will correct and grade your paper.
- The teacher will give it back to you to rewrite.
- After you rewrite your paper, you will give it back to the teacher with the original by the next class.
- You must revise your writing assignment. If you do not revise your paper, your grade for the entire writing assignment will be 0. If you did not reach your TAGs the first time, you are not eligible for the additional 5 points.
- If you do not reach your TAGs after you fix your mistakes, your paper will fail.

For Your Final Writing Exam

If your paper meets all of your TAGs, your teacher will
- grade your exam.
- not correct it.
- tell you what your final exam grade is for your writing test, but will not give you back your paper to keep.
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- make comments on the writing rubrics form about how you can improve your writing.
- discuss your writing exam with you during the last class of the session.

If your paper does not meet any one of your TAGs:
- Your teacher will stop reading.
- Your paper will fail.
- There will be no chance to fix it.
- You will fail the exam.
- You will fail your Writing course.
- Your overall grade for your Writing course will be 0.5.
- You will repeat the level.
- Your teacher will give you the writing rubric form for your writing exam, which shows which TAGs you did not reach.
- Your teacher will discuss your paper with you during the last class of the session.

If you have any questions about this, talk to the teacher any time during the course and before the final exam; he or she will be happy to help you.
Writing Checklists

102-103 Writing Checklist

Always check your work before you give it to your teacher. Use this list to help you.

☐ I wrote about the topic.

☐ Every sentence has a subject and a verb—and an object, if it needs one.
   Examples: He is a doctor. I take a shower every day. There is a book on the table.

☐ Every sentence has a tense.
   Examples: Peter is a doctor. I go to school Monday-Friday. I went to school yesterday.

☐ Every sentence has the right word order.
   Examples: I studied hard last night. Do you have my book? I don't have your book.

☐ Every sentence begins with a capital letter and ends with punctuation.
   Examples: My friend is in my class. Where are you going?

☐ Common words are spelled correctly. Use a dictionary if you are not sure.

104-106 Writing Checklist

Always check your work before you give it to your teacher. Use this list to help you.

☐ I wrote about the topic.

☐ Every sentence has a subject and a verb—and an object, if it needs one.
   Examples: I made a mistake on my test. It is wrong to cheat. There was a book on the table.

☐ Every sentence has a tense.
   Examples: Peter has been a doctor since 1999. I am going to school right now. I went to the beach yesterday.

☐ Every sentence has the right word order.
   Examples: I studied hard last night. Did you take my book yesterday? I don't have your book.

☐ Every sentence begins with a capital letter and ends with punctuation. Proper nouns are capitalized. Quotations are punctuated correctly.
   Examples: My friend is in my class. Where are you going? Ward saw Susan yesterday. Princeton University is a very famous school. Mary said, “We have to have a meeting today to discuss urgent business.”

☐ The most common 100 words are spelled correctly. Use a dictionary if you are not sure.
Writing Checklist

Always check your work before you give it to your teacher. Use this list to help you.

☐ I wrote about the topic.

☐ Every clause has a subject and a verb—and an object, if it needs one.

   Examples: If you cheat on a test, you will fail your level. There was a book on the table yesterday, but it's not there now. I didn’t know she was so talented.

☐ Every clause has a tense.

   Examples: I should have gone to the doctor earlier; I had a cold but now I have pneumonia. I am leaving for school right now but I’m already late. I went to the beach yesterday despite the fact that it was a cloudy day.

☐ Every clause has the right word order.

   Examples: Do you know what the answer is? Have you ever been to Paris? Should you ever need help, don’t hesitate to call me.

☐ Every sentence begins with a capital letter and ends with punctuation. Proper nouns are capitalized. Quotations are punctuated correctly.

   Examples: My friend is in my class. Where are you going? Ward saw Susan yesterday. Princeton University is a very famous school. Mary said, "We have to have a meeting today to discuss urgent business."

☐ The most common 500 words are spelled correctly. Use a dictionary if you are not sure.
## Level 101 Writing Evaluation

