

## LEVEL PERFORMANCE INDICATORS

The Performance Indicators, PIs, include

- Student Learning Outcomes, SLOs,
- Bloom's Taxonomy,
- learners' length of time in the USA and exposure to English outside of the classroom, and
- learning strategies and motivation.

They complement HE module goals, objectives, and SLOs and provide a comprehensive and holistic framework for student assessment.

Learners take one of the many HE placement exams and their results are assessed with the PIs to determine placement.

Learners take quizzes and tests, and keep a portfolio, which helps measure their own gain. Learners take another version of the HE placement exam every four weeks. All of these qualitative and quantitative assessments determine the next level.

The PIs serve as HE Achievement Scale.

They are made available to all students and their advocates.

At HE, we see our students as pieces of swiss cheese. They all have gaps in their knowledge of English, but each student has different gaps. We help them identify their individual gaps quickly so they can learn English effectively.

### Pre-A1

True beginners with little or no knowledge of English, they can not complete the placement exam.



## A1

### SLOs

1. A1 learners can ask and answer very basic questions about themselves, their jobs, individual lives, daily activities, basic needs, greetings, introductions, routines, free time, past events and read and write about very common and familiar topics; their vocabulary is situation specific, and grammar is basic with very few subordinating conjunctions and little control of verb tenses.
2. They ask that some questions be repeated or to speak more slowly with familiar topics and more so with unfamiliar ones.
3. They speak about 60 Words Per Minute (WPM) or less. Lack of knowledge of English Word Order (SVOPT = Subject, Verb, Object, Place, Time) restricts them and you can almost see them thinking in their native languages.
4. Given level appropriate reading and/or listening input, they can answer Yes/No questions but not tags and may not elaborate when answering information questions. They ask mostly basic questions, which may not be formed correctly, and they have difficulty asking complex questions.
5. Their limited vocabulary and grammatical structures do not allow them to apply their critical thinking skills.

### Bloom's Taxonomy

6. A1 learners are at the remembering stage when they can name, state, list, describe, label, relate and find, especially with familiar topics.

### Length of time in the USA and exposure to English outside of the classroom

7. They need a translator when they are in unfamiliar environments.
8. Their length of time in the USA varies from recent arrivals to those who have been here many years or somewhere in between. How quickly they learn English is influenced by many factors: how they enjoy living in the USA, motivation, proficiency in first language and prior knowledge.
9. They may have limited exposure to English at home and work, and they may have jobs where they speak only in their native languages. If they have been here for a long time, they may be or have been exposed to incorrect English. They may have to “unlearn”, which is more difficult than learning.

### Learning Strategies and Motivation

10. If A1 learners have been in the USA for more than a few years, they are most likely ear learners, that is they use more listening and speaking skills than reading and writing ones and don't have opportunities to interact with technical and academic vocabulary and grammar structures.



Recent arrivals may be more eye learners, that is they have done more reading and writing with technical and academic vocabulary and grammar structures.

Naturally shy students remain mostly shy and passive in class.

Their motivation may be intrinsic or extrinsic.

## A2

### SLOs

1. A2 learners can carry on longer basic conversations about A1 topics. They can speak in full sentences on the same topics as A1. They begin to speak about their hobbies, future plans, holidays, and lifestyles. They may begin to be able to complain, perhaps limited, about their living conditions, jobs or other events in their lives, past or present. They begin to compare and contrast when speaking and writing.
2. They ask for fewer repetitions of questions and ask less often to speak more slowly with familiar topics but still need repetitions and slower speech with unfamiliar ones.
3. They speak about 80 WPM with improved word order (SVOPT) in basic sentences but not complex ones. You can still see them thinking in their native languages.
4. Given level appropriate reading and/or listening input, they begin to answer some tag questions and elaborate a little more when asked information questions. They form more grammatically correct basic questions, and they begin to ask complex questions with subordinating conjunctions about familiar topics.
5. Their vocabulary choices and grammatical patterns begin to allow them to apply their critical thinking skills. Their vocabulary begins to expand and they use more coordinating conjunctions and begin to use some subordinating conjunctions.

### Bloom's Taxonomy

6. A2 learners are at the understanding stage, when they can explain, interpret, compare, discuss, predict, describe, and give examples about familiar topics.

