

**Coding the Student Progress Pathway through Basic Skills ESL Courses in California Community Colleges**

Current CB 21 coding by discipline:

Discipline	Credit	Noncredit
ESL	6 levels ESL Reading CB 21 A, B, C, D, E, F	8 levels ESL Integrated CB 21 A,B,C,D,E, F, G, H  Includes vocational and Cultural skills
	6 levels ESL Writing CB 21 A, B, C, D, E, F	
	6 levels ESL Speaking & Listening CB 21 A, B, C, D, E, F	

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<b>Final English as a Second Language (ESL) WRITING RUBRIC</b>					
<b>ESL Writing</b>	<b>Writing Type and Length</b>	<b>Organization/ Coherence</b>	<b>Development</b>	<b>Vocabulary</b>	<b>Sentence Structure &amp; Mechanics</b>
<b>CB21 - A</b> 1 level prior to transfer level Freshman Composition or English 1A	Write expository essays which reference outside sources, including non-fiction, using a variety of rhetorical modes. Demonstrate familiarity with MLA or APA formats. (500-750 words)	Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.	Integrate the ideas of others through paraphrase, summary, and quotation into a paper that expresses the writer's own opinion, position, or analysis.	Utilize a wide range of vocabulary, including academic vocabulary.	Use sentences of varying structure and type, including subordination, coordination, and transitional devices.
<b>CB21 - B</b> 2 levels prior to transfer	Write essays with clear thesis statements using various rhetorical modes. (350+ words).	Write an essay including introduction, body, and conclusion.	Write well developed essays based on their emerging competence in writing.	Attempt a wide range of vocabulary; word choice sometimes interferes with meaning.	Correctly use a variety of sentence structures, including control of most perfect tenses.
<b>CB21 - C</b> 3 levels prior to transfer	Write one or more paragraphs with a clear topic sentence.	Organize paragraphs that have a clear, beginning, middle, and end exhibiting paragraph mastery.	Write paragraphs with topic sentences, relevant support, and specific supporting details and examples.	Utilize core vocabulary with emerging accuracy.	Attempt a variety of sentence structures with emerging control over perfect tenses.
<b>CB21 - D</b> 4 levels prior to transfer	Write one paragraph on familiar topics.	Write a focused, unified paragraph, including a topic sentence.	Demonstrate emerging control of supporting details.	Use general vocabulary on familiar topics.	Correctly use simple and compound sentences, including simple and continuous tenses, with regular and irregular verbs.
<b>CB21 - E</b> 5 levels prior to transfer	Write brief text in paragraph-like form on one topic.	Write sentences which relate to each other in meaning.	Write sentences containing descriptive language.	Use basic everyday vocabulary.	Exhibit control over simple sentences, including sentence boundaries and mechanics. Produce simple sentences in the simple tenses and the correct use of the verb "to be." Identify parts of speech.
<b>CB21 - F</b> 6 levels prior to transfer	Write several simple sentences, primarily biographical, with guidance.	Write individual sentences which demonstrate standard word order.	Write simple sentences that contain subjects, verbs and objects.	Use very limited vocabulary.	Demonstrate emerging control over simple sentences with frequent punctuation and spelling errors. Produce simple sentences in the present tenses.

ESL Final English as a Second Language (ESL) Listening and Speaking Rubric				
	Speaking Type & Length	Listening	Speaking	Pronunciation
<p><b>ESL Listening and Speaking Rubric</b></p> <p>CB21 –A</p> <p>1 level prior to transfer level Freshman Composition or English 1A</p>	<p>Give speeches and participate in classroom discussions on complex and often controversial topics incorporating research and/or secondary sources to support one's own opinion.</p> <p>Speeches may range from 5-10 minutes.</p> <p>Classroom discussions are extended and can sustain in-depth analysis of a complex topic for 20-30 minutes or more.</p>	<p>Sustain understanding of essential message and most details of lengthy extended discourse on a variety of professional and academic topics (e.g., lectures) beyond the immediacy of the situation.</p> <p>May not be able to sustain comprehension in extended unfamiliar discourse that is both conceptually and linguistically complex.</p> <p>Have awareness of culturally implied meanings beyond the surface meanings of the text but may not understand the social nuances of the message.</p> <p>Usually able to comprehend reduced speech.</p> <p>Take accurate notes while listening to complex discourse.</p>	<p>Use a wide variety of concrete and abstract vocabulary.</p> <p>Communicate shades of meaning much as native speakers might.</p> <p>Use differentiated vocabulary and the use of communicative strategies such as pause fillers, stalling devices, paraphrasing and circumlocutions.</p> <p>Use smoothly connected sentences to narrate and describe in detail.</p> <p>Be easily understood.</p> <p>Communicate facts and talk casually about topics of current public and personal interest and academic relevance.</p> <p>Have control over most basic and complex grammatical structures.</p> <p>Use situational and culturally appropriate language.</p> <p>Communicate effectively in many social, professional and academic situations.</p> <p>Handle with confidence and some facility such complicated tasks and social situations as those calling for elaboration, complaint or apology.</p>	<p>Be generally comprehensible with some errors in pronunciation.</p> <p>Make occasional non-native pronunciation errors.</p> <p>Use speech that is smooth and mostly fluent.</p> <p>Exhibit control over basic stress and intonation patterns as they relate to situations and contexts.</p>

