WRITING STAGE ONE: BASIC PROFICIENCY

 B 1 Developmental:

* learner can write down basic personal identification information
* learner can copy/record time, addresses, names, numbers, etc.
* learner can write a small number of familiar words, simple phrases and sentences about self,

related to immediate needs

 B 2 Progression:

* learner can write a few sentences and phrases about self and family or other familiar information
* learner can copy basic factual information from other materials
* learner can write a number of one-clause sentences about self and family
* learner can write down a simple set of instructions

 B 3 Accomplished:

* learner can effectively write simple ideas and information about personal experience within

predictable contexts

* learner can write simple descriptions and narration of events
* learner can write simple messages
* learner can take slow, simple dictation with frequent repetitions
* learner shows ability to use one clause sentences or coordinated clauses with basic tenses

#  WRITING STAGE TWO: INTERMEDIATE PROFICIENCY

 I 1 Developmental:

* learner demonstrates developmental level of ability in performing moderately complex

writing tasks

* learner can effectively convey ideas, opinions, feeling, or experiences in a simple paragraph
* learner can write short letters and notes on a familiar topic
* learner can take simple dictation with occasional repetitions at a slow to normal rate of speech
* learner can write a short routine report on a familiar topic

 I 2 Progression:

* learner demonstrates an enhanced ability in performing moderately complex writing tasks
* learner can effectively convey familiar information in familiar standard formats
* learner can write one- or two-paragraph letters and compositions
* learner can reproduce information received orally or visually and can take simple notes from

short oral presentations or from reference materials

* learner can join two or three paragraphs into a larger text
* learner often produces written work patterns that are typical of English structures; text structures

longer than a paragraph may seem “stilted” to a native reader

 I 3 Accomplished:

* learner demonstrates accomplished ability in performing moderately complex writing tasks
* learner can link sentences and paragraphs to form coherent texts to express ideas on familiar

topics

* learner can write down a set of simple instructions based on clear oral communication
* learner can extract key information and relevant detail from a page-long text and write an

outline or summary

* learner demonstrates good control over common sentence patterns

 WRITING STAGE THREE: ADVANCED PROFICIENCY

 A 1 Developmental:

* learner can write formal and informal tests needed for complex routine tasks in some demanding

contexts of language use

* learner can write to offer and request information, clarification, confirmation and to express feelings,

opinions, and ideas

* learner can write a coherent essay, paper, or report
* grammatical errors and errors in word combinations still occur
* learner can effectively proofread and revise own text with occasional input from others

 A 2 Progression:

* learner can write to inform, express opinions, communicate solutions and decisions or persuade

familiar and unfamiliar audiences

* learner can analyze extensive information and ideas from multiple sources for other people’s use
* learner can take notes/minutes from meetings on a wide range of topics
* learner can write an interesting essay, story, or report on a diverse range of topics
* learner can demonstrate very good control of grammar, vocabulary, and organization. Occasional

errors are minimal

 A 3 Accomplished:

* learner can write complex original formal texts needed for very complex or specialized tasks in

demanding contexts of language use

* learner can produce effective and stylistically polished essays, reports, or documents appropriate

to purpose and audience

* learner can effectively proofread, revise, and edit all aspects of texts, using own resources
* learner can demonstrate excellent control over grammar, vocabulary, and organization. Errors are

rare and minimal