

Coding the Student Progress Pathway through Basic Skills English, ESL, Mathematics and Reading Courses in California Community Colleges

Current CB 21 coding by discipline:

Discipline	Credit	Noncredit
Math	Four levels CB 21 A, B, C, D	Six levels CB 21 A, B, C, D, E, F
English	Four levels CB 21 A, B, C, D	Seven levels CB 21 A, B, C, D, E, F, G
Reading	Four levels CB 21 A, B, C, D	Five levels CB 21 A, B, C, D, E
ESL	6 levels ESL Reading CB 21 A, B, C, D, E, F	8 levels ESL Integrated CB 21 A,B,C,D,E, F, G, H Includes vocational and Cultural skills
	6 levels ESL Writing CB 21 A, B, C, D, E, F	
	6 levels ESL Speaking & Listening CB 21 A, B, C, D, E, F	

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Final Rubrics for CB 21 Coding Updated August 2009

Final English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<p>Transfer level Freshman Composition or English 1 A</p> <p>Source: IMPAC Document w/ minor revisions</p>	<p>Write a unified, well-developed essay, consisting of introduction, body, and conclusion, with an arguable thesis and persuasive support</p> <p>Use a variety of rhetorical strategies, which may include argument, analysis, textual analysis, comparison/contrast, and causal analysis.</p>	<p>Analyze and evaluate a variety of primarily non-fiction texts for their rhetorical and technical merit, with consideration of the principles of unity, coherence, tone, persona, purpose, methods, and the effects on a target audience.</p>	<p>Demonstrate a sophisticated awareness of audience using a consistent voice.</p>	<p>Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.</p>	<p>Employ a variety of sentence structures consistently, using college level diction.</p>	<p>Proofread, and edit essays for public presentation so they exhibit no gross errors in English grammar, usage, or punctuation.</p>	<p>Find, read, analyze, interpret, use, synthesize & evaluate outside sources, including online information.</p> <p>Incorporate sources as appropriate.</p> <p>Use MLA or APA documentation format.</p>
<p>Credit English CB21 - A</p> <p>1 level prior to transfer</p>	<p>Write essays including argumentation which integrate & synthesize course readings & are clearly focused, fully developed & logically organized.</p> <p>Produce in-class essays that demonstrate organizing, composing, revising, editing & time management skills.</p>	<p>Analyze and paraphrase texts, drawing a conclusion, making generalizations and analyzing arguments.</p> <p>Apply reading skills to multiple texts.</p>	<p>Write essays to specific audiences using an appropriate voice for those readers.</p>	<p>Formulate an essay with a thesis statement or central idea.</p> <p>Organize essays in which the topic sentences and paragraph details support the thesis.</p>	<p>Construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college level diction.</p> <p>Uses strategies to tackle unfamiliar vocabulary.</p>	<p>Proofread, and edit essays for public so they exhibit few gross errors in English grammar, usage, or punctuation.</p>	<p>Identify & evaluate supporting evidence.</p> <p>Demonstrate and apply an emerging competence with documentation methods and simple usage of outside sources.</p>

