

The English/Reading rubrics include two new columns (domains) incorporating reading and critical thinking outcomes as well as 21<sup>st</sup> century skills such as use of technology and teamwork. These additions create better alignment with the Educational Functioning levels (EFLs) and reviewers indicated the additions were positive improvements updating existing curricular consideration. Within each level, not ALL outcomes will be addressed in every course and some courses may address multiple levels but coding would relate to the highest level outcomes. That is, upon completion of this course, the student will be able to:

The English areas below are not isolated tasks but rather outcomes that should be integrated within each level.

English	Writing Assignments	Reading/Critical Thinking	Organization Development, and Thesis/Central Idea	Mechanics, Grammar, and Syntax	Research and Resources	Additional Considerations, Voice, Technology, and Teamwork
<b>Transfer Level (C-ID)</b>						
Transfer level Freshman Composition or English 1 A  Source: C-ID IMPAC and EFLs	Write an analysis of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.  Write a well-developed, researched argumentative essay and other writings using evidence from other sources to support one's findings and assertions.  Write timed/in-class essays and other writings exhibiting control of mechanics, organization, and development.	Examine challenging, college level texts using critical analysis and active reading strategies.  Analyze, evaluate, and think critically about a variety of primarily non-fiction texts for their rhetorical and technical merits, with consideration of the principles of unity, coherence, tone, persona, purpose, methods, and the effects on a target audience.  Analyze stylistic choices in one's own and others' writing.	Organize essays around arguable theses and central ideas.  Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.  Apply varied and flexible strategies for generating, drafting, and revising essays.	Proofread and edit essays for presentation so they mostly exhibit no disruptive errors in English grammar, usage, or punctuation.  Use appropriate and varied sentence structures consistently, with college-level diction and vocabulary.	Conduct long research projects, using complex primary and secondary sources in historical, scientific, or technical texts.  Find, evaluate, and analyze print and online information to determine credibility.  Incorporate credible sources into written essays using appropriate documentation format.  Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.	Integrate and evaluate multiple sources of information presented in diverse media.  Display flexibility, integrity, and initiative when collaborating as an effective team member.  Manage time and resources wisely to contribute to overarching goal(s) and meeting deadlines.  Use digital and print media strategically in support of ideas, research, and analysis.  Address specific audiences using an appropriate voice and level of formality.

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<b>CB21 A or Level 6-Secondary (1 level below transfer)</b>						
English CB21 - A 1 level prior to transfer EFL level 6 Lexile Measure 1185-1385	Write essays that make an argument using information from one or more informative sources, including primary and secondary sources.  Write essays and other class assignments that demonstrate organizing, composing, revising, editing, and time management skills in the writing process.	Use appropriate level texts and active reading strategies to connect and accurately interpret information.  Analyze the cumulative impact of specific word choices on meaning and tone.  Evaluate arguments and specific claims, assessing whether the reasoning is sound.  Analyze author's tone, purpose, or stance.  Present findings and supporting evidence clearly, concisely, and logically so that the audience can follow the line of reasoning.	Organize relationships among the claim(s), counterclaim(s), and evidence to amplify a central claim or thesis.  Supply evidence for claims and counterclaims, identifying strengths and limitations that anticipate the audience's knowledge level and concerns.	Proofread and edit essays so they exhibit few errors that interfere with meaning in English grammar, usage, or punctuation.  Use appropriate and varied transitions to clarify the relationships among complex ideas and to link major sections.  Construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college level diction.	Conduct short research projects that require the synthesis of multiple sources to make informed decisions and to solve problems.  Evaluate the credibility of each source in answering the research question.  Cite effective and appropriate evidence for findings and assertions to make sound decisions and solve problems.  Exhibit emerging competence with documentation methods and usage of outside sources.	Maintain a formal style, addressing specific audiences using an appropriate voice for those readers using the norms and conventions of the discipline in which they are writing.  Employ technology to link to other information and display information flexibly and dynamically.  Participate in a thoughtful exchange of ideas as a member of a team.  Manage time and resources to meet goals and deadlines. Use print and digital media to support ideas.