ESL Final English as a Second Language (ESL) Listening and Speaking Rubric				
Listening	Speaking Type &	Listening	Speaking	Pronunciation

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<b>Length</b>				
<p><b>ESL Listening and Speaking Rubric</b></p>	<p>Give speeches and participate in classroom discussions on a range of topics, which include informative and argumentative presentations.</p> <p>For at least one speech, presentation or discussion, incorporate research and/or secondary sources to support one's own opinion.</p> <p>Speeches are usually less than 5 minutes or longer if done with partners.</p> <p>Classroom discussions are extended and can sustain a topic for 15-20 minutes or more.</p>	<p>Often understand new information in sustained personal interactions.</p> <p>Sometimes understand speech on abstract or academic topics, especially if there is support.</p> <p>Demonstrate understanding that is often affected by length, topic familiarity and cultural knowledge.</p> <p>Sometimes understand implications beyond the surface meaning.</p> <p>Usually identify subjects and details when listening to extended speech and rarely misunderstand the central message.</p> <p>Take notes focusing on key supporting details of extended adapted discourse that is conceptually and linguistically accessible.</p>	<p>Successfully handle most uncomplicated communicative tasks in social situations.</p> <p>Initiate, sustain and close a general conversation with a number of strategies appropriate to the circumstances and topic.</p> <p>Use some non-native speaker phrasing.</p> <p>Be able to connect discourse for a variety of purposes such as simple narration, description and reports.</p> <p>Generally be understood by attentive listeners.</p> <p>Have control over many basic and complex grammatical structures.</p>	<p>Be usually intelligible with frequent errors in pronunciation.</p> <p>Exhibit some errors in phonemic and non-native stress and intonation patterns.</p> <p>Use some non-native pauses but with a near-native flow so that the pauses do not interfere with intelligibility.</p>
<p><b>CB21 -B</b></p> <p><b>2 levels prior to transfer</b></p>				
<p><b>ESL Listening and Speaking Rubric</b></p>	<p>Give speeches and participate in classroom discussions on topics ranging from personal to academic.</p> <p>May begin to incorporate one or more sources to augment information included in the presentation.</p> <p>Speeches are about 3-5 minutes.</p> <p>Classroom discussions require significant assistance from the instructor in order to sustain a topic beyond 10 minutes.</p>	<p>Often understand new information in brief personal interactions.</p> <p>Demonstrate understanding that is uneven and generally affected by length, topic familiarity, and cultural knowledge.</p> <p>Often identify subjects and details when listening to extended speech, but sometimes misunderstand the central message.</p> <p>Usually understand natural speech when the situation is familiar or fulfills immediate needs.</p> <p>Take notes on unfamiliar topics with extra linguistic support.</p>	<p>Perform basic communication tasks in many social situations.</p> <p>Often demonstrate awareness of target culture by choosing language appropriate to context.</p> <p>Use basic concrete and abstract vocabulary.</p> <p>Use a limited range of grammatical structures correctly.</p> <p>Maintain a face-to-face conversation on a familiar topic.</p> <p>Occasionally express original ideas with limited grammatical accuracy.</p> <p>Sometimes use language that is not situational or culturally appropriate.</p> <p>Be occasionally misunderstood even by attentive listeners.</p>	<p>Be generally intelligible with significant errors in pronunciation.</p> <p>Exhibit frequent errors in phonemic and non-native stress and intonation patterns.</p> <p>Use non-native pauses that occasionally interfere with intelligibility.</p>
<p><b>CB21- C</b></p> <p><b>3 levels prior to transfer</b></p>				