Final Rubrics for CB 21 Coding Updated August 2009

Final English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<p>Credit English</p> <p>CB21 - B</p> <p>2 levels prior to transfer</p>	<p>Write coherent essays and paragraphs, about course readings and/or other subjects.</p> <p>Demonstrate the ability to summarize, analyze and make a simple synthesis between two readings or ideas.</p> <p>Complete in-class writings that demonstrate some organizing, composing, revising, editing and time management skills.</p>	<p>Read, identify, and summarize short expository texts for the purposes of writing and discussion.</p> <p>Distinguish between fact and opinion, identify author's purpose and recognize author's tone.</p>	<p>Direct writings to a specific audience using a fairly consistent voice.</p>	<p>Construct writings with a central idea and paragraphs that support it.</p> <p>Write paragraphs with supporting sentences that relate to the topic sentence.</p>	<p>Recognize and begin to apply sentence variety and appropriate word choice.</p> <p>Demonstrate an awareness of and emerging competence with vocabulary strategies.</p>	<p>Proofread and edit their essays for public presentation.</p> <p>Identify some errors in English grammar, usage, or punctuation.</p>	<p>Use some outside sources and begin to use quotes to attribute those sources.</p> <p>Differentiate between one's own ideas and those of others.</p>
<p>Credit English</p> <p>CB21 – C</p> <p>3 levels prior to transfer</p>	<p>Write short, topic-based papers with a main idea.</p> <p>Write guided in-class assignments based on a variety of prompts that attempt to organize, compose, revise and edit.</p>	<p>Read relevant texts and learn to respond in writing with clarity and commitment.</p> <p>Identify the author's purpose and conclusions.</p> <p>Express personal opinions about texts.</p>	<p>Direct writings to an audience considering voice.</p>	<p>State a topic and use details to support a central idea.</p>	<p>Apply basic sentence variety.</p> <p>Recognize the importance of accurate word choice.</p> <p>Distinguish between standard American English and vernacular.</p>	<p>Identify basic errors in English grammar, usage, or punctuation.</p> <p>Construct writings w/ mostly effective sentence structure.</p>	<p>Use a variety of outside sources.</p>

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Final English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ central idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Credit English CB21 - D 4 levels prior to transfer	Write short, topic-based assignments with a main idea. Write guided in-class assignments,	Read, identify, summarize & restate the main idea of the text in writing. Identify the author's write for different purposes with guided assistance from the instructor. Express personal opinions about reading.	Demonstrate the use of a writing voice.	Use details to support a central idea.	Recognize and imitate basic sentence models. Use familiar vocabulary correctly. Identify slang.	Write grammatically correct simple sentences.	Identify a variety of outside sources.

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Noncredit/ABE/ASE English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
English 1 A Source: IMPAC Document w/ minor revisions Transfer level	Write a unified, well-developed essay, consisting of introduction, body, and conclusion, with an arguable thesis and persuasive support Use a variety of rhetorical strategies, which may include argument, analysis, textual analysis, comparison/contrast, and causal analysis.	Analyze and evaluate a variety of primarily non-fiction texts for their rhetorical and technical merit, with consideration of the principles of unity, coherence, tone, persona, purpose, methods, and the effects on a target audience.	Demonstrate a sophisticated awareness of audience using a consistent voice.	Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.	Employ a variety of sentence structures consistently, using college level diction.	Proofread, and edit essays for public presentation so they exhibit no major syntactical errors in English grammar, usage, or punctuation.	Find, read, analyze, interpret, use, synthesize and evaluate outside sources, including online information. Incorporate sources as appropriate. Use MLA or APA documentation format.
Noncredit and ASE/ABE Rubric follows							
Noncredit ABE/ASE English CB21 - A 1 level Prior to Transfer (12th grade HS Senior English)	Write a non formulaic expository essay synthesizing multiple works of literature. Write persuasive essays. Create a cover letter and resume. Write scholarship & internship applications, personal statements and autobiography.	Read level-appropriate literature, articles, etc.	Identify different audiences and choose an appropriate voice for each group.	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays. <i>(same as below)</i>	Choose effective diction appropriate to college-preparatory composition. Structure sentences to express complex ideas.	Compose, edit and revise written responses, letters, reports, and/or essays.	Use outside resources as applicable for essays.

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Noncredit/ABE/ASE English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Noncredit ABE/ASE English CB21 - B 2 levels Prior to Transfer (11 th grade HS Junior English)	Write a non-formulaic expository essay synthesizing one work of literature. Write a letter of interest for employment.	Read level-appropriate literature, articles, etc.	Awareness of point of view. <i>(same as below)</i>	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays. <i>(same as below)</i>	Integrate concepts and ideas with effective word choice and complex sentence types.	Review and proofread compositions for errors in English grammar, syntax usage, spelling and punctuation.	Use outside resources as application for essays.
Noncredit ABE/ASE English CB21 - C 3 levels Prior to Transfer (10 th grade Sophomore English)	Write expository essays analyzing appropriate-level literature, i.e., compare and contrast, and cause and effect essays.	Read level-appropriate literature, articles, etc.	Awareness of point of view. <i>(same as below)</i>	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays. <i>(same as below)</i>	Demonstrate effective use of active and passive voice. Apply sentence boundary concepts such as fragments, run-ons and comma splices.	Identify basic errors in English grammar usage and punctuation.	Learn to access the library, a computer, and the Internet.

