



Basic B

Class Books: Basic English Grammar Vol. B , Fourth Edition - © 2014, 2006, 1996, 1984 by Betty Schramper Azar
NorthStar Listening & Speaking Level 1, Fourth Edition - © 2015 by Pearson Education, Inc.
Word by Word Picture Dictionary Workbook , Second Edition - © 2006 by Prentice Hall Regents Pearson Education, Inc.

9 Weekly Grades:

- In each area: Speaking, Listening, Reading, Writing, Grammar, Vocabulary, Participation, Cooperation & Homework.
- Show your progress in each of these areas. If you have any concerns regarding your progress, speak with your teacher and/or your academic advisor.
- Come from numerical scores (0-100%) received on the weekly progress assessments. See assessment days on the block schedule located on the cork board in your classroom. If you are absent and want to schedule a make-up assessment, please speak with your teacher.
- Grades of 70% or higher represent normal progress. If most of your grades are 90% or higher, this could show that it's time to move up (see Level Up below).
- Will be posted on your CEL App 7-13 days after. You must speak with the Student Services Team within 4 weeks if you see a mistake in your grades.

Level Grades: Students who are at CEL for eight or more weeks will receive a transcript on their last week.

Represent the sum of your weekly grades at the level and will be given as letters according to the scale below. If you have any concerns about the grades on your transcript, please speak with your academic advisor.

Letter Grade	Percentage Points %	Letter Grade	Percentage Points %	Letter Grade	Percentage Points %
A+	97-100	B	83-86	C-	70-72
A	93-96	B-	80-82	D	60-69
A-	90-92	C+	77-79	F	Below 60
B+	87-89	C	73-76		

Level Progression: Average time to complete each level is between 8-12 weeks.

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Student Learning Outcomes:

Speaking (Interaction and Production):

1. Students can ask and answer questions on simple and direct information related to familiar topics and activities.
2. Students can discuss everyday, practical topics such as making plans for the evening or weekend, giving and following simple directions, or deciding what to do next.
3. Students can engage in very short social exchanges although they may be unable to initiate more conversation.
4. Students can interact with some ease in structured social exchanges such as greeting others or making and responding to invitations, suggestions, introductions and apologies.
5. Students can talk about likes and dislikes, make basic comparisons, agree or disagree with others, and express how he/she feels in simple terms.
6. Students can ask for repetition when he/she does not understand.
7. Students can present a series of simple sentences and basic phrases to talk about familiar or everyday topics such as describing themselves, people, and familiar places or talking about school, work, daily routine and hobbies.
8. Students can present a short, basic description of events, activities or personal experiences.
9. Students can accurately use target vocabulary and grammar when speaking.

Listening:

1. Students can identify and extract the main points in short, clear, simple discussions, conversations, recorded listening passages, messages, and announcements.
2. Students can identify and extract the main idea of frequently used phrases and expressions related to areas of immediate personal relevance such as personal and family information, shopping, employment, and the local environment.
3. Students can follow simple directions or instructions.
4. Students can identify the main idea from a brief video segment where the visuals support the audio.

Reading:

1. Students can find specific, predictable information in simple everyday materials such as advertisements, online, magazine or newspaper articles, blogs, menus, and schedules.
2. Students can identify the main ideas in short, simple texts and personal communications.
3. Students can read and follow basic directions, instructions, signs, and notices.

Writing:

1. Students can write short, simple notes or messages and very simple, personal letters (e.g. a thank you note, short email, or postcard).
2. Students can write a straightforward connected text on a range of familiar subjects or topics of personal interests such as their family, everyday aspects of his/her environment, educational background, present or most recent job, or a short basic description of events, past activities or personal experiences.
3. Students can write a well structured paragraph using basic connector words like “and”, “but” and “because”.

4. Student can accurately use target vocabulary and grammar in their writing.