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<th>Below Standard</th>
<th>Unsatisfactory</th>
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<td><strong>Grammatical Accuracy</strong></td>
<td>30</td>
<td>24</td>
<td>21</td>
<td>0</td>
<td>Confusing sentences. Very difficult to understand. (Him candy like.)</td>
</tr>
<tr>
<td></td>
<td>No errors in word order. (He likes candy.)</td>
<td>Easily understood sentences. Proper word order, but with other sentence problems. (He like candy.)</td>
<td>Sentences can be understood. Frequent grammar mistakes, but usually follows English word order rules. (Him like candy.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td>Cannot understand parts due to spelling errors.</td>
</tr>
<tr>
<td></td>
<td>No misspellings.</td>
<td>Problems with spelling, but misspellings are phonetic.</td>
<td>Frequent spelling mistakes, but shows knowledge of sound/symbol relationship. The sample is understandable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>0</td>
<td>Too short to evaluate.</td>
</tr>
<tr>
<td></td>
<td>More than 60 words; however, not as a result of listing (I like pie, cake, candy, apples, …).</td>
<td>More than 40 words; however, not as a result of listing (I like pie, cake, candy, apples, …).</td>
<td>Shorter (20+) but still answers the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>17</td>
<td>14</td>
<td>11</td>
<td>0</td>
<td>Unable to adequately address topic due to vocabulary limitations.</td>
</tr>
<tr>
<td></td>
<td>Contains a relatively broad range of vocabulary choices for the level.</td>
<td>Appropriate, although basic, vocabulary.</td>
<td>Excessive repetition or awkwardness due to limited vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation/Capitalization</strong></td>
<td>17</td>
<td>13</td>
<td>11</td>
<td>0</td>
<td>No awareness of punctuation and capitalization rules.</td>
</tr>
<tr>
<td></td>
<td>100% accurate use of all punctuation and capitalization rules.</td>
<td>Ideas are broken into sentences. Each sentence begins with a capital letter and has a period at the end.</td>
<td>Frequent mistakes, but some correct use of punctuation rules. May have run on sentences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total points: ____________/100  Teacher’s Initials: ________

Revision/2nd draft: ____________/100 (up to 5 points; not for final exam)
# Level 102 Writing Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical Accuracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td></td>
<td><strong>No errors</strong> in word order; accurate usage of pronouns, articles, adjectives and the verb “to be.”</td>
<td><strong>24</strong></td>
<td>Basic sentence structure is used (including articles and adjectives), although minor errors may occur. No errors with the verb “to be.”</td>
<td></td>
</tr>
<tr>
<td><strong>21</strong></td>
<td></td>
<td><strong>Most sentences follow basic grammar rules, but with errors. No sentence has more than one grammatical error (based on Level 2 standards)</strong></td>
<td><strong>0</strong></td>
<td><strong>All sentences contain grammatical errors. Some sentences are difficult to understand.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling/Vocabulary</strong></td>
<td><strong>20</strong></td>
<td><strong>Accurate use of basic vocabulary with occasional choices that go beyond the basic “friends, family, self” range. No misspellings.</strong></td>
<td><strong>16</strong></td>
<td><strong>Basic vocabulary as taught in Levels 101 and 102. Occasional misspellings. (Fewer than one word per sentence.) Misspellings are phonetic.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td></td>
<td><strong>Only basic Level 1 vocabulary is used. May have one word misspelled in each sentence; however, all misspellings are phonetic.</strong></td>
<td><strong>0</strong></td>
<td><strong>Very difficult to understand due to problems with word choice. Frequent misspellings make the sample difficult to understand.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17</strong></td>
<td></td>
<td><strong>More than 100 words; however, not as a result of listing (I like pie, cake, candy, apples, ……).</strong></td>
<td><strong>13</strong></td>
<td><strong>More than 50 words; however, not as a result of listing (I like pie, cake, candy, apples, ……).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Between 40 and 50 words.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>0</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Fewer than 40 words.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>17</strong></td>
<td><strong>Topic sentence, followed by several sentences with supporting details, leads to a clear closing sentence.</strong></td>
<td><strong>14</strong></td>
<td><strong>Topic sentence is used. Support is offered, but may be repetitive or off target. Attempts a closing sentence.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td></td>
<td></td>
<td></td>
<td>** Begins with a topic sentence, but development is weak (one or two sentences which may not relate directly to topic). May be missing closing sentence.**</td>
<td></td>
</tr>
<tr>
<td><strong>0</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>No organization.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation/Capitalization</strong></td>
<td><strong>16</strong></td>
<td><strong>100% accurate use of all punctuation and capitalization rules.</strong></td>
<td><strong>13</strong></td>
<td><strong>Basic punctuation and capitalization rules are used as taught in class.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Applies rules for punctuation and/or capitalization, but with some mistakes.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>0</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>No application of capitalization or punctuation rules.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total points:** ____________/100  **Teacher's Initials:** ________