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Noncredit/ABE/ASE English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
Noncredit ABE/ASE English CB21 – D 4 levels Prior to Transfer (9th grade Freshman English)	Write expository essays summarizing appropriate-level literature.	Read level-appropriate literature, articles, etc.	Awareness of point of view. <i>(same as below)</i>	Use paragraph-level transitions. Apply proof-reading and editing skills. Select and organize relevant information to maintain paragraph unity and coherence within essays.	Use of more advanced qualifiers and sentence construction. Build vocabulary and usage bank.	Demonstrate appropriate use of parts of speech and punctuation.	Incorporate resources as appropriate.
Noncredit ABE/ASE English CB 21 – E 5 levels prior to Transfer (Grades 7-8)	Write a simple, logically structured 3 to 5 paragraph composition Write a minimum of basic narrative and descriptive essays. Write a business letter. Fill out a job application.	Read level-appropriate books, short stories and essays.	Awareness of point of view.	Compose separate paragraphs for introduction, body, and conclusion. Develop and support a thesis statement. Begin using transitional words. .	Use appropriate word choice. Distinguish between figurative and literal language. Use a variety of sentence types.	Use standard punctuation, including quotations and semicolons in addition to forms previously learned. Proofread for and write grammatically correct sentences (including verb forms).	Use online research for topics, writing resources, etc. Use workplace documents. Use encyclopedias

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Noncredit/ABE/ASE English WRITING RUBRIC

English	Writing Assignments	Reading	Voice Audience	Organization Development, and Thesis/ Central Idea	Sentences and Vocabulary	Mechanics and Grammar	Resources
<p>Noncredit ABE/ASE English</p> <p>CB 21 - F</p> <p>6 levels prior to Transfer - (Grades 4 -6)</p>	<p>Write a 3 to 8 sentence paragraph with a topic sentence, supporting details and conclusion.</p> <p>Write a personal letter.</p>	<p>Read level - appropriate fiction and non-fiction passages.</p>	<p>Demonstrate awareness of audience.</p>	<p>Employ the writing process to develop organized level-appropriate paragraphs.</p>	<p>Use compound and complex sentences with level-appropriate vocabulary.</p> <p>Use a variety of sentence types e.g. declarative, interrogative, imperative and exclamatory.</p>	<p>Use basic standard writing conventions (e.g., basic comma rules, apostrophes, etc.)</p> <p>Apply more advanced spelling rules and use homophones correctly.</p> <p>Identify subject and predicate.</p> <p>Use present, past and future verb tense with standard subject /verb agreement.</p>	<p>Use a dictionary, thesaurus, and encyclopedias.</p>
<p>Noncredit ABE/ASE English</p> <p>CB 21 – G</p> <p>7 levels prior to Transfer (Grades 0-3)</p>	<p>Write letters of alphabet, basic sight vocabulary, Write sentences from dictation. Compose simple complete sentences.</p> <p>Complete simple forms (e.g., basic information, library card, simple notes, etc.)</p>	<p>Recognize letters of the alphabet and sight vocabulary. Recognize survival signs, coupons, and medicine labels.</p>	<p><i>Intentionally left blank</i></p>	<p><i>Intentionally left blank</i></p>	<p>Compose complete simple sentences.</p> <p>Use level appropriate vocabulary correctly.</p>	<p>Correctly and legibly write and space upper and lower case letters. Use basic sentence mechanics (capitalization, end punctuation, basic spelling).</p> <p>Apply level-appropriate spelling rules.</p>	<p>Use a print and online dictionary.</p>

