



## MSSLI ESL Achievement Scale

### Level One, Beginner

#### Progressive English 1.1 "First Things"

In this course, the beginner student can:

- Use and apply vocabulary learning strategies to acquire level-appropriate vocabulary on this topic, "First (basic) Things," including pronunciation and spelling.
- Demonstrate an understanding and use of level-appropriate grammar, which includes "Be" (to describe people, things, and give personal information), subject pronouns, possessive nouns and pronouns, contractions with present tense "be," verb conjugation pattern in present tense with 30 basic verbs.
- Introduce and describe family members.
- Write simple sentences and questions about feelings, people, weather, time, dates, colors, and money.
- Present the Friendly Conversation lessons in pairs.
- Role play the cultural lesson about greetings

#### Progressive English 1.2 "Food"

In this course, the beginner student can:

- Use and apply vocabulary learning strategies to acquire level-appropriate vocabulary on this topic, "Food," including pronunciation and spelling.
- Demonstrate an understanding and use of level-appropriate grammar, including simple positive and negative commands, present progressive verbs, gerunds as objects, 30 food-related regular and irregular verbs
- Compose simple sentences about food.
- Deliver friendly conversations about various foods, in pairs and small groups.
- Interact in a restaurant setting (role play) as a customer or restaurant worker.
- Make simple conversation about food differences and restaurants in home country.

### Progressive English 1.3 “Houses”

In this course, the beginner student can:

- Use and apply vocabulary learning strategies to acquire level-appropriate vocabulary on this topic, “Houses,” including pronunciation and spelling.
- correctly edit sentences by supplying correct lesson verbs and grammar forms.
- Present the friendly conversations in pairs.
- Demonstrate an understanding and use of level-appropriate grammar, including prepositions and separable verbs, superlatives, negative verb contractions, demonstrative pronouns, questions with “Will” and “Where”, and 30 topic verbs
- Compare rooms or houses (seen in a class video) orally and in writing using simple comparatives
- Ask questions to get or find supplies and tools
- Respond to simple questions in small groups about the culture focus.

### Progressive English 1.4 “Clothing”

In this course, the beginner student can:

- Use and apply vocabulary learning strategies to acquire level-appropriate vocabulary on this topic, “Clothing,” including pronunciation and spelling.
- Demonstrate an understanding and use of level-appropriate grammar, including prepositions “at, to, and on,” adjectives that describe clothing, imperative/negative imperative with selected topic verbs.
- Correctly edit sentences by supplying correct lesson verbs and grammar forms.
- Present the friendly conversations in pairs.
- Tell their class partners what clothing to wear and not to wear for different occasions, using picture prompts.
- Express what they like and don’t like about US clothes, and why, using newly learned adjectives.

### Progressive English 1.5a “Body”

In this course, the beginner student can:

- Use and apply vocabulary learning strategies to acquire level-appropriate vocabulary on this topic, “Body,” including pronunciation and spelling.
- Demonstrate an understanding and use of level-appropriate grammar, including topic verbs in present and present progressive, object pronouns, using present progressive to express “future.”
- Write their own sentences following the lesson samples about the body.
- Exhibit good, pronunciation while presenting Friendly Conversation.
- Ask a typical question to get information and respond.
- Participate in the cultural lesson, giving opinions, and answering questions in a small group setting.

### Progressive English 1.5b “Health”

In this course, the beginner student can:

- Identify, spell, and use health/illness/injury terminology in simple conversations.
- Demonstrate an understanding and use of level-appropriate grammar, including adverbs of time and frequency, was/were, compound sentences, and information questions.
- Make basic questions about the sick, injured body, symptoms of illness.
- Respond to others with health and illness-related questions and comments (When? How many times? Do you have?)
- Write simple sentences on the health topic like the lesson samples.
- Participate in the Friendly Conversation exercise.
- Use “was/were” to discuss past symptoms of illness.
- Do simple sharing about the health cultural focus in classroom discussion.