**Revision/2nd draft:** ____________/100  (up to 5 points; not for final exam)
# Level 103 Writing Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar Accuracy</strong></td>
<td>30</td>
<td>24</td>
<td>21</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>No errors with grammar taught in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levels 1-3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling/Vocabulary</strong></td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>No spelling errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>allows for detailed descriptions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to include judgment and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opinion. Correct forms and some</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collocations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>More than 175 words; however, not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as a result of listing (I like pie,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cake, candy, apples, ...).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic Sentences</strong></td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Paragraph has a well-constructed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>topic sentence that leads to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>main points of the paragraph.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total points:</strong></td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher's Initials:**

**Revision/2nd draft:**

(up to 5 points; not for final exam)
## Level 103 Writing Evaluation (continued)

<table>
<thead>
<tr>
<th>Supporting Sentences</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The main idea is well developed and supported with at least three clear examples/supporting ideas. Formatted as one-three paragraph essay. Good use of signal words.</td>
<td>The main idea is developed and supported with at least two clear examples/supporting ideas. Formatted as a paragraph. Good use of signal words.</td>
<td>Although there are supporting ideas, the ideas are simple and undeveloped. Signal words are used but sometimes incorrectly. Uses good paragraph formatting.</td>
<td>Ideas are undeveloped. Incorrect paragraph formatting. Faulty or no attempts at organization or use of signal words.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>0</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concluding sentence is not just a repetition of the introduction, but leads to an interesting, effective conclusion.</td>
<td>Concluding sentence sums up the essay adequately.</td>
<td>A sentence is used as a concluding sentence, but it doesn’t sum up the essay adequately.</td>
<td>No attempt to include a concluding sentence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctuation/Capitalization</th>
<th>10</th>
<th>8</th>
<th>7</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% accurate use of all punctuation and capitalization rules.</td>
<td>Correct use of capitalization and punctuation rules as taught in class. May have errors in items not taught yet.</td>
<td>Capitalization and punctuation are used, but with some errors.</td>
<td>Capitalization and punctuation are used, but with frequent errors.</td>
</tr>
<tr>
<td></td>
<td>Above Standard</td>
<td>Standard</td>
<td>Below Standard</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| **Grammatical Accuracy** | 30 | 24 | 21 | 0 | - Perfect control of time and voice. Accurate use of pronouns, articles, adjectives and all verb forms including “to be.”
|                  |                |          |                |                | - No problems with basic forms, including subject/verb order, present, past, future, and all forms of “to be”. Well-formed compound sentences. No run on sentences.
|                  |                |          |                |                | - Most sentences follow basic grammar rules, but with error. No sentence has more than one grammatical error (based on Level 4 standards).
|                  |                |          |                |                | - Frequent grammatical errors cause the reader to have to guess at meaning. May have impressive attempts at higher level structures, but important gaps exist in basic grammar. |
| **Spelling/ Vocabulary** | 20 | 16 | 12 | 0 | - Vocabulary is varied, ranging beyond that taught in Level 4. Few errors in word choice. Correct use of some collocations and phrases. No spelling errors.
|                  |                |          |                |                | - Uses vocabulary specific to topic. Uses prepositions and prepositional phrases, although with some errors. No spelling errors, except for less familiar words.
|                  |                |          |                |                | - Essay is simplistic because the vocabulary range is not sufficient. All sentences are comprehensible. No more than one spelling error per sentence. All are phonetically recognizable.
|                  |                |          |                |                | - Confusing word choices and/or excessive spelling errors make the essay difficult to understand. |
| **Length** | 10 | 8 | 7 | 0 | - More than 250 words, allowing for ample exploration of supporting ideas.
|                  |                |          |                |                | - More than 150 words. Paragraphs are of a sufficient length to allow for adequate exploration of supporting ideas.
|                  |                |          |                |                | - 125 or more words, inadequate for exploration of supporting ideas.
|                  |                |          |                |                | - Fewer than 125 words. |
| **Three-paragraph Form** | 10 | 8 | 7 | 0 | - Correct use of introduction/body/conclusion format. Introduction leads to thesis. Body paragraph contains appropriate topic sentence. Conclusion sums up the theme. Perfect three-paragraph format with appropriate linking words.
|                  |                |          |                |                | - Has basic introduction, body and conclusion. Correct paragraph format.
|                  |                |          |                |                | - Has basic introduction and body but may be missing conclusion. Essay is divided into three paragraphs, although with errors in formatting.
|                  |                |          |                |                | - May not use intro-body-conclusion format. No attempt to use correct paragraph formation. |