Final Rubrics for CB 21 Coding Updated August 2009

Final English as a Second Language (ESL) WRITING RUBRIC					
ESL Writing	Writing Type and Length	Organization/ Coherence	Development	Vocabulary	Sentence Structure & Mechanics
CB21 - A 1 level prior to transfer level Freshman Composition or English 1A	Write expository essays which reference outside sources, including non-fiction, using a variety of rhetorical modes. Demonstrate familiarity with MLA or APA formats. (500-750 words)	Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.	Integrate the ideas of others through paraphrase, summary, and quotation into a paper that expresses the writer's own opinion, position, or analysis.	Utilize a wide range of vocabulary, including academic vocabulary.	Use sentences of varying structure and type, including subordination, coordination, and transitional devices.
CB21 - B 2 levels prior to transfer	Write essays with clear thesis statements using various rhetorical modes. (350+ words).	Write an essay including introduction, body, and conclusion.	Write well developed essays based on their emerging competence in writing.	Attempt a wide range of vocabulary; word choice sometimes interferes with meaning.	Correctly use a variety of sentence structures, including control of most perfect tenses.
CB21 - C 3 levels prior to transfer	Write one or more paragraphs with a clear topic sentence.	Organize paragraphs that have a clear, beginning, middle, and end exhibiting paragraph mastery.	Write paragraphs with topic sentences, relevant support, and specific supporting details and examples.	Utilize core vocabulary with emerging accuracy.	Attempt a variety of sentence structures with emerging control over perfect tenses.
CB21 - D 4 levels prior to transfer	Write one paragraph on familiar topics.	Write a focused, unified paragraph, including a topic sentence.	Demonstrate emerging control of supporting details.	Use general vocabulary on familiar topics.	Correctly use simple and compound sentences, including simple and continuous tenses, with regular and irregular verbs.
CB21 - E 5 levels prior to transfer	Write brief text in paragraph-like form on one topic.	Write sentences which relate to each other in meaning.	Write sentences containing descriptive language.	Use basic everyday vocabulary.	Exhibit control over simple sentences, including sentence boundaries and mechanics. Produce simple sentences in the simple tenses and the correct use of the verb "to be." Identify parts of speech.
CB21 - F 6 levels prior to transfer	Write several simple sentences, primarily biographical, with guidance.	Write individual sentences which demonstrate standard word order.	Write simple sentences that contain subjects, verbs and objects.	Use very limited vocabulary.	Demonstrate emerging control over simple sentences with frequent punctuation and spelling errors. Produce simple sentences in the present tenses.

Final Rubrics for CB 21 Coding Updated August 2009

<i>ESL</i>	Final English as a Second Language (ESL) Listening and Speaking Rubric			
	Speaking Type & Length	Listening	Speaking	Pronunciation
<p>ESL Listening and Speaking Rubric</p> <p>CB21 –A</p> <p>1 level prior to transfer level Freshman Composition or English 1A</p>	<p>Give speeches and participate in classroom discussions on complex and often controversial topics incorporating research and/or secondary sources to support one's own opinion.</p> <p>Speeches may range from 5-10 minutes.</p> <p>Classroom discussions are extended and can sustain in-depth analysis of a complex topic for 20-30 minutes or more.</p>	<p>Sustain understanding of essential message and most details of lengthy extended discourse on a variety of professional and academic topics (e.g., lectures) beyond the immediacy of the situation.</p> <p>May not be able to sustain comprehension in extended unfamiliar discourse that is both conceptually and linguistically complex.</p> <p>Have awareness of culturally implied meanings beyond the surface meanings of the text but may not understand the social nuances of the message.</p> <p>Usually able to comprehend reduced speech.</p> <p>Take accurate notes while listening to complex discourse.</p>	<p>Use a wide variety of concrete and abstract vocabulary.</p> <p>Communicate shades of meaning much as native speakers might.</p> <p>Use differentiated vocabulary and the use of communicative strategies such as pause fillers, stalling devices, paraphrasing and circumlocutions.</p> <p>Use smoothly connected sentences to narrate and describe in detail.</p> <p>Be easily understood.</p> <p>Communicate facts and talk casually about topics of current public and personal interest and academic relevance.</p> <p>Have control over most basic and complex grammatical structures.</p> <p>Use situational and culturally appropriate language.</p> <p>Communicate effectively in many social, professional and academic situations.</p> <p>Handle with confidence and some facility such complicated tasks and social situations as those calling for elaboration, complaint or apology.</p>	<p>Be generally comprehensible with some errors in pronunciation.</p> <p>Make occasional non-native pronunciation errors.</p> <p>Use speech that is smooth and mostly fluent.</p> <p>Exhibit control over basic stress and intonation patterns as they relate to situations and contexts.</p>

