

ESL Program: Our **mission** is to prepare international students, scholars and professionals to effectively use English language skills and academic strategies to confidently and successfully participate in academic study in university programs.

ESL Program Placement Proficiency Scale

The following table shows students' proficiency in each skill at the beginning of the course.

	Level 0 Foundation IEP	Level 100 Beginner IEP	Level 200 Intermediate IEP	Level 300 Advanced IEP	Level 400 Academic ESL	Level 500 Graduate ESL
General Proficiency	Students can communicate with one word utterances and may use their native language. Significant errors occur in all language skills which impede understanding of a trained receiver. Placement Score:0-33 Exit Score: 34-40	Students can communicate in simplified and predicted contexts on personal information. Significant errors occur in all language skills which impede some understanding of a trained receiver. Placement Score:34-40 Exit Score: 42-48	Students can communicate in simplified, predicted, and survival contexts, and with personal meaning. Significant errors in all language skills require sympathetic interaction. Placement Score:41-47 Exit Score: 49-54	Students can communicate in familiar contexts, can describe experiences and give opinions with brief reasoning. All language skills need general improvement. Placement Score:48-53 Exit Score: 55-60	Students can communicate in most unexpected situations and support reasoning with details; however, pattern of errors occur, and interaction still requires considerable effort. Placement Score:54-60 Exit Score: 61-64	Students can communicate in a variety of demanding and spontaneous contexts. Students can use language skills with organization and flexibility. Errors occur but are unpredictable. Placement Score:61-70 Exit Score: 65-71
Reading	Students are able to recognize most letters and most common words, phrases or short sentences which are supported with pictures.	Students are able to read short paragraphs with simple sentences on every day topics. Students can use some basic reading and vocabulary strategies.	Students are able to understand brief, simplified, and predicted texts by using basic reading and vocabulary strategies.	Students are able to understand main ideas and supporting details of multi-paragraph texts with familiar topics and predictable patterns. Students are able to use a variety of strategies such as skimming, scanning, and textual clues.	Students are able to understand multi-paragraph texts of a variety of real-world topics. Students are able to understand intended inferences and texts with clear patterns. Students are able to use complex reading and vocabulary strategies.	Students are able to understand university-level and specialized texts, and abstract topics of varying lengths. Students are able to use a variety of complex and academic reading and vocabulary strategies.
Writing	Students are able to write one word responses or simple sentences which are limited to unrelated or repetitious ideas. Student may use their first language. Brevity and significant error	Students are able to compose relevant simple sentences which may be somewhat general and repetitious. Students are able to write simple sentences using general vocabulary which are mostly accurate.	Students are able to follow the writing process of drafting and revising a unified paragraph with minimal development. Students are able to edit simple and basic compound sentences.	Students are able to draft, revise, and edit a series of related paragraphs on familiar topics and genres. Development is focused and supported by several examples and details. Students are able to edit basic complex sentences.	Students are able to draft, revise, and edit a multi-paragraph essay which is focused, cohesive, and developed with specific examples and details. Students are able to use and edit a variety of sentence structures.	Students are able to draft, revise, and edit academic/researched essays which argue or explain complex matters. Students are able to use critical reading and thinking skills to integrate and prioritize certain source material to support their position. Students are able to use precise and accurate

ESL Program: Our **mission** is to prepare international students, scholars and professionals to effectively use English language skills and academic strategies to confidently and successfully participate in academic study in university programs.

Speaking/ Listening	impede understanding.					vocabulary and grammar with some error.
	Students are able to speak practiced expressions on personal information. Students can respond in one word or short utterances. Students rely on their first language. Students are unable to engage in or sustain basic communication.	Students are able to speak practiced expressions and answer basic questions on everyday topics with some accuracy. Students have difficulty engaging in or sustaining basic communication.	Students are able to speak practiced expressions, ask and answer basic questions in predicted contexts. Students are able to comprehend short conversations in predicted contexts. Students are able to engage in but not sustain basic communication.	Students are able to easily engage in conversation on routine topics and basic academic topics. Students are able to speak with native speakers using repetition and restatement. Students are able to comprehend questions, short talks, and short conversations of familiar contexts.	Students are able to moderately participate in discourse of a variety of social and academic topics using examples and details. Students are able to speak in and understand different time frames. Students are able to understand modified academic discourse using a variety of listening strategies. Students are able to understand and infer varying tones.	Students are able to actively engage in academic discourse with general accuracy. Students are able to explain complex matters with precise examples and details. Students use listening strategies to comprehend complex academic discourse. Little cultural reference and expression are used or comprehended in complex discourse.
Academic Readiness	Students are able to use limited basic academic skills such as prediction, identification, and demonstration. Students at this level typically need 5 or more semesters of ESL before studying at EMU.	Students are able to use some basic academic skills such as prediction, identification, and demonstration. Students at this level typically need 4 or more semesters of ESL before studying at EMU.	Students are able to use basic academic skills such as prediction, identification, and demonstration. Students at this level typically need 3 or more semesters of ESL before studying at EMU.	Students are able to use general academic skills such as discussion, organization, and acquisition. Students at this level typically need two or more semesters of ESL before studying at EMU.	Students are able to use advanced academic skills such as exploration, collection, and analysis. Students at this level typically need one or two more semesters of ESL before studying at EMU.	Students are able to use superior academic skills such as proposition, examination, and synthesis. Students at this level are ready for undergraduate academic study at EMU.

*Subject to change