## Level Two, Intermediate

### Progressive English 2.1 “First Things”

In this course, the intermediate student can:

- Use and apply vocabulary learning strategies to acquire intermediate level vocabulary on this topic, to pronounce clearly spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar, including adjective placement, past and present of “Be,” “Was there/Were there” questions, basic verbs in the past tense
- Write sentences and questions that describe people and things, showing correct adjective placement.
- Write a paragraph to describe feelings of self and others, in present and past tense of Be.
- Orally describe people and things utilizing the extensive vocab list of adjectives and nouns
- Present a role play on the topic of money, cost, payment.
- Read and understand real life conversations about brothers, coworkers, parents, and best friend.
- Participate in the cultural lesson using new vocabulary, sharing experiences, and giving opinions

### Progressive English 2.2 “Food”

In this course, the intermediate student can:

- Use and apply vocabulary learning strategies to acquire intermediate level vocabulary on this topic, to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar for this topic, including negative present progressive, separable verbs, modals of possibility and necessity, adverbs to express quality and quantity, polite commands.
- Deliver three to four-minute presentations on food quality and quantity.
- Write sentences and ask questions and respond with the appropriate grammar forms and enlarged adjective repertoire.
- Incorporate enlarged food vocabulary to produce conversation and writing paragraphs.

- Employ strategies for continuing conversations—listening and responding--in the culture lesson and various small group settings, sharing experiences, giving opinions, as well as creating and answering questions.

### Progressive English 2.3 “Houses”

In this course, the intermediate student can:

- Use and apply vocabulary learning strategies to acquire intermediate level vocabulary on the topic “Houses,” to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar for this topic, including prepositions of position and motion, comparatives, imperatives, verb negative form for present, present progressive, and future for topic-related basic verbs.
- Produce more advanced sentences and questions orally and in writing.
- Discuss and understand conversation in real life scenarios concerning housing types, problems, cleaning and repair.
- Participate in small group conversations on house topic in class including the culture lesson, by using new vocabulary, sharing experiences, and giving opinions.

### Progressive English 2.4 “Clothing”

In this course, the intermediate student can:

- Use and apply vocabulary learning strategies to acquire intermediate level vocabulary on this topic “Clothing,” to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar for this topic, including “go” followed by a gerund phrase or prepositional phrase, topic verbs in various tenses, negatives and imperatives, articles.
- Produce more advanced sentences and questions orally and in writing.
- Discuss and understand conversation in real life scenarios concerning types, description, wearing, and care of clothes.
- Write conversation paragraphs using enlarged repertoire of topic vocabulary.
- Participate in small group conversations on clothing topic in the culture lesson, by using new vocabulary, sharing experiences, and giving opinions about the difference of clothing in home country vs the US.

### Progressive English 2.5a “Body”

In this course, the intermediate student can:

- Use and apply vocabulary learning strategies to acquire intermediate level vocabulary (including descriptive adjectives, and common expressions) related to the topic “Body,” to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar for this topic, including using nouns like verbs, gerunds and object pronouns.
- Derive understanding from natural speakers who use many body words in expressions and idioms, and who use body words as verbs.
- Understand and use specific descriptive adjectives that shows the typical positive/negative, healthy/unhealthy descriptions of body parts.

- Listen and evaluate health of person as a result of understanding “Body” related descriptors.
- Assimilate previous knowledge with US culture on the viewpoints of Body Image and Beautiful.

### Progressive English 2.5b “Health”

In this course, the intermediate student can

- Use and apply vocabulary learning strategies to acquire intermediate level vocabulary including descriptive adjectives typically used to describe sick and injured body parts in the topic “Health,” to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar for this topic, including “have/has to have,” definite and indefinite articles, compound sentences, tag questions utilizing there is/are, and did/didn’t.
- Understand and use specific adjectives that show the typical descriptions of injured and sick people.
- Transfer new vocabulary and grammar skills to actual use in life scenarios involving medical treatments for sick people, hospital departments, medical office, and medical caregivers.
- Ask and write about emergencies using tag questions.
- Evaluate differences in hospital care in the US and home country in the culture focus conversation and share experiences of natural disasters and emergencies.

## Level Three, Advanced

### Progressive English 3.1 “First Things”

In this course, the advanced student can:

- Use and apply vocabulary learning strategies to acquire advanced level vocabulary (containing an extended list of nouns, adjectives, and adverbs to describe people and things) on the topic, “First Things,” to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar, including adverb placement, combining adjectives and adverbs, have/has been, and advanced topic verbs
- Transfer new knowledge of grammar and vocabulary to real-life scenarios involving conversations with brothers, co-workers, parents, best friends.
- Analyze fellow students’ written conversation paragraphs to find each other’s grammar or other mistakes and make correction suggestions.
- Write a descriptive one-page essay for 3 family members or other people, following essay format with topic sentences, body of essay, and conclusion, describing types and personalities, making good use of topic vocabulary and grammar forms.
- Deduce meaning from the cultural lesson’s reading topic, Identity Theft, and can freely give opinions, share experiences, and react to the reading in the classroom setting.