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Final English as a Second Language (ESL) Listening and Speaking Rubric				
ESL				
Listening	Speaking Type & Length	Listening	Speaking	Pronunciation
<p>ESL Listening and Speaking Rubric</p> <p>CB21- B</p> <p>2 levels prior to transfer</p>	<p>Give speeches and participate in classroom discussions on a range of topics, which include informative and argumentative presentations.</p> <p>For at least one speech, presentation or discussion, incorporate research and/or secondary sources to support one's own opinion.</p> <p>Speeches are usually less than 5 minutes or longer if done with partners.</p> <p>Classroom discussions are extended and can sustain a topic for 15-20 minutes or more.</p>	<p>Often understand new information in sustained personal interactions.</p> <p>Sometimes understand speech on abstract or academic topics, especially if there is support.</p> <p>Demonstrate understanding that is often affected by length, topic familiarity and cultural knowledge.</p> <p>Sometimes understand implications beyond the surface meaning.</p> <p>Usually identify subjects and details when listening to extended speech and rarely misunderstand the central message.</p> <p>Take notes focusing on key supporting details of extended adapted discourse that is conceptually and linguistically accessible.</p>	<p>Successfully handle most uncomplicated communicative tasks in social situations.</p> <p>Initiate, sustain and close a general conversation with a number of strategies appropriate to the circumstances and topic.</p> <p>Use some non-native speaker phrasing.</p> <p>Be able to connect discourse for a variety of purposes such as simple narration, description and reports.</p> <p>Generally be understood by attentive listeners.</p> <p>Have control over many basic and complex grammatical structures.</p>	<p>Be usually intelligible with frequent errors in pronunciation.</p> <p>Exhibit some errors in phonemic and non-native stress and intonation patterns.</p> <p>Use some non-native pauses but with a near-native flow so that the pauses do not interfere with intelligibility.</p>
<p>ESL Listening and Speaking Rubric</p> <p>CB21- C</p> <p>3 levels prior to transfer</p>	<p>Give speeches and participate in classroom discussions on topics ranging from personal to academic.</p> <p>May begin to incorporate one or more sources to augment information included in the presentation.</p> <p>Speeches are about 3-5 minutes.</p> <p>Classroom discussions require significant assistance from the instructor in order to sustain a topic beyond 10 minutes.</p>	<p>Often understand new information in brief personal interactions.</p> <p>Demonstrate understanding that is uneven and generally affected by length, topic familiarity, and cultural knowledge.</p> <p>Often identify subjects and details when listening to extended speech, but sometimes misunderstand the central message.</p> <p>Usually understand natural speech when the situation is familiar or fulfills immediate needs.</p> <p>Take notes on unfamiliar topics with extra linguistic support.</p>	<p>Perform basic communication tasks in many social situations.</p> <p>Often demonstrate awareness of target culture by choosing language appropriate to context.</p> <p>Use basic concrete and abstract vocabulary.</p> <p>Use a limited range of grammatical structures correctly.</p> <p>Maintain a face-to-face conversation on a familiar topic.</p> <p>Occasionally express original ideas with limited grammatically accuracy.</p> <p>Sometimes use language that is not situational or culturally appropriate.</p> <p>Be occasionally misunderstood even by attentive listeners.</p>	<p>Be generally intelligible with significant errors in pronunciation.</p> <p>Exhibit frequent errors in phonemic and non-native stress and intonation patterns.</p> <p>Use non-native pauses that occasionally interfere with intelligibility.</p>