Total points: _____________/100  Teacher’s Initials: ________

Revision/2nd draft: _____________/100 (up to 5 points; not for final exam)
<table>
<thead>
<tr>
<th>Topic Development</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay has a clear overall organization that provides a clear exploration of the topic. Many supporting details are provided to enhance the development.</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td>Topic is not fully developed or does not reach a conclusion. Thesis may not be supported in following development.</td>
</tr>
<tr>
<td>Signal Words</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>No use of signal words.</td>
</tr>
<tr>
<td>Signal words are used correctly- neither over nor under used. Range beyond what is taught in class.</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Punctuation/ Capitalization</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>Capitalization and punctuation are used, but with frequent errors.</td>
</tr>
<tr>
<td>Correct use of all punctuation and capitalization rules.</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Accurate use of basic punctuation, including punctuation of clauses as taught in class.</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above Standard</td>
<td>Standard</td>
<td>Below Standard</td>
<td>Unsatisfactory</td>
<td>Teacher Comments</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Grammatical Accuracy</strong></td>
<td>30</td>
<td>24</td>
<td>21</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perfect control of time and voice. Accurate use of pronouns, articles, adjectives and all verb forms including “to be.”</td>
<td>Accurate use of all basic grammatical forms. Uses compound sentences with some basic subordination, but clauses may not be in agreement. May have minor repeated errors based on L1 (e.g. articles).</td>
<td>Most sentences follow basic grammar rules, but with error. No sentence has more than one grammatical error (based on Level 5 standards).</td>
<td>Many sentences have basic grammatical errors (subject-verb agreement, verb form, pronoun agreement, run on sentences, etc.) The reader must guess at meanings. May have impressive attempts at higher level structures, but important gaps exist in basic grammar.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary is varied and accurate. Word choices throughout the essay are targeted to enhance topic development. No spelling errors.</td>
<td>Although some errors in word choice, there is variety in vocabulary that enhances the topic. Only occasional misspellings of phonetically irregular words.</td>
<td>Although essay is easily understandable, limited vocabulary or spelling errors handicap topic development. Vocabulary may be repetitive or simplistic. No more than one spelling error per sentence.</td>
<td>Confusing word choices AND/OR spelling errors make essay difficult to understand; OR, vocabulary is too simplistic to fully address the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 275 words, sufficient for ample exploration of supporting ideas.</td>
<td>More than 175 words. Paragraphs are of a sufficient length to allow for adequate exploration of supporting ideas.</td>
<td>More than 125 words, inadequate for exploration of supporting ideas.</td>
<td>Fewer than 125 words.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction/Thesis Statement</strong></td>
<td>13</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro clearly leads to the thesis statement. Statement is clear, predictive and leads the reader into the topic. Reader can anticipate the essay.</td>
<td>Uses an introduction, but is awkwardly constructed and lacks flow. Thesis statement summarizes the topic as it is addressed in the essay. May have errors in construction.</td>
<td>Attempt at an introduction. One sentence can be identified a thesis statement, but it does not satisfactorily predict the essay. OR, thesis may be in the form of two sentences.</td>
<td>No introduction AND/OR no sentence(s) can be identified as a thesis statement. OR, statement is too general or too specific.</td>
<td></td>
</tr>
</tbody>
</table>

Total points: ____________/100  Teacher’s Initials: ________

Revision/2nd draft: ____________/100 (up to 5 points; not for final exam)
## Level 105 Writing Evaluation (continued)

<table>
<thead>
<tr>
<th>Four-five Paragraph Development</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Topic is <strong>fully developed</strong> over four-five paragraphs, each having a clear role. Internal organization is controlled within and between paragraphs. Each paragraph has a topic sentence that is developed with good supporting evidence.</td>
<td>10</td>
<td>Topic is <strong>not fully developed</strong>. May have only three paragraphs. OR, conclusion may be too brief or inadequate. Internal development may be incomplete or missing in one key area.</td>
<td>0</td>
<td>Only <strong>partial development</strong> of topic. Key areas are unexplored. Fewer than three paragraphs. OR, does not apply paragraph formatting. OR, no conclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signal Words</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Signal words are used correctly and <strong>range beyond what is taught in class</strong>. Words are chosen effectively and are used with effect.</td>
<td>10</td>
<td>Signal words are used as <strong>taught in class</strong> although usage may not be smooth. Punctuation is perfect.</td>
<td>8</td>
<td>Signal words are used; although some may be <strong>used incorrectly</strong>. OR, signal words are incorrectly punctuated.</td>
</tr>
</tbody>
</table>
## Level 106 Writing Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical Accuracy</strong></td>
<td>30</td>
<td>24</td>
<td>21</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No errors in all forms taught in Levels 1-6.</td>
<td>Majority of sentences have error free use of forms taught up to Level 6. Problems will still occur with phrasal verbs, and adverb clauses. May have minor repeated errors based on L1 (e.g. articles).</td>
<td>Most sentences follow basic grammar rules, but with error. No sentence has more than one grammatical error (based on Level 6 grammar).</td>
<td>Frequent grammatical errors obscure meaning. May have run-on sentences. Errors in basic subject-verb agreement, and elementary tenses. May have impressive attempts at higher level structures, but important gaps in basic grammar.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary is varied and accurate. Word choices are targeted to enhance topic development. Good variation of word form. No spelling errors.</td>
<td>Variety in vocabulary allows for clear supporting details and opinions. Evidence of some control of word form. Only minor spelling errors in phonetically irregular words.</td>
<td>Although essay is easily understandable, vocabulary limitations impede full topic development. May be repetitive. All sentences are comprehensible. No more than one spelling error per sentence.</td>
<td>Confusing or simplistic word choices limit topic development and make the essay difficult to understand. May have excessive spelling errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Length/Format</strong></td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 300 words. Four-five paragraph organization, sufficient length to allow for ample exploration of supporting ideas.</td>
<td>More than 200 words. Four-five paragraph organization. Paragraphs are sufficient length to allow for adequate exploration of supporting ideas.</td>
<td>Between 175 and 200 words. OR fewer than four-five paragraphs, inadequate for exploration of supporting ideas.</td>
<td>Fewer than 175 words. OR, fewer than three paragraphs. OR, essay lacks overall paragraphing format.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction/Thesis Statement</strong></td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction is well crafted, leading directly to thesis statement. Thesis is a concise, well-constructed sentence that relates to all of the main points of the essay.</td>
<td>Introduction provides background, leading to the thesis. Thesis is clear and presents a basis for the main points of the essay.</td>
<td>Introduction may be awkwardly formed and does not build to the thesis.</td>
<td>No introduction or no thesis. OR, thesis is unrelated to essay. OR, thesis is not clear - too general or too specific.</td>
<td></td>
</tr>
</tbody>
</table>

Total points: ___________/100 Teacher's Initials: ________

Revision/2nd draft: ___________/100 (up to 5 points; not for final exam)
<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four-five Paragraph Development</strong></td>
<td><strong>10</strong></td>
<td><strong>8</strong></td>
<td><strong>7</strong></td>
<td><strong>0</strong></td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Topic <strong>fully developed</strong> over four-five paragraphs, each having clear role-intro, development, and conclusion. Internal organization is controlled within and between paragraphs. Each paragraph has topic sentence and good supporting details.</td>
<td>Topic is developed using <strong>standard</strong> intro-development-conclusion, four-five paragraph format. Each body paragraph has a topic sentence that relates to the body of the paragraph. Some detail is provided.</td>
<td>Topic is <strong>not fully developed</strong>. May have only three paragraphs. OR, conclusion may be too brief or inadequate. Internal development may be incomplete or missing in one key area.</td>
<td>Only <strong>partial development</strong> of topic. Key areas are unexplored. Fewer than three paragraphs. OR, does not apply paragraph formatting. OR, no conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>Signal Words</strong></td>
<td><strong>10</strong></td>
<td><strong>8</strong></td>
<td><strong>6</strong></td>
<td><strong>0</strong></td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Signal words and related punctuation are chosen effectively and are <strong>used flawlessly</strong>.</td>
<td>Signal words and related punctuation are used correctly <strong>within and between</strong> paragraphs.</td>
<td>Signal words are used, but <strong>limited</strong> and without good effect. OR, repeated errors in punctuation of signal words.</td>
<td>No application or greatly inadequate use of signal words. OR signal words are inserted without meaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td><strong>10</strong></td>
<td><strong>8</strong></td>
<td><strong>6</strong></td>
<td><strong>0</strong></td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Thorough, <strong>well constructed</strong> conclusion. Goes beyond a simple retelling of the essay. All points have been taken into consideration.</td>
<td>The conclusion provides a <strong>basic</strong> summary of the main points of the essay.</td>
<td>The conclusion summarizes most of the basic points of the essay. May be <strong>overly general or too specific</strong>.</td>
<td>Essay does not reach a conclusion. OR, conclusion is unrelated to the essay.</td>
<td></td>
</tr>
</tbody>
</table>

