

Appendix A: Summary of Attained Proficiency at the Tutorium

This is what a successful student can do at the end of each level:

Level	Intro (Basic Proficiency)	1 High Beginning (Limited Proficiency)	2 Low Intermediate (Emerging Proficiency)	3 High Intermediate (Developing Proficiency)	4 Low Advanced (Competence)	5 High Advanced (Clear Competence)
Reading	The student can read short, simple English as a Second Language passages with familiar, predictable contexts. Reads in English to learn the language and develop reading skills. Demonstrates a limited vocabulary (about 600 words), and developing awareness of English spelling.	The student can read short, simple, adapted English as a Second Language (ESL) passages dealing with mostly familiar, predictable contexts. Reads for information, to learn the language, and to develop reading skills.	The students can read adapted texts of moderate difficulty, with emerging ability to read authentic texts such as simpler newspaper and magazine articles. Reads in English for information, to learn the language, and to develop reading skills. May begin to read for pleasure.	The student can read adapted texts of moderate difficulty, with developing ability to read authentic texts on familiar topics, such as newspaper and magazine articles. May read some popular fiction and some academic materials. Reads in English for information, to learn the language, and to develop reading skills. May read for pleasure.	The student can read a variety of authentic texts, including newspapers, short stories, and popular novels; academic articles and textbooks and synthesize information from more than one source. Reads in English to find information, to learn content areas, to learn the language, to expand reading skills, and for pleasure.	The student can read a variety of authentic texts in all styles and forms relevant to her or his needs, including technical literature in own field, with relative ease and synthesize information from several sources. Reads in English to find information, to learn and research content areas, to conduct business, and for pleasure.
Writing	The student can complete carefully guided writing tasks about highly familiar and previously-studied topics, although writing is very limited in scope, length, and complexity.	The student can complete carefully guided writing tasks about highly familiar topics, although writing is usually limited in scope, length, and complexity.	The student can perform moderately complex writing tasks, including paragraphs, basic summaries, and short essays.	The student can perform moderately complex writing tasks for academic and personal needs, including essays and summaries.	The student can write for academic purposes, such as essays and short research reports.	The student can write a variety of texts needed for academic and professional use. Can generally present thoughts in clear, logical, engaging, and convincing writing.
Listening	The student can understand, although usually with considerable effort, very simple formal and informal conversations and interviews on topics of immediate personal relevance at a much slower than normal rate of speech.	The student can understand, although usually with considerable effort, simple formal and informal conversations and talks on topics of personal relevance at a slower than normal rate of speech.	The student can understand main ideas and some details of slower spoken language in moderately demanding contexts, and demonstrates emerging ability to understand authentic sources such as TV programs and films.	The student can understand most main ideas and important details of extended adapted listening of personal and general interest, and demonstrates developing ability to understand authentic sources such as TV programs, news, and films.	The student can understand extended, complex, authentic exchanges and presentations, such as lectures, television, radio, and films.	The student can understand a broad range of factual, persuasive, and expressive oral language in various extended, authentic and complex contexts, such as lectures, discussion, interviews, television, and films.
Speaking	Despite many limitations, the student can perform some basic practical, social, and academic speaking tasks.	Despite limitations, the student can perform some basic practical, social, and academic speaking tasks.	Despite limitations, the student can perform many basic practical, social, and academic speaking tasks.	The student can communicate effectively in many practical, social, and academic speaking situations.	The student can communicate effectively in most practical, social, and academic speaking situations.	The student can satisfy the requirements of a broad variety of practical, social, and academic speaking situations.
Average TOEFL	N/A	< 32? (<400 TOEFL ITP)*	About 38? (423 TOEFL ITP T)*	About 50 (465 TOEFL ITP)*	About 64 (505 TOEFL ITP)*	About 75 (537 TOEFL ITP)*
These are general descriptions of a typical student derived from the ACTFL Proficiency Guidelines, the Canadian Language Benchmarks, and the TOEFL iBT objectives and rubrics. Although listed separately, a successful student also integrates these skills to perform many tasks. At level 5, students regularly perform tasks that integrate these skills.						

* Students in Levels Intro, 1 and 2 do not take the TOEFL at TIE. TOEFL ITP =Paper-based test. Comparisons between tests are approximate. iBT 80 (550 TOEFL ITP) is typically required for undergraduate admission to UIC. 2/2016