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<b>CB21 B or Level 5-High Intermediate (2 levels below transfer)</b>						
English CB21 - B 2 levels prior to transfer  EFL Level 5  Lexile Measure 1050-1335	Write essays with a central idea and paragraphs, using a variety of rhetorical strategies and information from other sources.  Strategize and execute a plan in response to a writing prompt with help.  Summarize, analyze, and make a simple synthesis between two readings or ideas.  Complete in-class essays and other writings that demonstrate time management skills in the writing process.	Use appropriate level texts, increasing facility with vocabulary and active reading strategies.  Identify an author's purpose and distinguish between a personal stance and the author's point of view.  Evaluate the validity of specific claims and identify false statements.  Provide an objective summary of a text.  Analyze central ideas and explain how they are refined by particular sentences, paragraphs, or portions of text.	Examine a topic through the effective selection, organization, and analysis of sufficient relevant facts, suitable to the audience's knowledge of the topic.  Introduce and distinguish statements from alternate or opposing claims, with clear reasons and sufficient evidence.  Present oral findings and supporting evidence such that listeners can follow the reasoning.	Proofread and edit essays so they exhibit few errors that interfere with meaning in English grammar, usage, or punctuation.  Use appropriate transitions, mostly consistent style, and tone to link major sections of the text to establish clear relationships among claims and evidence.  Use appropriate language and domain-specific vocabulary to manage the complexity of the topic.  Determine the cumulative impact of specific word choices on meaning and tone.	Conduct short research projects to make informed decisions and to solve problems.  Draw evidence from more than one text to support an analysis.  Assess the accuracy of each source and communicate the data and conclusions of others.  Cite evidence for findings and assertions to make informed decisions and solve problems.	Direct essays to a specific audience using a consistent voice.  Translate quantitative or technical information expressed in words into visual form (e.g. a table or chart and visual information into words).  Collaborate as a member of team by building on others' ideas.  Take advantage of technology appropriate to the audience.

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<b>CB21 C or Level 4-Middle Intermediate (3 levels below transfer)</b>						
English CB21 – C  3 levels prior to transfer  EFL Level 4  Lexile Measure 925-1185	Write short, topic-based essays with a main idea.  Write guided assignments based on a variety of prompts that attempt to organize, compose, revise, and edit.	Read and comprehend appropriate level texts that include academic vocabulary.  Analyze the impact of specific word choice on meaning and tone.  Summarize and analyze central ideas and connections.  Identify the point of view of the text.  Evaluate how multiple texts address similar themes.	Locate and organize information to support a central idea.  Introduce and acknowledge alternate claims.  Examine a topic through the selection, organization, and analysis of relevant facts and information.  Clarify relationships among ideas, reasons, and evidence.	Produce writing without many basic errors in English grammar, usage, or punctuation.  Use transitions and logical progression of ideas.  Maintain consistency in style and tone.  Use specific word choices appropriate for the topic, purpose, and audience.	Conduct short research projects, drawing on several sources for evidence to support an analysis.  Use sources provided and communicate the conclusions of others.	Direct essays to an audience considering voice.  Use technology to write and to cite sources.  Collaborate for teamwork.  Present knowledge in a variety of contexts and tasks.

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<b>CB21 D or Level 3-Low Intermediate (4 levels below transfer)</b>						
English CB21 - D 4 levels prior to transfer EFL level 3 Lexile Measure 740-1010	Write opinion pieces, supporting a logically ordered point of view with facts and reasons.  Produce informative paragraphs developing a topic with concrete facts and details.  Write guided assignments.	Read appropriate level texts and identify the variety of purposes for writing.  Summarize central ideas and explain how they are supported by key details.  Interpret information in print and digital media to find an answer to a question or to solve a problem.	Use well-organized multi-paragraphs to convey information clearly.  Summarize or paraphrase information from multiple texts and provide a list of those sources.  Use details to support a central idea.	Link ideas and reasons with words, phrases, and clauses.  Identify and attempt to correct basic errors in English grammar, usage, or punctuation.	Conduct short research projects, using online and print sources.  Use evidence from several texts.  Identify and use evidence for findings and assertions.  Explain how each claim is supported by reasons and evidence.	Use a clear writing voice.  Use technology to write and collaborate with others.  Contribute to teamwork.  Report on a topic, sequencing ideas with facts.

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<b>CB21 E or Level 2-Beginning Basic (5 levels below transfer, generally not used for credit courses)</b>						
CB 21 – E  5 levels prior to transfer  EFL level 2 Lexile Measure 420-820	Write opinion pieces or simple informative texts, supporting a point of view with reasons.  Write narratives with details that describe actions, thoughts, and feelings.	Read level-appropriate texts with accuracy, appropriate rate, and expression.  Determine main ideas and the author’s purpose.  Show how key details support the main idea.  Contrast key details in two texts on the same topic.  Distinguish their own point of view from that of the author.	Examine a topic and convey information clearly.  Take brief notes from print and digital sources, and sort evidence into provided categories.	Use transition and temporal words to link ideas and signal event order.	Conduct short research projects and summarize learning.  Use print and digital search tools to locate information relevant to a given topic.	Use technology to write and collaborate with others.  Participate in conversations.  Report on a topic with appropriate facts.  Provide requested detail or clarification.

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<b>CB21 F or Level 1-Beginning Literacy (6 levels below transfer, generally not used for credit courses)</b>						
CB 21 – F 6 levels prior to transfer EFL Level 1 No Lexile Measure	Write simple informative paragraphs, examining a topic.  Write complete sentences to describe people, places, and things.	Read appropriate level texts determining main ideas and asking and answering questions about texts.  Use illustrations to describe key ideas. Use print and digital text to locate key facts or information.  Listen to text above their current reading level and identify the main ideas.	Use simple transition words and phrases to signal event order.	Write basic sight words and phrases, while composing simple sentences or phrases.	Gather and use information from print and digital sources.	Participate in conversations of short duration.  Collaborate in groups.  Respond to the comments of others.