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<b>Final English as a Second Language (ESL) Listening and Speaking Rubric</b>				
<b>ESL Listening</b>	<b>Speaking Type &amp; Length</b>	<b>Listening</b>	<b>Speaking</b>	<b>Pronunciation</b>
<b>ESL Listening and Speaking Rubric</b>  <b>CB21 -D</b>  4 levels prior to transfer	Share experiences, ideas, and some opinions in small and large group settings. May give one or more speeches, with or without outside information.	Understand familiar information in interactions that fulfill immediate personal needs.  Sometimes understand new information when the situation is strongly supported by context and interaction.	Use strategies to clarify messages.  Ask and answer both yes/no and "Wh" questions.  Initiate and respond to simple statements.	Exhibit frequent phonemic errors and non-native stress and intonation patterns which sometimes interfere with communication.  Speak with numerous non-native pauses and/or non-native flow which sometimes interfere with intelligibility.
	Oral presentations may be 2-3 minutes.  Classroom discussions are usually limited.	Often misunderstand when information is unfamiliar or when cultural knowledge is required.  Sometimes identify subjects and details when listening to extended speech, but often misunderstand the central message.  Have uneven understanding of natural speech and often require repetition or rephrasing.	Successfully communicate in familiar situations that are unrehearsed, interactive, task-oriented or social in nature.  Use basic vocabulary and a limited range of grammatical structures correctly.  Maintain a face-to-face conversation on a familiar topic with support from the other speaker.	
<b>ESL Listening and Speaking Rubric</b>  <b>CB21 - E</b>  5 levels prior to transfer	Share experiences mostly in pairs or small groups. Topics are usually personal and familiar.  Produce language functions and conversation needed for daily life.  Most student language production is limited to 1-2 minutes per turn. It is difficult to produce extended language on even personal topics.	Usually understand familiar information in interactions that fulfill immediate personal needs.  Misunderstand new information on unfamiliar topics.	Produce simple and occasional compound sentences with emerging understanding of basic verb tenses.  Answer simple questions with occasional misunderstanding; ask very basic questions with limited accuracy.	Exhibit frequent phonemic errors and non-native stress and intonation patterns which often interfere with communication.  Speak with numerous non-native pauses and/or non-native flow which often interfere with intelligibility.

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ESL Final English as a Second Language (ESL) Listening and Speaking Rubric				
Listening	Speaking Type & Length	Listening	Speaking	Pronunciation
ESL Listening and Speaking Rubric	Produce language functions and conversation needed for survival.	Understand only simple sentences, basic instructions or descriptions of personal experience.	Produce simple sentences with beginning understanding of basic verb tenses.	Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.
CB21 - F	Share a limited range of personal experiences.		Produce simple sentences in simple present and simple past tense with beginning understanding of future tense.	Speak with numerous non-native pauses and/or non-native flow which usually interfere with intelligibility.
6 levels prior to transfer	Speak in a combination of phrases and sentences, usually of less than a minute in length.		Answer simple questions in incomplete sentences with frequent misunderstanding.	

