



CESL Proficiency Rubric

In addition to letter grades in each class, CESL students are assigned proficiency ratings by a consensus of all of their current teachers in each of four skills. Proficiency ratings are used in conjunction with grades to determine academic progress, and they are necessary for CESL endorsement. For endorsement, undergraduate students need all 7s and graduate students need all 8s.

Speaking

1. Demonstrates minimal comprehensibility with extreme effort using isolated words or phrases with slow delivery. Communicates using repetition of simple phrases, simple vocabulary, and sentence fragments. Demonstrates minimal comprehensibility with isolated intelligible words due to strong native accent.
2. Demonstrates basic comprehensibility with short sentences and sentence fragments. Able to hold short, simple conversations with minimal detail. Communicates basic ideas with simple vocabulary. Demonstrates basic comprehensibility with distracting accent requiring listener effort.
3. Demonstrates fair comprehensibility in one-on-one conversations and in small groups using simple cohesive devices. Able to communicate basic concepts with minimal vocabulary. Demonstrates fair comprehensibility with occasionally distracting accent.
4. Demonstrates good comprehensibility in conversation. Able to give short presentations with clear organization and detail. Able to express ideas using vocabulary that is occasionally inaccurate. Able to communicate effectively with some pronunciation problems affecting comprehensibility.
5. Demonstrates very good comprehensibility in conversations. Able to give presentations in area of expertise with effective use of detail. Able to express ideas and concepts using vocabulary that is occasionally imprecise. Speaks clearly with occasional incomprehensibility due to accent.
6. Demonstrates very good comprehensibility in most situations. Able to give complete presentations and respond to audience. Able to communicate ideas and concepts with a range of word choices. Speaks with minimal interference due to accent.
7. Able to communicate effectively with minimal effort and precise content. Speaks with a comfortable speed of delivery, requiring minimal listener effort. Moderates language to accommodate the situation. Able to communicate ideas and concepts on professional and academic topics. Speaks with minimal interference in comprehensibility due to accent. Able to make repair attempts to increase listener comprehension.
8. Able to communicate clearly and effectively with no effort. Able to give lengthy professional presentations and respond to domain specific questions or criticism. Able to express complex concepts using sophisticated vocabulary. Speaks with an accent that does not interfere with comprehensibility.

Listening

1. Able to demonstrate minimal comprehension of simple directed personal questions and short passages by performing the following tasks: Answering yes/no questions, one word answers, following basic classroom directions with guidance.
2. Able to demonstrate basic comprehension of recorded/spoken passages and directions by performing the following tasks: Retelling with prompts, responding to questions with short sentence answers in the present, past, or future tenses.
3. Able to demonstrate fair comprehension of short lectures, controlled dialogs and simple requests for information by performing the following tasks: Expressing main ideas, giving brief summaries, asking and answering questions.
4. Able to demonstrate good comprehension of controlled complex interviews, lectures, and phone conversations by performing the following tasks: Using minimal note-taking skills, asking for clarification, paraphrasing information.
5. Able to demonstrate good comprehension of large group discussions, short authentic media, and lectures by performing the following tasks: taking notes; giving effective summaries.
6. Demonstrates good comprehension of extended lectures, interviews, discussions, and authentic media by performing the following tasks: Drawing conclusions; evaluating information.
7. Able to demonstrate very good comprehension of lengthy lectures and authentic media by making inferences and expressing opinions.
8. Able to demonstrate near-native comprehension of extended academic lectures, discussion, and full-length authentic media by performing the following tasks: synthesizing concepts from multiple sources; responding critically.

Writing

1. Able to produce simple sentences using basic structures. Able to demonstrate fair control of present, present progressive, regular past and future tenses in producing simple sentences.
2. Able to produce simple sentences using modifiers and compound sentences with basic coordinating conjunctions. Students can demonstrate good control of present, present progressive, regular past and future tenses, and fair control of the past progressive tense and some irregular past forms
3. Able to produce simple, compound, and some basic complex sentences. Able to demonstrate good control of irregular past forms and fair control of the present perfect tense. Able to produce a short paragraph that demonstrates an understanding of unity and coherence.
4. Able to produce a well-developed paragraph that includes a focused topic sentence and a variety of detailed supports. The paragraph shows a basic use of intra-paragraph transitions. The sentences used in these paragraphs demonstrate good control of most basic tenses and some control of the past perfect and perfect progressive tenses. These sentences also demonstrate good control of various complex structures.
5. Able to produce a well-developed essay that includes an introduction and focused thesis statement, several supporting body paragraphs, and a conclusion. The essay demonstrates a basic understanding of academic essay format. Able to demonstrate good control of verb tenses and various complex structures, such as parallel structure, subordinate clauses, and subjunctives.
6. Able to produce a well-developed, multi-paragraph essay using one of several forms of academic rhetorical formats. Able to produce several types of body paragraphs that are developed with logical, inter-paragraph development, using a variety of citation techniques. Able to demonstrate a high degree of control of most grammatical structures in English. Able to recognize errors and repair them.
7. Students can produce a short paper incorporating multiple sources. The paper demonstrates ability to research and cite multiple sources, using a variety of citation techniques. It also demonstrates a good grasp of expository or persuasive formats. Students demonstrate very good control of English grammar. They are able to self-correct and recognize the relationship between grammar and register.
8. Able to produce short, well-developed papers using multiple sources. Students can demonstrate their ability to research and integrate appropriate supporting material into an extended paper based on either an expository or a persuasive format. They can also demonstrate their ability to use formal academic citations. Students demonstrate very good control of most grammatical structures in English

Reading

1. Able to understand simple paragraphs about basic personal or social concepts, such as schedules, maps, menus, and short paragraphs. Able to identify the main idea and some basic details. Able to recognize basic words for common objects, such as clothing, colors, numbers, time, locations, foods, etc.
2. Able to demonstrate basic understanding of simple articles and stories by locating details using scanning techniques. Able to identify sequence of events. Able to determine general meaning of new words from context with basic accuracy. Able to use dictionary. Able to identify parts of speech.
3. Able to demonstrate fair comprehension of controlled multi-paragraph articles on a wide range of topics by answering basic wh- questions. Able to recognize common words by sight. Able to demonstrate a fair ability to determine the primary meaning of new words from context. Extensive use of dictionary when reading.
4. Able to demonstrate good comprehension of controlled full length texts by summarizing and paraphrasing. Able to draw conclusions from readings and make inferences. Able to use suffix and prefix clues to determine the meaning of new words.
5. Able to demonstrate good comprehension of authentic texts such as newspaper or magazine articles and full-length readings by responding in writing with minimal analysis. Able to identify rhetorical clues to meaning. Able to determine the meaning of new words by using clues from context. Minimal use of dictionary.
6. Able to read lengthy material, such as novels, textbooks and academic articles with good comprehension. Able to identify the author's tone, purpose, and audience. Able to demonstrate knowledge of the meaning of a word in context, as well as connotations, synonyms and antonyms.
7. Able to read extensive articles with very good comprehension. Able to demonstrate ability to synthesize several articles in writing. Able to demonstrate knowledge of expressions and vocabulary in academic and professional environments.
8. Able to demonstrate near-native comprehension through analysis, inference, paraphrasing, drawing conclusions, and responding critically in writing. Able to comprehend sophisticated expressions and precise vocabulary. Able to determine register, tone, and style from vocabulary.