### Length of time in the USA and exposure to English outside of the classroom

7. They still need a translator in unfamiliar environments but may begin to ask a few questions of their own.
8. They may begin to find new ways to enjoy life in the USA. They start to activate their prior knowledge. If they have weak academic skills in their native languages, they may begin to understand that their English learning process will be different.



9. They may start listening to more English songs or watching more TV programs/videos in English. If they have jobs with limited exposure to English, they may start thinking about looking for a different job with exposure to English.

### Learning Strategies and Motivation

10. If they have completed Pre-A1 or A1 or have had some kind of formal English language learning, their motivation may be more intrinsic, and they may begin to use more eye learning strategies. Naturally shy students become less passive and more active in class.

## **B1**

### SLOs

1. B1 learners can engage in a wider range of topics than in A1 and A2, especially expressing personal opinions connected with information from reading and listening inputs. They can compare and contrast more effectively using more details. They can speak, read and write about more abstract or subjective topics, like aspirations, dreams, or opinions with simple terms.
2. They ask for repetition of questions or to speak more slowly especially when vocabulary words or grammatical patterns are used that they are not familiar with.
3. They speak about 100 WPM or less and show improvement with word order (SVOPT). When speaking and writing, their sentence structures go beyond SVO even though there may be errors. Their spoken and written fluency rely less on direct translations.
4. Given reading and/or listening input, they become more proficient at asking and answering Yes/No, Tag, and Information Questions with familiar topics such as those in A1 and A2. They are able to ask more grammatically correct questions about familiar topics but may struggle when the input is above their comprehension level, and their complex questions demonstrate a higher level knowledge of subordinating conjunctions, especially with familiar topics and they can begin to ask these questions with new and higher level listening and reading input.
5. A noticeable improvement with expressing innate critical thinking skills due to more knowledge of vocabulary, grammatical patterns and activation of prior knowledge, especially as it pertains to the culture of the USA.

### Bloom's Taxonomy

6. B1 learners are at the applying stage when they can solve, show, use, illustrate, complete, classify, compare, and design with familiar topics.



### Length of time in the USA and exposure to English outside of the classroom

7. They may not need a translator in unfamiliar environments, and if so on a limited basis.
8. They begin to find new ways to enjoy life in the USA. They begin to connect their prior knowledge to what they are learning in the classroom. If they have weak academic skills in their native languages, they start to close the gap.
9. They start listening to more English songs or watching more TV programs/videos in English. If they have jobs with limited exposure to English, they start thinking about looking for a different job with exposure to English. They begin to understand how important it is to be exposed to correct English as much as possible.

### Learning Strategies and Motivation

10. With more exposure to English, either in the classroom or at home or work, B1 learners begin to combine ear and eye learning strategies. Since it takes 20 exposures with new vocabulary items, especially technical and academic, before they are committed to long term memory, eye learning strategies become more and more important, and this goes for grammatical structures as well. These higher-level vocabulary items and grammatical structures are not frequently used in everyday conversations.

Naturally shy students are now active in class.

Their motivation leans towards the intrinsic.

## **B2**

### SLOs

1. B2 learners can express more complex viewpoints, arguments, world views and hypothetical and abstract situations and this ability is seen in reading and listening comprehension as well as written and spoken outputs. They may struggle when asked to speak and/or write about two or more related listening or reading sources.
2. They are now proficient with answering and asking a variety of questions about familiar topics but still ask for clarification when the input has academic and technical vocabulary, and the topics are not familiar to them.
3. They speak about 120 WPM or less and show improvement with word order (SVOPT), especially with adjectives and adverbs. When speaking and writing, their sentence structures (simple, compound, and complex sentences) show more variety and they take more risks as they “play” with new structures they are learning. Their spoken and written fluency has improved even though there are errors, but the errors interfere less with comprehension, and they rely less on direct translations.



4. Given reading and/or listening input, they demonstrate more control with answering and asking Yes/No, Information, and Tag questions, especially when given reading or listening input with familiar topics. They may struggle when the input is above their level or unfamiliar to them. They can ask and answer a wider variety of questions.
5. Critical thinking skills become evident with unfamiliar topics.