**Total points: ________________/100  Teacher’s Initials: __________**  
**Revision/2nd draft: ________________/100 (up to 5 points; not for final exam)**
# Level 107 Writing Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
</table>
| Grammatical Accuracy      | **30**
  Accurate control of all structures used for time and voice. No errors with prepositions. Several examples of good, accurate use of sophisticated structures. | **24**
  Sentence form is accurate and varied for time and voice. Good attempts at more sophisticated structures. Incorporates both coordination and subordination. Limited but repeated errors based on L1 (e.g. missing articles). | **21**
  Some sentences have grammatical problems (based on Level 7 grammar knowledge), but there is evidence of knowledge of structures taught. Errors never affect comprehension. | **0**
  Errors occur that confuse the meaning of sentences. OR, may have run on sentences. May use complex forms but evidence of underlying basic errors. |                                      |
| Vocabulary/Spelling       | **20**
  Broad vocabulary allows for detailed exploration of the topic with few wrong choices. Appropriate use of adjectives and adverbs. No spelling problems. | **16**
  Vocabulary sufficient for full examination of topic with few poor choices. Adjectives and adverbs used effectively. Only minor spelling problems with less frequently used words. | **12**
  Full examination of the topic but areas of weakness due to vocabulary limitations. All sentences are easy to understand. Fewer than one spelling mistake per sentence and only with less frequently used words. | **0**
  Difficult to understand due to vocabulary errors. Thesis cannot be clearly defended due to vocabulary limitations. May have frequent bad choices or misspellings. |                                      |
| Length/Format             | **13**
  Four-five paragraph essay of more than 325 words, sufficient length to allow for ample exploration of supporting ideas. | **10**
  Four-five paragraph essay of more than 225 words. Paragraphs are of a sufficient length to allow for adequate exploration of supporting ideas. | **9**
  Four-five paragraph essay between 175 and 225 words. OR, fewer than five paragraphs, inadequate for exploration of supporting ideas. | **0**
  Fewer than 175 words. OR, did not use correct paragraphing format. |                                      |
| Introduction/Thesis Statement | **12**
  Introduction is well crafted, and provides ample background that leads directly to the thesis statement. Thesis is clear, concise, and presents a basis for all of the main points of the essay. | **10**
  Introduction provides background leading to the thesis. The thesis is a clear statement. Although both intro and thesis are well constructed, they are basic. | **8**
  Introduction is too simplistic and does not build directly to the thesis. OR, thesis statement not targeted accurately to topic. | **0**
  No introduction or no thesis. OR, thesis is unrelated to essay, OR, thesis is not clear-too general or too specific. |                                      |

Total points: ____________/100  Teacher’s Initials: ________

Revision/2nd draft: ____________/100 (up to 5 points; not for final exam)
# Level 107 Writing Evaluation (continued)

<table>
<thead>
<tr>
<th>Organization/ Development</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/ Development</strong></td>
<td><strong>13</strong></td>
<td><strong>10</strong></td>
<td><strong>8</strong></td>
<td><strong>0</strong></td>
<td><strong>Limited development of idea due to overall weak exploration of examples or evidence. Although there may be attempts at internal organization, it is not consistent. May have poor choices of signal words.</strong></td>
</tr>
<tr>
<td><strong>Topic is fully developed with well-chosen examples and evidence.</strong></td>
<td><strong>Topic is developed over several paragraphs. Each paragraph has a controlling topic sentence and adequate supporting evidence. Each paragraph logically transitions to the next paragraph. Signal words and related punctuation are used correctly.</strong></td>
<td><strong>May have limited development due to one or two poorly chosen examples. Some attempts to use organization in and between paragraphs. Some signal words are used to control flow of ideas.</strong></td>
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</tr>
<tr>
<td><strong>Obvious flow in each paragraph and between paragraphs. Idea builds towards the conclusion. Signal words and related punctuation are correctly and effectively used to direct relations between ideas.</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th><strong>12</strong></th>
<th><strong>10</strong></th>
<th><strong>8</strong></th>
<th><strong>0</strong></th>
<th><strong>No, or very limited, attempt at a conclusion.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conclusion fully summarizes all the points of the essay. It extends beyond just a repeat of the thesis.</strong></td>
<td><strong>Conclusion is logical and comprehensive. It summarizes all of the main points presented in the body</strong></td>
<td><strong>Conclusion is too short or introduces extraneous information.</strong></td>
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</tbody>
</table>
## Level 108 Writing Evaluation

