

READING SKILLS CHECKLIST

Teacher: _____

Class: _____

Date: _____

Instructions: *Please check the category which best describes the student's reading skills.*

___VII. The student is capable of reading at a rate that would enable him or her to handle a full course load at a university. The student understands general academic material with native-like comprehension, and requires only some use of an English dictionary for non-content-specific vocabulary. He/she demonstrates the ability to separate generalizations from details and identify main ideas; to recognize the writer's purpose, audience and point of view; to make conclusions, predictions, and basic inferences; and to separate fact from opinion and his/her own opinion from the text. The student demonstrates the ability to analyze, synthesize, and evaluate reading texts. The student is recommended for university study.

___VI. The student reads at a rate that would make it difficult or unlikely for him or her to complete assigned reading tasks at the university within the time limits normally allowed native English-speaking students. The student relies heavily on the use of an English dictionary for non-content-specific vocabulary. He/she is usually able to understand the main ideas and important details in general expository and academic material in his/her area. He/she demonstrates some ability to separate generalizations from details and identify main ideas; to recognize the writer's purpose, audience, and point of view; to make conclusions, predictions, and basic inferences; to separate fact from opinion and his/her own opinion from the text. The student demonstrates some ability to analyze, synthesize, and evaluate text materials. The student could be recommended for part-time university study, (up to half load), provided he/she receives ongoing ESL support.

___V. The student reads at a rate that would make it unrealistic or impossible for him or her to complete assigned reading tasks at the university within the time limits normally allowed native English-speaking students. The student can usually understand the main ideas and important details in most general expository material, such as that in magazines. He/she requires the use of a bi-lingual dictionary when reading academic materials. The student displays limited familiarity with text organizations, though he/she demonstrates some ability to identify main ideas and separate them from details and to make conclusions, predictions, and basic inferences. The student's ability to identify the writer's purpose, audience, and point of view and to read critically is limited. The student could be recommended only for listener status in a university class.

___IV. The student reads at a rate that would make it impossible for him or her to complete assigned reading tasks at the university within the time limits normally allowed native English-speaking students. He or she can usually understand simple non-adapted general expository material and narratives. With non-adapted academic material, the student has significant difficulty. The student makes constant use of an English or bilingual dictionary while reading. He/she has limited ability to read critically and limited familiarity with text organizations. Identifying main ideas and separating them from details may prove difficult. The student is not recommended for university study.

___III. The student's reading rate is significantly slower than a rate which would enable him or her to pass a university class. He/she is capable of understanding many simple, adapted expository and narrative materials. The student demonstrates limited exposure to various text organizations and little ability to read critically. The student is not recommended for university study.

___II. The reader's vocabulary has not developed to the point at which he/she could be expected to understand a simple, unadapted text without the use of a bilingual dictionary. The student could not realistically be expected to read critically at this point, and is primarily decoding and mentally translating words, phrases and sentences to construct meaning. The student is not recommended for university study.

___I. The student has virtually no experience with reading English texts, adapted or unadapted, and could not be expected to be able to complete even the simplest of tasks, such as reading and filling out a simple form, without help. The student is not recommended for university study.

COMMENTS:

WRITING SKILLS CHECK LIST

Teacher: _____

Class: _____

Date: _____

Please check the category which best describes the student’s writing skills.

The following descriptions of ESL writing skills are based on the curricular objectives of the English language Institute of the University of Delaware. The terms “ competent” and “ incompetent” refer to the standard of university-level writing.

____ VII. The student’s writing demonstrates competence on both the rhetorical and syntactic levels, though it may have occasional errors. A college instructor with little or no training in ESL would be able to understand and accept assignments written at this skill level as adequate. His/her writing is well organized and well developed, effectively addresses the writing tasks; uses appropriate details to support a thesis or illustrate ideas; shows unity, coherence, and progression; demonstrates syntactic variety and appropriate word choice; and displays consistent facility in the use of language. The student is recommended for university study.

____ VI. The student’s writing demonstrates general competence both on the rhetorical and syntactic levels despite its flaws. However, it might well be seen as inadequate by a college instructor. His/her writing is generally well organized and well developed though it may lack sufficient details. It shows unity, coherence, and progression, demonstrates some syntactic variety and range of vocabulary and displays general facility in language, but may address some parts of the task more effectively than others. Although the writer shows potential, he or she would probably not be able to write well enough to successfully meet the standards required in a university class. The student is not recommended for full-time university study, but may be allowed to do part time university course work (up to half load), provided he/she receives ongoing ESL support.

____ V. The student’s writing demonstrates limited competence on both the rhetorical and syntactic levels. His/her writing is adequately organized, uses some details to support a thesis or illustrate ideas, demonstrates adequate but inconsistent facility with syntax and usage, and may contain some serious errors which may obscure meaning. Although his/her writing addresses the task adequately, it may slight or ignore parts of the topic. The student is not recommended for university study, but may be permitted to audit a class for no credit.

____ IV. The student’s writing demonstrates some developing competence but is flawed on both the rhetorical and syntactic level. Weaknesses may include inadequate organization or development, failure to support or illustrate generalizations with appropriate or sufficient detail, simplistic sentence structure, frequent inappropriate choice of words, and a pattern or accumulation of errors in usage or sentence structure. The student is not recommended for university study.

____ III. The student’s writing does not demonstrate competence. At this stage in the student’s skill development, weaknesses may include disorganization or very little development; little or no detail or irrelevant specifics; serious and frequent errors in mechanics, usage, or sentence structure. The student is not recommended for university study.

____ II. The student’s writing does not demonstrate competence as he or she is only beginning to develop his or her writing skills. Writing at this level is very underdeveloped, may have persistent grammatical errors and inaccurate word choice, and is sometimes illogical or incoherent. The student is not recommended for university study.

____ I. The student has not yet developed any measurable writing skill in English and may be unable to respond to a simple writing task. The student may be unfamiliar with the alphabet, capitalization rules, punctuation rules, or simple sentence syntax. The student’s vocabulary has not developed to the extent that he or she can use written English in any meaningful way. The student is not recommended for university study.

COMMENTS:
