### ALCP Achievement Scale and Interpretation

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<tr>
<th>Skill</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
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| **Reading Composition** | • Read and understand short, simple text, and identify key pieces of information in common texts such as menus, advertisements, forms, short stories and articles.  
• Write basic paragraphs that describe daily activities, familiar people and places using correct punctuation, capitalization, verb tense, word order and spelling. | • Read and critically connect individual experiences with popular and academic articles, short stories, and demonstrate understanding through oral and written responses.  
• Write cohesive, short essays with a controlling idea/thesis statements supporting ideas, detail and a concluding paragraph; accurately use a variety of sentence structures and verb tenses, with few grammatical errors interfering with meaning.  
• Write cohesive and coherent short answer responses in various rhetorical modes with very few grammatical errors that do not interfere with understanding. | • Read, analyze and evaluate a variety of popular, and academic (including scholarly) articles and demonstrate understanding by responding to and synthesizing their ideas.  
• Write multi-page essays, which analyze, evaluate and synthesize ideas from texts with few, if any, distracting grammatical errors. |
| **Listening Speaking** | • Engage in conversations, recognizing main ideas and details about a variety of everyday topics and using various language functions.  
• Respond accurately in various conversations by following directions, answering questions and adding new content to discussions.  
• Share stories, personal experiences and short presentations using mostly complete sentences with little hesitation and/or repetition. | • Understand main ideas and details clearly in interpersonal and academic classroom settings as shown through taking and using organized notes and summarizing information.  
• Show understanding of authentic input by asking/answering questions, participating in discussions, and facilitating discussions.  
• Give a clear and cohesive formal presentation on a topic of study with little hesitation, few vocabulary, pronunciation, or grammar mistakes interfere with meaning. | • Understand and critically respond to complex and abstract academic oral discourse in formal and informal settings;  
• Take thorough and insightful notes while listening that can be used to inform discussion, debate, and presentations;  
• Share complex and abstract ideas in discussions, formal and impromptu presentations, debate and teaching scenarios. |
| **Integrated Course** | • Use reading, writing, listening, and speaking skills to develop and appropriately apply effective study skills, organization, and cultural norms and services of U.S. academia.  
• Develop academic preparatory skills including spelling, basic computing, and keyboarding. | • Produce oral and written discourse in various rhetorical modes using verb tenses, passive voice, reported speech, gerunds and infinitives, and a variety of appropriate clauses and phrases correctly.  
• Notice, identify and correct errors in own language production, and considerably eliminate errors in speaking and writing. | • Understand and critique academic texts, including scholarly articles and textbooks.  
• Conduct review of literature by evaluating scholarly articles from the library online database and a variety of other sources to develop an annotated bibliography.  
• Write a multi-page, research-based, argumentative essay, implementing independent grammatical error correction and use of the writing process. |
| **Grammar** | | | |
| **Writing for Higher Education** | | | |