### Grammar Accuracy

<table>
<thead>
<tr>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>24</td>
<td>21</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>No serious grammatical errors. Sentence structures are varied. Uses advanced signal words with ease and without error. No errors with articles or punctuation.</td>
<td>Basic sentence forms are controlled, although there may be problems due to complexity of the structures. At least two correct uses of complex sentence structures. Signal words are used with appropriate punctuation. May have limited but repeated errors based on L1 (e.g. missing articles).</td>
<td>Occasional errors with complex structures such as subordination. Errors with compound/complex sentence structures. Uses basic signal words. Occasional errors with high frequency punctuation and articles. No sentence has more than one grammatical error (based on Level 8 standards).</td>
<td>May have run-on sentences. Does not attempt complex grammatical structures such as subordination. <strong>Consists mostly of short, simple sentences.</strong> May have one or more sentences that are incomprehensible.</td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Vocabulary is varied and offers a <strong>robust exploration of the topic.</strong> Use of adjectives and adverbs adds detail and complexity to the writing. No spelling mistakes.</td>
<td>Vocabulary is <strong>appropriate</strong> to the topic. Spelling mistakes are limited to low frequency words.</td>
<td>Topic development is limited by <strong>lack of advanced vocabulary.</strong> Frequent errors with word form or meaning. All sentences are comprehensible. Spelling mistakes are fewer than one per sentence, and only low frequency words.</td>
<td>Topic development is very limited with <strong>no use of vocabulary beyond the intermediate level.</strong> May have multiple examples of spelling errors of high-frequency words.</td>
<td></td>
</tr>
</tbody>
</table>

### Length/Format

<table>
<thead>
<tr>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>More than 325 words. Uses four-five paragraph format. Paragraphs are of a sufficient length to allow for <strong>ample exploration</strong> of supporting ideas.</td>
<td>More than 250 words. Uses four-five paragraph format. Paragraphs are of a sufficient length to allow for <strong>adequate exploration</strong> of supporting ideas.</td>
<td>More than 200 words on an assigned topic. <strong>OR,</strong> uses four-five paragraph format but some paragraphs consist of three and four sentences.</td>
<td>Fewer than 200 words. <strong>OR,</strong> does not use five-paragraph format. <strong>OR,</strong> essay consists only of short, <strong>mostly three-sentence</strong> paragraphs.</td>
<td></td>
</tr>
</tbody>
</table>

### Introduction/Thesis

<table>
<thead>
<tr>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Introduction leads clearly to thesis. Thesis statement is <strong>clear, focused and engages the reader.</strong> It does not rely on formulaic expressions (e.g. “There are three differences ...”). Summarizes the main points of the essay.</td>
<td>Good introduction that clearly points to thesis. Clear, well constructed, thesis statement. <strong>May be overly comprehensive or expressed awkwardly.</strong></td>
<td>Uses an introduction. One sentence can be identified as a thesis sentence, but may be <strong>simplistic,</strong> may lack clarity, or may be two sentences.</td>
<td>May not have an introduction. <strong>No</strong> sentence can be identified as a thesis sentence. <strong>OR,</strong> thesis statement does not relate to the ideas expressed in the body of the essay.</td>
<td></td>
</tr>
</tbody>
</table>

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**Total points: ____________/100**  
**Teacher’s Initials:** __________

**Revision/2nd draft: ____________/100** (up to 5 points; not for final exam)
<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization/Development</strong></td>
<td><strong>13</strong> Topic is fully explored with well chosen supporting examples. A variety of methods of support are used (facts, examples, descriptions, etc.). Paragraphs are constructed to flow to the conclusion. The essay shows evidence of planning and a pattern of organization. Uses introductory phrases and clauses, rather than single words, to transition between paragraphs. All ideas are completely developed.</td>
<td><strong>10</strong> The topic is fully explored. Each paragraph has sufficient supporting examples. Paragraphs flow and develop topic step by step. A topic sentence is used in each supporting paragraph. Development leads to conclusion. Uses appropriate transitions between paragraphs.</td>
<td><strong>8</strong> The topic is adequately explored, but one area is underdeveloped due to weak support or is left unexplored. OR, although paragraphs are well constructed using topic sentences and examples, the essay may not follow a consistent pattern of organization, making it confusing. Use of transitions, if any, is limited only to the most basic (e.g. first, next, another, etc.)</td>
<td><strong>0</strong> Overall topic exploration is limited due to weak or underexplored examples. OR, supporting sentences are short and may be either unrelated to the topic or simply a restatement of the topic sentence. OR, there is no overall control of the essay organization making it very difficult to follow the theme.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td><strong>12</strong> The conclusion goes beyond a summary of the essay and offers a thoughtful exploration of implications of the topic, future benefits/problems, or offers solutions.</td>
<td><strong>10</strong> The conclusion is logical and comprehensive. It summarizes the majority of the main points presented in the body and offers a final perspective on the topic.</td>
<td><strong>8</strong> Attempts to summarize most of the main points of the essay, but misses many. OR, conclusion is simply a restatement of the thesis or the main ideas of the essay.</td>
<td><strong>0</strong> Essay lacks a conclusion, or the conclusion consists only of one or two sentences.</td>
<td></td>
</tr>
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</table>
## Level 109 Writing Evaluation