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<b>FINAL English as a Second Language (ESL) Reading Rubric</b>					
<b>ESL Reading</b>	<b>Reading Type and Length</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Reading Strategy and Speed</b>	<b>Cultural References</b>
<b>ESL Reading</b> <b>CB21 - A</b> <b>1 level prior to transfer level</b> <b>Freshman Composition or English 1A</b>	<p>Read and usually understand most of a wide range of personal, professional, academic and literary non-adapted/authentic texts, including online sources, written for native English speakers.</p> <p>Readings are predominantly expository, including argumentative, research-based, and abstract ideas.</p> <p>Articles range from 1-10 pages or more.</p> <p>In addition to a main text, includes at least one book-length work.</p>	<p>Have a working knowledge of the majority of word roots, including affixes.</p> <p>Understand most new words given in a clear context.</p> <p>Have receptive and productive understanding of many academic words such as on the Academic Word List.</p>	<p>Identify the author's theme, purpose, point of view, and tone.</p> <p>Accurately summarize and paraphrase the theme, purpose, and point of view of reading.</p> <p>Understand argumentation and supported opinion.</p> <p>Comprehend unfamiliar and abstract texts under time constraints.</p> <p>Evaluate the credibility of a text.</p>	<p>Read most texts fluently and rapidly.</p> <p>Adjust reading speed according to the text and the task.</p> <p>Be able to use a wide range of complex textual cues to comprehend the meaning and structure of a text.</p> <p>Interpret and analyze single and multiple charts, graphs, and timelines.</p>	<p>Understand a wide range of common North American cultural references.</p>
<b>ESL Reading</b> <b>CB21 - B</b> <b>2 levels prior to transfer</b>	<p>Read and generally understand a range of personal, professional, academic and literary texts, predominantly non-adapted/authentic texts written for native English speakers, with possible inclusion of adapted texts.</p> <p>Readings include both expository and narrative texts, with some level of abstraction.</p> <p>Articles range from 1-6 pages in length. In addition to a main text, may include one book-length work.</p>	<p>Have a working knowledge of many word roots, including affixes.</p> <p>Often understand most new words given in a clear context.</p> <p>Have receptive understanding of some academic words such as on the Academic Word List, with developing proficiency at using these academic words to discuss and write about readings.</p>	<p>Identify the author's theme, purpose, point of view, and tone with assistance.</p> <p>Distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Comprehend familiar and semi-abstract texts under time constraints.</p> <p>Often use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p> <p>Develop the awareness of a need to evaluate text credibility.</p>	<p>Read many texts fluently and rapidly, but may be significantly slowed by academic or abstract material.</p> <p>Usually adjust rate according to the text.</p> <p>Use a variety of textual cues such as sentence connectors and pronoun reference to comprehend the meaning and structure of a text.</p>	<p>Usually understand cultural references.</p>
<b>ESL</b>	Read and moderately understand a	Have a developing	Sometimes use textual cues such as	Read narrative, familiar,	Often understand

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<b>ESL Reading</b>					
<b>FINAL English as a Second Language (ESL) Reading Rubric</b>					
<b>Reading</b>	<b>Reading Type and Length</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Reading Strategy and Speed</b>	<b>Cultural References</b>
<b>Reading</b> <b>CB21 - C</b> <b>3 levels prior to transfer</b>	range of personal, professional, academic and literary texts, which may include non-adapted/authentic texts written for native English speakers. Authentic texts are usually supported by context and/or vocabulary notes to aid understanding.  Expository texts are short and/or simplified and narrative elements may predominate.  Articles range from 1-4 pages in length. In addition to a main text, may include a book-length work, either a simple, authentic work or a simplified book.	understanding of word roots, including affixes.  Sometimes understand new words from context.  Understand most general vocabulary but know only a few academic words, such as on the Academic Word List.	sentence connectors and transitional devices to comprehend the meaning and structure of a text.  Usually distinguish between main and supporting ideas in texts which have familiar content and/or language.  Often understand new information from texts with familiar language.	or simplified texts fluently and rapidly, but will slow and retrace reading for most authentic texts.  Occasionally use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.	common cultural references.
<b>ESL Reading</b> <b>CB21 - D</b> <b>4 levels prior to transfer</b>	Understand simplified personal, professional, academic and narrative texts on familiar and concrete topics.  Articles are usually 1-3 pages in length. If a supplemental book is used in addition to the main text, it is a simplified version.	Have little knowledge of word roots, including affixes.  Sometimes understand new words and/or phrases when the context supports meaning.  Have little or no receptive knowledge of academic words.	With support, use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.  Sometimes distinguish between main and supporting ideas in texts which have familiar content and/or language.  Understand some new information from texts with familiar language.	Read in short phrases with developing fluency.	Sometimes understand common cultural references.
<b>ESL</b>	Generally understand simplified	Understand simple sentences	Often locate facts in short, simple texts.	Read word by word or in	Rarely understand

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<b>FINAL English as a Second Language (ESL) Reading Rubric</b>					
ESL Reading	Reading Type and Length	Vocabulary	Comprehension	Reading Strategy and Speed	Cultural References
<b>Reading</b>  <b>CB21 - E</b>  <b>5 levels prior to transfer I</b>	personal, professional, academic and narrative texts on familiar and concrete topics if teacher and text support is provided.  Articles are usually 1-2 pages in length. If a supplemental book is used in addition to the main text, it is a graded reader.	which contain familiar words and phrases.  Sometimes understand clearly related sentences when context, background knowledge, or visual information supports meaning.  Have no knowledge of academic words. English vocabulary ranges from 700-1000 words.	Occasionally understand the central meaning and/or details of texts when content and language are familiar.  Sometimes understand new information from texts with familiar language.	short phrases.	common cultural references.
<b>ESL Reading</b>  <b>CB21 - F</b>  <b>6 levels prior to transfer</b>	Understand simplified narrative texts on familiar and concrete topics if teacher and text support is provided.  Articles are usually 1-2 pages in length. A supplemental book-length work is usually not required aside from the main text.	Comprehend familiar words and/or phrases which may appear in lists, labels, signs, forms, and directions, as well as in very simplified texts.  English vocabulary ranges from 400-700 words.	Sometimes locate facts in short, simple texts.  With help, understand new information from texts with familiar language.	Usually read slowly, word by word.	Lack understanding of common cultural references.

Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL Advanced CB 21 –A  One level prior to transfer level English</p>	<p>Decipher descriptions and narrations of factual and technical material.</p> <p>Take accurate notes while listening to a complex discourse.</p> <p>Identify the essential message and most details of a lengthy extended discourse on a variety of professional and academic topics.</p> <p>Sustain comprehension in familiar discourse that may be both conceptually and linguistically complex.</p>	<p>Give organized speeches on academic topics which reference outside sources.</p> <p>Communicate facts and talk casually about topics of current public and personal interest and academic relevance Use situational and culturally appropriate language.</p> <p>Use sophisticated vocabulary and communicative strategies such as pause fillers, stalling devices, paraphrasing and circumlocutions.</p> <p>Exhibit comprehensible speech with native-like stress and intonation patterns, pauses and or flow which facilitate communication.</p> <p>Communicate shades of meaning much as native speakers might.</p>	<p>Read articles ranging from 1-10 pages or more.</p> <p>Demonstrate a working knowledge of the majority of word roots, including affixes.</p> <p>Understand most new words given in a clear context.</p> <p>Identify the author's theme, purpose, point of view, tone, characters and setting.</p> <p>Accurately summarize and paraphrase the theme, purpose and point of view of reading.</p> <p>Understand argumentation and supported opinion.</p> <p>Evaluate the credibility of a text/source.</p> <p>Use a wide range of complex textural cues to comprehend the meaning and structure of a text.</p> <p>Read and understand a wide range of personal, professional, academic and literary non-adapted/authentic texts, including online sources, written for native English speakers.</p>	<p>Write expository essays which reference outside sources.</p> <p>Display mastery of a writing process.</p> <p>Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.</p> <p>Integrate the ideas of others through paraphrase, summary, and quotation into a paper that expresses the writer's own opinion, position, or analysis.</p> <p>Use a wide range of vocabulary, including academic vocabulary.</p> <p>Use sentences of varying structure and type, including subordination, coordination, and transitional devices.</p> <p>Express ideas in a full array of verb tenses appropriately.</p>	<p>Understand a wide range of common North American cultural references.</p> <p>Self-asses needs and link to a variety of sources to locate additional support.</p> <p>Successfully navigate the resources, protocols and culture of an academic environment.</p> <p>Demonstrate an awareness of culturally implied meanings beyond the surface meanings in texts. This may not include an understanding of the social nuances of the message.</p>	<p>Create a detailed résumé.</p> <p>Write more sophisticated documents such as regulations or draft policy.</p> <p>Comprehend nuances of implied writing containing inferred details.</p> <p>Synthesize various opinions.</p> <p>Interact effectively with the public.</p> <p>Articulate detailed or complex thoughts such as detailed answers to interview questions.</p> <p>Employ conflict management, soft skills.</p> <p>Evaluate complaints such as formal grievances.</p> <p>Focus on details of longer meetings.</p>

Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p><b>Integrated ESL</b> <b>Low</b> <b>Advanced</b>  <b>CB 21 –B</b>  <b>Two levels</b> <b>prior to</b> <b>transfer</b> <b>level</b> <b>English</b></p>	<p>Follow majority of face-to-face speech in standard dialect and at a normal rate; although some repetition will be required.</p> <p>Comprehend reduced speech.</p> <p>Make sense of most of the language used in electronic media of a non-technical or very general nature.</p> <p>Discover the meaning of new vocabulary in context through guessing strategies.</p> <p>Take notes while listening to a discourse.</p>	<p>Give oral presentations on academic topics.</p> <p>Communicate facts and talk casually about most topics of current public and personal interest and academic relevance. Use situational and culturally appropriate language in most situations.</p> <p>Use differentiated vocabulary and communicative strategies and conventions in real life and academic situations.</p> <p>Be generally comprehensible with few errors in pronunciation and intonation; speech is smooth and mostly fluent.</p>	<p>Read and generally understand a range of personal, professional, academic and literary texts, predominantly non-adapted/authentic texts written for native English speakers, with possible inclusion of adapted texts.</p> <p>Readings include both expository and narrative texts, with some level of abstraction. Articles range from 1-6 pages in length. In addition to a main text, may include one book-length work.</p> <p>Demonstrate a working knowledge of many word roots, including affixes.</p> <p>Often understand most new words given in a clear context.</p> <p>Identify the author's theme, purpose, point of view, and tone with assistance.</p> <p>Distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Use textual cues, with support, such as sentence connectors and transitional devices or pronoun references to comprehend the meaning and structure of a text.</p> <p>Develop the awareness of a need to evaluate text credibility.</p>	<p>Use a writing process approach to write a well-developed essay including introduction, body, and conclusion.</p> <p>Write essays with clear thesis statements using various rhetorical modes. 350 words.</p> <p>Use a wide range of vocabulary.</p> <p>Use a variety of sentence structures, including control of most perfect tenses.</p>	<p>Discuss topics such as taboos and politics by contrasting different cultures.</p> <p>Follow basic steps involved in finding and obtaining employment.</p> <p>Express possibility/probability.</p> <p>Offer to do something.</p> <p>Recommend ideas.</p> <p>Solve problems.</p> <p>Instruct others.</p> <p>Function independently in most situations.</p> <p>Handle oral communication skills that are both technical/non-technical.</p> <p>Follow written directions and use materials if simplified or clarified orally.</p>	<p>Create a moderately detailed résumé.</p> <p>Employ multiple strategies to look for and secure employment.</p> <p>Interpret company policy.</p> <p>Serve in liaison and entry-level supervisory roles.</p> <p>Follow more open-ended or abstract requests such as sharing of opinions or answering multi-answer interview questions.</p> <p>Recognize formal versus informal register.</p>

Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL High Intermediate</p> <p>CB21 - C</p> <p>Three levels prior to transfer</p>	<p>Identify main ideas and most supporting detail in factual material relating to everyday topics.</p> <p>Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message.</p> <p>Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.</p> <p>Have uneven understanding of natural speech and require repetition or rephrasing.</p>	<p>Give one or more presentations on topics of interest, with or without outside information.</p> <p>Share experiences, ideas, and some opinions in small and large group settings with some misunderstanding and some misuse of appropriate language.</p> <p>Frequently apply varied vocabulary and communicative strategies and conventions to communicate in many real life situations.</p> <p>Exhibit increasing control over basic native stress and intonation patterns as they relate to situations and contexts.</p>	<p>Read authentic printed material and prose on familiar topics.</p> <p>Read short stories and other recreational literature.</p> <p>Interpret main ideas and key points from content-based texts.</p> <p>Apply appropriate reading strategies for understanding content on unfamiliar topics or technical information.</p> <p>Use syntactic clues to interpret meaning of complex sentences or new vocabulary.</p> <p>Analyze an author's point of new by making inferences.</p> <p>Have a developing understanding of word roots, including affixes.</p> <p>Often understand new words and new information from context.</p> <p>Usually distinguish between main and supporting ideas in texts which have familiar content and/or language.</p>	<p>Write compositions of two or more paragraphs with topic sentences and supporting details.</p> <p>Use a variety of sentence structures and verb tenses.</p> <p>Use specific vocabulary related to the topic.</p> <p>Write personal letters and fill out authentic applications.</p>	<p>Discuss topics by contrasting different cultures.</p> <p>Describe some of the basic steps involved in finding employment</p> <p>Express possibility/probability</p> <p>Function independently in most familiar situations</p> <p>Handle oral communication skills that are non-technical.</p> <p>Follow written directions.</p>	<p>Create a basic résumé.</p> <p>Compare data from sources such as graphs, charts, and brief correspondence.</p> <p>Demonstrate language skills that allow for supervisory training and responsibilities; i.e. lead group discussions.</p> <p>Understand instructions from public address (P.A.) systems or in meetings containing multiple details.</p> <p>Function as a passive listener to work-related announcements with good comprehension.</p>

Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL Inter- mediate Low</p> <p>CB 21 –D</p> <p>Four levels prior to transfer level English</p>	<p>Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.</p> <p>Identify familiar subjects and details when listening to a passage.</p> <p>Understand a familiar central message of a speech.</p> <p>Distinguish basic constructions, such as subject-verb agreement (“He work” versus “He works”).</p>	<p>Request and provide clarification and information in classroom and real-world contexts with frequent misunderstanding.</p> <p>Attempt to apply limited vocabulary and communicative strategies and conventions to communicate in familiar situations.</p> <p>Initiate and respond to simple statements in the context of a conversation on a familiar topic with support from the other speaker</p> <p>Exhibit comprehensible speech with some non-native stress and intonation patterns, pauses and or flow which may interfere with communication.</p>	<p>Interpret both authentic and edited materials, such as prose fiction, on familiar topics.</p> <p>Identify main ideas and supporting details or examples from familiar material.</p> <p>Guess meaning from context by analyzing words’ prefixes and suffixes.</p> <p>Make inferences.</p> <p>Summarize reading passages.</p>	<p>Write a paragraph on a familiar topic including a topic sentence and supporting details.</p> <p>Write simple and compound sentences, using simple and continuous tenses, and regular and irregular verbs.</p> <p>Use common vocabulary on familiar topics.</p> <p>Fill out paper or online forms requiring detailed personal information on varied topics.</p>	<p>Practice appropriate classroom policies and procedures.</p> <p>Identify different occupations.</p> <p>Respond appropriately to students from other countries and cultures during classroom activities.</p> <p>Demonstrate respect for other cultures.</p> <p>Demonstrate awareness of community programs and strategies which can help them live successfully in the USA.</p>	<p>Write paragraph containing summary of skills using one or two-clause sentences.</p> <p>Follow inventory lists and can get basic information from graphs and charts.</p> <p>Demonstrate language skills that include limited problem-solving skills and less linguistic reliance on others.</p> <p>Follow basic ideas of work or shift meetings.</p>

Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL Beginning High</p> <p>CB 21 –E</p> <p>Five levels prior to transfer level English</p>	<p>Follow simplified personal and work-related speech on familiar and concrete topics.</p> <p>Comprehend non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.</p> <p>Grasp new information when the situation is strongly supported by context and interaction; often require repetition or rephrasing.</p> <p>Recognize words that signal differences between present, past, and future events.</p> <p>Figure out the central message of a short listening passage.</p>	<p>Share ideas and some opinions in group settings with limited grammatically accuracy.</p> <p>Demonstrate understanding of and use basic vocabulary and conversational strategies and conventions.</p> <p>Initiate and respond to simple questions and statements with complete sentences.</p> <p>Exhibit comprehensible speech with non-native stress and intonation patterns.</p>	<p>Interpret simple authentic materials on familiar topics.</p> <p>Sometimes distinguish between the main and supporting ideas of a paragraph on a familiar topic.</p> <p>Decipher the meaning of unfamiliar vocabulary and phrases from context.</p> <p>Identify relationships within a passage by using syntactic clues, such as transitional words or pronoun references.</p> <p>Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passage.</p> <p>Scan for specific information.</p> <p>Predict meanings of unfamiliar vocabulary in material rich in contextual clues.</p>	<p>Write simple sentences about everyday activities.</p> <p>Write a loosely organized paragraph based on personal experiences and familiar material.</p> <p>Write a short note or message.</p> <p>Fill out simplified forms that require personal or work-related information.</p> <p>Use basic verb tenses.</p>	<p>Demonstrate understanding of basic classroom etiquette.</p> <p>Begin to develop awareness of basic cultural behavior including appropriate modes of formality for the situation.</p>	<p>Create a bulleted list of personal skills and experience.</p> <p>Compile task lists.</p> <p>Write work schedules.</p> <p>Read memos or emails that are one brief paragraph in length.</p> <p>Follow simple manual instructions, especially those containing visual aids.</p> <p>Communicate and work independently at times without the need for translation.</p> <p>Respond to beginning customer- service needs.</p> <p>Follow job-related task instructions.</p>

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	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL Beginning Low</p> <p>CB 21 –F</p> <p>Six levels prior to transfer level English</p>	<p>Comprehend simple words in common everyday situations.</p> <p>Demonstrate multiple strategies to check for understanding.</p> <p>Follow simple face-to-face conversations.</p> <p>Understand simple sentences, basic instructions or descriptions of personal experience.</p> <p>Respond appropriately to commands of urgency.</p>	<p>Occasionally express original ideas with limited grammatically accuracy.</p> <p>Recognize basic vocabulary and conversation strategies and conventions: greetings, pardons, etc.</p> <p>Produce and answer simple questions in short phrases and simple sentences.</p> <p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.</p>	<p>Scan for key numerical information.</p> <p>Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.</p> <p>Demonstrate understanding of short, simple narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.</p> <p>Identify the sequence of a simple narrative passage.</p> <p>Follow directions that range from 2-4 steps.</p>	<p>Write simple sentences in the present tenses.</p> <p>Write lists and very simple messages.</p> <p>Write sentences which include subject, verb and object.</p>	<p>Access community services.</p> <p>Demonstrate awareness of appropriate cultural behaviors, both in class and out.</p> <p>Demonstrate awareness of other cultures through limited reading, discussion, and interaction.</p>	<p>Provide a narrative of personal life experience.</p> <p>Read a work schedule.</p> <p>Display verbal interaction in the workplace, which may be limited by fluency.</p> <p>Comply with instructions for routine workplace tasks, that are limited to one or two steps.</p>

**10/27/2009 Recoding for Basic Skills – T.O.P.s and CB coding**

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	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Life Skills/ American Culture</b>	<b>Vocational ESL Skills</b>
<b>Integrated ESL High Literacy</b>  <b>CB21 – G</b>  <b>Seven levels prior to transfer</b>	<p>Understand words, phrases, and questions drawn from familiar material.</p> <p>Respond to high frequency commands and social expressions.</p> <p>Pick out previously learned words in slow speech.</p> <p>Clarify by attempting to reproduce what is heard.</p> <p>Demonstrate understanding of a conversation on familiar topics.</p>	<p>Speak about immediate needs with short phrases.</p> <p>Use simple verbal strategies to communicate.</p> <p>Answer simple questions in short phrases.</p> <p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.</p>	<p>Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).</p> <p>Recognize basic sight words.</p> <p>Match basic vocabulary (printed) with pictures or real objects.</p> <p>Interpret sentences using vocabulary and structures previously learned orally.</p> <p>Distinguish between questions and answers.</p> <p>Interpret simple forms inquiring about biographical information.</p>	<p>Write words and phrases.</p> <p>Print numbers.</p> <p>Fill out forms about personal information.</p> <p>Write simple lists.</p> <p>Write words to represent images displayed.</p> <p>Write words or simple sentences about biographical information with limited accuracy.</p>	<p>Access survival level community services.</p> <p>Demonstrate understanding of basic classroom behaviors.</p> <p>Demonstrate awareness of appropriate cultural behaviors.</p>	<p>Fill out forms.</p> <p>Read time and calendar dates.</p> <p>Exhibit workplace communication, minimal.</p> <p>Initiate various greetings, including introduction of others.</p> <p>Understand directions that use the imperative form; i.e. one-step directions.</p>
<b>Integrated ESL Beginning Literacy</b>  <b>CB 21 –H</b>  <b>Eight levels prior to transfer level English</b>	<p>Discriminate between phonemes.</p> <p>Respond appropriately to single word commands.</p> <p>Match sound symbol correspondence.</p> <p>Understand simple expressions of courtesy.</p> <p>Demonstrate understanding of simple words drawn from the immediate physical setting.</p> <p>Give a physical response to one step</p>	<p>Speak with one-word phrases about immediate needs.</p> <p>Use simple verbal and nonverbal strategies to communicate.</p> <p>Answer simple questions with yes/no or one-word responses with frequent misunderstanding.</p>	<p>Discriminate between shapes and letters and both upper and lowercase letters.</p> <p>Demonstrate eye movement from top to bottom and left to right.</p> <p>Discriminate among numerals.</p> <p>Relate phonological sounds to letters.</p> <p>Recognize signs with one word or symbol.</p> <p>Identify key words that ask for name, address and phone numbers.</p>	<p>Copy/transcribe words or simple phrases with limited accuracy.</p>	<p>Access most basic survival-level services,</p> <p>Demonstrate politeness through basic gestures and basic expressions.</p>	<p>Write basic biographical information (name, address, etc.)</p> <p>Recognize forms and documents such as bills, advertisements, forms, parking tickets.</p> <p>Display and understand routine greetings and introductions.</p> <p>Respond to critical safety words.</p>

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Listening

Speaking

Reading

Writing

Life Skills/  
American Culture

Vocational ESL  
Skills

commands.