### Progressive English 3.2 “Food”

In this course, the advanced student can:

- Use and apply vocabulary learning strategies to acquire advanced level vocabulary on this food topic (including meals for any occasion, ingredients, spices, utensils, measurements, and preparation) to pronounce clearly, spell correctly, and define orally
- Demonstrate an understanding and use of level-appropriate grammar, including adverbs to express degrees of emphasis—positively and negatively, past tense questions with topic verbs
- Transfer new knowledge of grammar and vocabulary to real-life scenarios involving yummy and yucky food.
- Write paragraphs about types of meals for different times and occasions, aligning with personal experiences, to share in culture class.
- Aggregate all the food vocabulary to make an illustrated project about food, including measurements.
- Share a comical story in class about how a person eats, good and bad manners.

### Progressive English 3.3 “Houses”

In this course, the advanced student can:

- Use and apply vocabulary learning strategies to acquire advanced level vocabulary on the topic of Houses, including details of rooms and property, places to live, adjectives to describe/evaluate any and all types of houses, and construction/repair) to pronounce clearly, spell correctly, and define orally
- Demonstrate an understanding and use of level-appropriate grammar, including correcting bad grammar commonly spoken, How did? questions, adverbs denoting quality, “will” contractions in speech, comparatives & superlatives, subject of sentence.
- Appropriate the “will” contractions fluently in conversation regarding asking for supplies needed for house projects.
- Aggregate all the housing vocabulary to make an illustrated, written project about “My Dream House vs. Dilapidated House.”
- Ask questions in pair work or role-play to evaluate quality of cleaning or fixing houses, using “How did ?” and answer with adverbs denoting quality.
- Identify the subject of the sentence in written text, and correct errors that have object pronouns used as subjects, as well as notice subject errors in a listening exercise.
- Pull together material from diverse sources, including personal experience, to give an oral presentation in class about housing and living and construction differences in his/her home country.

### Progressive English 3.4 “Clothing”

In this course, the advanced student can:

- Use and apply vocabulary learning strategies to acquire advanced level vocabulary on the topic “Clothing,” including diverse types, parts of clothing, places to wear clothing, and describing it) to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar, including using essential and nonessential phrases, making tag questions with “be” verb, action verbs, there is/are, and modals, prepositions to, at, on, using definite and indefinite articles, expressing doubts and wishes.
- Choose which preposition (to, at, or on) expresses the correct meaning in context of wearing clothing.
- Differentiate and use definite and indefinite articles to make sentences about clothing.
- Express doubts and wishes in real life scenarios about wearing and choosing clothes.
- Interview another student in class about clothing practices in everyday life or celebrations in his/her home country to demonstrate the cultural differences.

### Progressive English 3.5a “Body”

In this course, the advanced student can:

- Use and apply vocabulary learning strategies to acquire advanced level vocabulary on this topic, including “specific adjectives” to describe each body part, idioms, and expressions, to pronounce clearly, spell correctly, and define orally.
- Demonstrate an understanding and use of level-appropriate grammar, including changing infinitives to gerunds, gerund phrases as subjects and objects, possessive pronouns, conditional phrases (possible, unrealized) advanced conditional phrases beginning with “If I would have--”, Polite requests—Would you mind?, verbs related to body—present, past, and progressive.
- Use body words (nouns) like verbs in an oral card game.
- Make up a story embedding typical body word idioms and expressions from the vocabulary and other sources.
- Pull together material from diverse sources, including personal experience, to give an oral presentation in class about “Body Image”, and cultural view of “Beautiful.”

### Progressive English 3.5a “Body”

In this course, the advanced student can:

- Use and apply vocabulary learning strategies to acquire intermediate level vocabulary on this topic, to pronounce clearly, spell correctly, and define orally. The rich advanced vocabulary and describes sick people, health conditions and symptoms, hospital tests and treatments, common types of medicines, medical caregivers, departments in the hospital, common diseases, death and dying.
- Demonstrate an understanding and use of level-appropriate grammar, including verb commands needed for helping sick people, compound sentences, reported speech vs. direct

- speech, causative “make, get, have,” advanced use of expletive “there” with past modals (use to be and supposed to be), questions of time—How long have you had\_\_? Since \_\_, descriptive prepositional phrases, asking about sick people (at the present moment, past, recent past, and future), healthcare command verbs,
- Hold advanced conversations in role play to get information about diseases, symptoms, and treatments, like “How long have you had \_\_\_\_?” “Since \_\_\_\_\_,” “How often do you get \_\_\_\_?”, “Did there use to be\_\_\_\_?”, “Was there supposed to be \_\_\_\_?”
  - Write advanced sentences using “have to have” “has to have” “going to have”, and compound sentences about treatments, medicines.
  - Relate a health incident by using reported speech.
  - Ask about sick people at the present moment, past, recent past, and future, prompted by illustrations.
  - Employ causative “make, get, have” to plan for health care or force or persuade somebody to do something.

## Academic Program

### Academic Writing I Course

In this course, the student can:

- The student can spot his own writing errors and correct them.
- The student can follow the format of Topic Sentence, Body, and Conclusion.
- The student can plan paragraph content, such as “listing” or “free writing”.
- The student can write paragraphs to inform, instruct, persuade, and entertain.
- The student can follow the essay format and incorporate well written paragraphs.

### Academic Writing II Course

In this course, the student can:

- The student can begin the essay by following the essay organization tips and pre-writing process
- The student can write 5 different types of academic essays.
- The student can exhibit better writing skills, with less errors upon course exit.

### Academic Reading I Course

In this course, the student can:

- The student can skim, scan, predict, preview.
- The student can use course vocab and idioms in conversation and writing.



- The student can identify main ideas and supporting details.
- The student can make inferences, read between the lines, and draw conclusions from the readings.

### Academic Reading I Course

In this course, the student can:

- The student can skim, scan, predict, preview on advanced reading selection.
- The student can use course vocab and idioms in conversation and writing.
- The student can identify main ideas and supporting details.
- The student can make inferences, read between the lines, and draw conclusions from the readings.
- The student can utilize grammar structures such as parallel forms to enhance reading comprehension ability.

### IELTS Test Prep

In this course, the student can:

- The students can follow the test procedures and format during class practice.
- The students can apply test-taking strategies in the classroom practice tests.
- Students can show improvement in their reading, writing, listening and speaking English skills.
- Students can demonstrate critical thinking and writing in their assignments, and with their classmates.
- The students can take the IELTS exam.

### TOEFL Test Prep

In this course, the student can:

- The student can recognize contextual clues, summarize information, identify factual information and make inferences to improve comprehension.
- The student can understand and respond quickly to listening tasks.
- The student can express themselves and their opinions confidently on academic subjects, using newly acquired vocabulary.
- The student can write on academic topics with improved grammar and sentence structures.

- The student can utilize compound and complex sentences, subordinate clauses, parallel structure, descriptive phrases, proper punctuation and verb tenses in speaking and writing.

### Content Area English

In this course, the student can:

- The student can answer info questions about the Content Area topic in the workbook.
- The student can define new vocabulary terms in the workbook.
- The student can discuss principle points and give opinions asked for in the workbook.

## **Bridge Program**

### GRE Test Prep

In this course, the student can:

- The student can score higher on skill areas of choice on practice tests.
- The student can show effectiveness of learning new skill strategies by scoring higher on the Post Test.
- The student takes his GRE exam on goal date and makes his target score.

### GMAT Test Prep

In this course, the student can:

- The student can score higher on skill areas of choice on practice tests.
- The student can show effectiveness of learning new skill strategies by scoring higher on the Post Test.
- The student takes his GMAT exam on goal date and makes his target score.

### IELTS Test Prep

In this course, the student can:

- The student can score higher on skill areas of choice on practice tests.
- The student can show effectiveness of learning new skill strategies by scoring higher on the Post Test.
- The student takes his IELTS exam on goal date and makes his target score.

### TOEFL Test Prep

In this course, the student can:

- The student can score higher on skill areas of choice on practice tests.
- The student can show effectiveness of learning new skill strategies by scoring higher on the Post Test.
- The student takes his TOEFL exam on goal date and makes his target score.

### Advanced Essays

In this course, the student can:

- The student exhibits better writing skills, with less errors upon course exit.