<table>
<thead>
<tr>
<th>Grammatical Accuracy</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>30</td>
<td>24</td>
<td>21</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Combines several ideas in a sentence and can make use of multiple layers in one sentence. Sentences are easy to read. No problems with multiple verb forms in a sentence or within a paragraph.</td>
<td>Firm control of most grammatical forms. At least two examples of complex sentence structures. Sentences are varied for effect making use of subordination. Errors are few and result from complexity of structures. May have limited but repeated errors based on L1 (missing articles).</td>
<td>Demonstrates control of most grammatical forms, but no examples of complex structures. Sentences are varied for effect with some use of making subordination. Errors are few and result from complexity of structures.</td>
<td>No mastery of subordination and may have over-use of coordination. There may be frequent run-on sentences. Numerous errors in basic grammatical forms and/or simplistic.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary/Spelling</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
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<tr>
<td></td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses highly advanced level vocabulary creatively and accurately to explore the topic. Adjectives and adverbs add detail and complexity to the writing. No spelling mistakes.</td>
<td>Uses a wide range of vocabulary that allows for sufficient examples to develop topic. No spelling mistakes other than infrequently used words that do not follow standard patterns.</td>
<td>Problems with word choice limit development of one segment of the essay. All sentences are comprehensible. Fewer than one spelling error per sentence and only infrequently used words.</td>
<td>Problems with word choice limit clarity and exploration of evidence of several sections of the essay. OR may have an overabundance of spelling mistakes.</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Length/Format</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td></td>
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<tr>
<td></td>
<td>More than 400 words and will use correct four-five paragraph format. Paragraphs are of a sufficient length to allow for ample exploration of supporting ideas.</td>
<td>More than 300 word essay on the assigned topic. Uses four-five paragraph format. Paragraphs are of a sufficient length to allow for adequate exploration of supporting ideas. (Generally more than three supporting sentences.)</td>
<td>Fewer than 300 words but more than 200, and still in the four-five paragraph format. Has one area in need of further exploration.</td>
<td>Fewer than 200 words. Does not fully address topic. OR, does not use correct paragraphing format.</td>
<td></td>
</tr>
</tbody>
</table>

Total points: __________/100  Teacher’s Initials: __________

Revision/2nd draft: __________/100  (up to 5 points; not for final exam)
<table>
<thead>
<tr>
<th>Introduction/Thesis</th>
<th>Above Standard</th>
<th>Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well-constructed introduction that sets up the thesis. Thesis statement <strong>sparks interest</strong> and is methodically supported in the essay.</td>
<td>Good introduction that clearly points to thesis. <strong>Comprehensive</strong>, well constructed thesis statement that leads to the key points developed in the essay.</td>
<td>Uses an introduction. One sentence can be identified as a thesis sentence, but may be <strong>simplistic</strong>, may lack clarity, or may be two sentences.</td>
<td>May not have an introduction. <strong>No</strong> thesis statement or a thesis that is unrelated to the rest of the essay.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization/Development</th>
<th>13</th>
<th>10</th>
<th>8</th>
<th>0</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Well thought out</strong> development. Each point will be well explored with sufficient supporting details and examples. Topic is explored from multiple directions.</td>
<td>Develops <strong>several supporting ideas</strong> that are related to the thesis. Internal organization is clear. The topic is clarified and advanced using transition words.</td>
<td>Body of essay is clear in its purpose but at least <strong>one area suffers from lack of development of ideas.</strong></td>
<td>Little to no development beyond a skeletal analysis. May have confusing development that is highly repetitive and does not progress beyond the introduction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>12</th>
<th>10</th>
<th>8</th>
<th>0</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>A valid, supported, fully developed conclusion</strong> that summarizes all evidence presented in the body. Goes beyond a summary of the essay.</td>
<td><strong>Fully developed</strong> conclusion that ties up all of the important points.</td>
<td>Conclusion is a <strong>simple repetition</strong> of the basic points of the essay.</td>
<td>The conclusion is <strong>not related</strong> to the essay (introduces new ideas unrelated to or not mentioned in the essay). OR, the essay has no conclusion or a conclusion that is not understandable.</td>
<td></td>
</tr>
</tbody>
</table>

**Total points:** ________/100  **Teacher’s Initials:** ________

**Revision/2nd draft:** ________/100 (up to 5 points; not for final exam)