#### Bloom's Taxonomy

6. B2 learners are at the analyzing stage when they can analyze, explain, investigate, distinguish, justify, debate, discuss, recommend, and rate with mostly familiar topics.

#### Length of time in the USA and exposure to English outside of the classroom

7. They attempt to interact at higher levels without a translator as they have more confidence and ability.
8. They enjoy life in the USA in different ways, such as becoming friendly with native speakers and more exposure in places where there are more native speakers. They connect their prior knowledge to what they are learning in the classroom. If they have weak academic skills in their native languages, they close the gap but know there is more work to do.
9. They listen to more English songs or watch more TV programs/videos in English. If they have jobs with limited exposure to English, they actively start looking for a different job with exposure to English. They understand how important it is to be exposed to correct English as much as possible and they make more efforts to do so.

#### Learning Strategies and Motivation

10. They take more notes during class time demonstrating ear and eye learning strategies. They begin to develop strategies to remember technical and academic vocabulary and grammatical structures.

Their motivation definitely shifts to intrinsic.

Naturally shy students quickly become active participants in class.



## C1

### SLOs

1. C1 learners begin to speak and write about new topics with some fluency and spontaneity. They connect information from more than one listening and/or reading source effectively. They begin to express opinions and support them with sources with details.
2. They do not ask for repetition or to speak more slowly.
3. They speak about 140 WPM or less and demonstrate control with word order (SVOPT). When speaking and writing, their sentence structures include compound/complex sentences in addition to simple, compound, and complex. Their spoken and written fluency has improved with fewer errors and the errors do not interfere with comprehension and they do not rely on translations.
4. Given reading and/or listening input, they demonstrate more control with answering and asking Yes/No, Information, and Tag questions, with a wider range of topics even those they may not be familiar with. They can ask and answer all kinds of questions about familiar and new topics. Their complex questions show a command of subordinating conjunctions, with diverse input.
5. Critical thinking skills approach native proficiency.

### Bloom's Taxonomy

6. C1 learners are at the evaluation stage when they can judge, select, decide, justify, debate, discuss, recommend and rate.

### Length of time in the USA and exposure to English outside of the classroom

7. They no longer need translators and begin to act as them.
8. They have more exposure to correct English in various environments. They may even begin to help their children or grandchildren with homework assignments. Their prior knowledge is now an asset. If they have weak academic skills in their native languages, the gap is just about closed.
9. If they do not already have a job with native speakers by now, they will at this level if it is economically advantageous. They find new ways to interact with higher level English. They begin to close the gaps they may have with their ingrained errors if they have them and correct them, independently and if necessary with feedback from their instructors.

### Learning Strategies and Motivation

10. C1 learners not only combine eye and ear learning strategies but also begin to develop other learning styles to meet the diverse teaching styles they encounter: visual, aural, verbal, physical, logical, social, and solitary. Their motivation becomes more intrinsically driven. If given opportunities to interact with lower-level learners, they serve as role models.



## C2

### SLOs

1. C2 learners speak and write about new topics with fluency, spontaneity and accuracy. Their proficiency is near or equal to that of native English speakers
2. Some people may ask them to speak more slowly or to repeat questions.
3. They speak about 160 WPM or less and control word order (SVOPT).
4. Given reading and/or listening input, familiar or new, their output is near native.
5. Critical thinking skills are native proficiency.

### Bloom's Taxonomy

6. C2 learners are at the creation stage when they can create, invent, compare, predict, plan, imagine, construct and design.

### Length of time in the USA and exposure to English outside of the classroom

7. They are translators now.
8. They have full exposure to correct English and encourage their friends to do the same. They are able to help their children or grandchildren with homework assignments. They are proud to share their prior knowledge. If they have weak academic skills in their native languages, the gap is closed.
9. They encourage their friends to find a job with native speakers if it is economically advantageous. They motivate their friends to look for different ways to interact with English. They have closed the gaps with their ingrained errors if they had them.

### Learning Strategies and Motivation

10. C2 learners can adapt to various teaching styles and are intrinsically motivated. They serve as superb role models as they motivate others.

Learners' ability to understand input and express output are characterized by the above.

