Course Objectives, Student Learning Outcomes, and Promotion Requirements

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Interpretation of Achievement Scale – Reading Level 3

The goals of Reading Level 3 are for students to demonstrate the ability to effectively and efficiently apply the reading strategies necessary to obtain meaning from both social studies-based texts and short fiction, to continue to strengthen techniques and strategies necessary for comprehension of academic texts, and to increase vocabulary-acquisition strategies. By the end of Reading Level 3, students will be able to:

--Read and comprehend level-appropriate texts. (R3.1-R3.13)

--Demonstrate increased vocabulary knowledge and usage. (R3.4; R3.6-R3.9)

--Develop and share their interpretations, opinions, and cultural perspectives about selected fictional readings. (R3.1-R3.13)

Reading Level 3 Teaching Objectives:

(Both Pre- and Post-Midterm)
1. Familiarize students with the basic vocabulary and grammatical structures relevant to social studies-based literature:
    1.1. Use context clues.
    1.2. Differentiate between skimming and scanning for meaning.
    1.3. Increase reading speed.
    1.4. Analyze and synthesize information from different sources.
    1.5. Reinforce long-term reading memory through SSR.
2. Enable students to recognize different types of reading and to facilitate the practice of the appropriate corresponding strategies:
    2.1. Engage in pre-reading activities.
    2.2. Skim.
    2.3. Scan.
    2.4. Read critically.
    2.5. Make predictions.
    2.6. Engage in inferences reading.
    2.7. Recognize transition signals and their effect on meaning.
    2.8. Distinguish the main idea from details or topics.
    2.9. Encourage general comprehension over individual word translation.
3. Increase students' acquisition of active and passive vocabulary:
    3.1. Recognize roots and affixes common to English.
    3.2. Understand dictionary citations.
    3.3. Discern meaning from context.
4. Engage students in a discussion of the texts read:
    4.1. Build schema.
    4.2. Recognize situation-specific vocabulary.
    4.3. Recognize idioms.
    4.4. Summarize information.
    4.5. Engage in group work.

Course Evaluation

Tests	40%
Quizzes	15%
Comprehensive Midterm Exam	20%
Comprehensive Final Exam	25%

Reading Level 3 Student Learning Outcomes to Formally Assess:

Students will be able to:
- Accurately identify main ideas in a level-appropriate text. (R3.1)
- Make logical predictions about what might happen next in level-appropriate texts. (R3.2)
- Make accurate inferences based on the information received in level-appropriate texts. (R3.3)
- Accurately recognize transition signals and articulate their effect on meaning in reading passages. (3.4)
- Accurately distinguish main ideas from major and minor supporting details in reading passages. (R3.5)
- Recognize and correctly identify roots and affixes common to English in target vocabulary. (R3.6)
- Correctly use situation-specific vocabulary in sentences. (R3.7)
- Correctly identify idioms in level-appropriate texts text. (R3.8)
- Use context clues to determine the correct meaning of unfamiliar vocabulary text. (R3.9)
- Efficiently skim longer texts to correctly identify the central point and main ideas. (R3.10)
- Efficiently scan longer texts for specific information. (R3.11)
- Analyze and synthesize material from different sources. (R3.12)
- Create coherent outlines and/or maps to build understanding of a text. (R3.13)

Grading Scale

EXCELLENT		GOOD		AVERAGE		REPEAT	
A+	98-100	B+	88-91	C+	78-81		
A	95-97	B	85-87	C	74-77	R	0-70
A-	92-94	B-	82-84	C-	71-73		
The student demonstrates level-appropriate English ability that is almost always accurate and is characterized by a strong competence in the SLOs listed above.		The student demonstrates level-appropriate English ability that is generally accurate and is characterized by a competence in the SLOs listed above.		The student demonstrates level-appropriate English ability that is somewhat accurate and is characterized by an emerging competence in the SLOs listed above.		The student does not demonstrate level-appropriate English ability and is incompetent in the SLOs listed above.	

Reading Level 3 Requirements for Promotion

1. Students must pass the class with a cumulative grade of C- (71%) or better.