Final Rubrics for CB 21 Coding Updated August 2009

Final English as a Second Language (ESL) Listening and Speaking Rubric				
ESL	Speaking Type & Length	Listening	Speaking	Pronunciation
ESL Listening and Speaking Rubric CB21 -D 4 levels prior to transfer	<p>Share experiences, ideas, and some opinions in small and large group settings. May give one or more speeches, with or without outside information.</p> <p>Oral presentations may be 2-3 minutes.</p> <p>Classroom discussions are usually limited.</p>	<p>Understand familiar information in interactions that fulfill immediate personal needs.</p> <p>Sometimes understand new information when the situation is strongly supported by context and interaction.</p> <p>Often misunderstand when information is unfamiliar or when cultural knowledge is required.</p> <p>Sometimes identify subjects and details when listening to extended speech, but often misunderstand the central message.</p> <p>Have uneven understanding of natural speech and often require repetition or rephrasing.</p>	<p>Use strategies to clarify messages.</p> <p>Ask and answer both yes/no and “Wh” questions.</p> <p>Initiate and respond to simple statements.</p> <p>Successfully communicate in familiar situations that are unrehearsed, interactive, task-oriented or social in nature.</p> <p>Use basic vocabulary and a limited range of grammatical structures correctly.</p> <p>Maintain a face-to-face conversation on a familiar topic with support from the other speaker.</p>	<p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which sometimes interfere with communication.</p> <p>Speak with numerous non-native pauses and/or non-native flow which sometimes interfere with intelligibility.</p>
ESL Listening and Speaking Rubric CB21 - E 5 levels prior to transfer	<p>Share experiences mostly in pairs or small groups. Topics are usually personal and familiar.</p> <p>Produce language functions and conversation needed for daily life.</p> <p>Most student language production is limited to 1-2 minutes per turn. It is difficult to produce extended language on even personal topics.</p>	<p>Usually understand familiar information in interactions that fulfill immediate personal needs.</p> <p>Misunderstand new information on unfamiliar topics.</p>	<p>Produce simple and occasional compound sentences with emerging understanding of basic verb tenses.</p> <p>Answer simple questions with occasional misunderstanding; ask very basic questions with limited accuracy.</p>	<p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which often interfere with communication.</p> <p>Speak with numerous non-native pauses and/or non-native flow which often interfere with intelligibility.</p>

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Final English as a Second Language (ESL) Listening and Speaking Rubric				
ESL	Speaking Type & Length	Listening	Speaking	Pronunciation
Listening ESL Listening and Speaking Rubric CB21 - F 6 levels prior to transfer	Produce language functions and conversation needed for survival. Share a limited range of personal experiences. Speak in a combination of phrases and sentences, usually of less than a minute in length.	Understand only simple sentences, basic instructions or descriptions of personal experience.	Produce simple sentences with beginning understanding of basic verb tenses. Produce simple sentences in simple present and simple past tense with beginning understanding of future tense. Answer simple questions in incomplete sentences with frequent misunderstanding.	Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication. Speak with numerous non-native pauses and/or non-native flow which usually interfere with intelligibility.

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ESL Reading	FINAL English as a Second Language (ESL) Reading Rubric				
	Reading Type and Length	Vocabulary	Comprehension	Reading Strategy and Speed	Cultural References
<p>ESL Reading</p> <p>CB21 - A</p> <p>1 level prior to transfer level</p> <p>Freshman Composition or English 1A</p>	<p>Read and usually understand most of a wide range of personal, professional, academic and literary non-adapted/authentic texts, including online sources, written for native English speakers.</p> <p>Readings are predominantly expository, including argumentative, research-based, and abstract ideas.</p> <p>Articles range from 1-10 pages or more.</p> <p>In addition to a main text, includes at least one book-length work.</p>	<p>Have a working knowledge of the majority of word roots, including affixes.</p> <p>Understand most new words given in a clear context.</p> <p>Have receptive and productive understanding of many academic words such as on the Academic Word List.</p>	<p>Identify the author's theme, purpose, point of view, and tone.</p> <p>Accurately summarize and paraphrase the theme, purpose, and point of view of reading.</p> <p>Understand argumentation and supported opinion.</p> <p>Comprehend unfamiliar and abstract texts under time constraints.</p> <p>Evaluate the credibility of a text.</p>	<p>Read most texts fluently and rapidly.</p> <p>Adjust reading speed according to the text and the task.</p> <p>Be able to use a wide range of complex textual cues to comprehend the meaning and structure of a text.</p> <p>Interpret and analyze single and multiple charts, graphs, and timelines.</p>	<p>Understand a wide range of common North American cultural references.</p>
<p>ESL Reading</p> <p>CB21 - B</p> <p>2 levels prior to transfer</p>	<p>Read and generally understand a range of personal, professional, academic and literary texts, predominantly non-adapted/authentic texts written for native English speakers, with possible inclusion of adapted texts.</p> <p>Readings include both expository and narrative texts, with some level of abstraction.</p> <p>Articles range from 1-6 pages in length. In addition to a main text, may include one book-length work.</p>	<p>Have a working knowledge of many word roots, including affixes.</p> <p>Often understand most new words given in a clear context.</p> <p>Have receptive understanding of some academic words such as on the Academic Word List, with developing proficiency at using these academic words to discuss and write about readings.</p>	<p>Identify the author's theme, purpose, point of view, and tone with assistance.</p> <p>Distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Comprehend familiar and semi-abstract texts under time constraints.</p> <p>Often use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p> <p>Develop the awareness of a need to evaluate text credibility.</p>	<p>Read many texts fluently and rapidly, but may be significantly slowed by academic or abstract material.</p> <p>Usually adjust rate according to the text.</p> <p>Use a variety of textual cues such as sentence connectors and pronoun reference to comprehend the meaning and structure of a text.</p>	<p>Usually understand cultural references.</p>

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FINAL English as a Second Language (ESL) Reading Rubric					
ESL Reading	Reading Type and Length	Vocabulary	Comprehension	Reading Strategy and Speed	Cultural References
<p>ESL Reading</p> <p>CB21 - C</p> <p>3 levels prior to transfer</p>	<p>Read and moderately understand a range of personal, professional, academic and literary texts, which may include non-adapted/authentic texts written for native English speakers. Authentic texts are usually supported by context and/or vocabulary notes to aid understanding.</p> <p>Expository texts are short and/or simplified and narrative elements may predominate.</p> <p>Articles range from 1-4 pages in length. In addition to a main text, may include a book-length work, either a simple, authentic work or a simplified book.</p>	<p>Have a developing understanding of word roots, including affixes.</p> <p>Sometimes understand new words from context.</p> <p>Understand most general vocabulary but know only a few academic words, such as on the Academic Word List.</p>	<p>Sometimes use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p> <p>Usually distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Often understand new information from texts with familiar language.</p>	<p>Read narrative, familiar, or simplified texts fluently and rapidly, but will slow and retrace reading for most authentic texts.</p> <p>Occasionally use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p>	<p>Often understand common cultural references.</p>
<p>ESL Reading</p> <p>CB21 - D</p> <p>4 levels prior to transfer</p>	<p>Understand simplified personal, professional, academic and narrative texts on familiar and concrete topics.</p> <p>Articles are usually 1-3 pages in length. If a supplemental book is used in addition to the main text, it is a simplified version.</p>	<p>Have little knowledge of word roots, including affixes.</p> <p>Sometimes understand new words and/or phrases when the context supports meaning.</p> <p>Have little or no receptive knowledge of academic words.</p>	<p>With support, use textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text.</p> <p>Sometimes distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Understand some new information from texts with familiar language.</p>	<p>Read in short phrases with developing fluency.</p>	<p>Sometimes understand common cultural references.</p>

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FINAL English as a Second Language (ESL) Reading Rubric					
ESL Reading	Reading Type and Length	Vocabulary	Comprehension	Reading Strategy and Speed	Cultural References
ESL Reading CB21 - E 5 levels prior to transfer I	<p>Generally understand simplified personal, professional, academic and narrative texts on familiar and concrete topics if teacher and text support is provided.</p> <p>Articles are usually 1-2 pages in length. If a supplemental book is used in addition to the main text, it is a graded reader.</p>	<p>Understand simple sentences which contain familiar words and phrases.</p> <p>Sometimes understand clearly related sentences when context, background knowledge, or visual information supports meaning.</p> <p>Have no knowledge of academic words. English vocabulary ranges from 700-1000 words.</p>	<p>Often locate facts in short, simple texts.</p> <p>Occasionally understand the central meaning and/or details of texts when content and language are familiar.</p> <p>Sometimes understand new information from texts with familiar language.</p>	<p>Read word by word or in short phrases.</p>	<p>Rarely understand common cultural references.</p>
ESL Reading CB21 - F 6 levels prior to transfer	<p>Understand simplified narrative texts on familiar and concrete topics if teacher and text support is provided.</p> <p>Articles are usually 1-2 pages in length. A supplemental book-length work is usually not required aside from the main text.</p>	<p>Comprehend familiar words and/or phrases which may appear in lists, labels, signs, forms, and directions, as well as in very simplified texts.</p> <p>English vocabulary ranges from 400-700 words.</p>	<p>Sometimes locate facts in short, simple texts.</p> <p>With help, understand new information from texts with familiar language.</p>	<p>Usually read slowly, word by word.</p>	<p>Lack understanding of common cultural references.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL Advanced CB 21 –A One level prior to transfer level English	<p>Decipher descriptions and narrations of factual and technical material.</p> <p>Take accurate notes while listening to a complex discourse.</p> <p>Identify the essential message and most details of a lengthy extended discourse on a variety of professional and academic topics.</p> <p>Sustain comprehension in familiar discourse that may be both conceptually and linguistically complex.</p>	<p>Give organized speeches on academic topics which reference outside sources.</p> <p>Communicate facts and talk casually about topics of current public and personal interest and academic relevance Use situational and culturally appropriate language.</p> <p>Use sophisticated vocabulary and communicative strategies such as pause fillers, stalling devices, paraphrasing and circumlocutions.</p> <p>Exhibit comprehensible speech with native-like stress and intonation patterns, pauses and or flow which facilitate communication.</p> <p>Communicate shades of meaning much as native speakers might.</p>	<p>Read articles ranging from 1-10 pages or more.</p> <p>Demonstrate a working knowledge of the majority of word roots, including affixes.</p> <p>Understand most new words given in a clear context.</p> <p>Identify the author’s theme, purpose, point of view, tone, characters and setting.</p> <p>Accurately summarize and paraphrase the theme, purpose and point of view of reading.</p> <p>Understand argumentation and supported opinion.</p> <p>Evaluate the credibility of a text/source.</p> <p>Use a wide range of complex textural cues to comprehend the meaning and structure of a text.</p> <p>Read and understand a wide range of personal, professional, academic and literary non-adapted/authentic texts, including online sources, written for native English speakers.</p>	<p>Write expository essays which reference outside sources.</p> <p>Display mastery of a writing process.</p> <p>Organize paragraphs into a logical sequence, developing the central idea of the essay to a logical conclusion.</p> <p>Integrate the ideas of others through paraphrase, summary, and quotation into a paper that expresses the writer’s own opinion, position, or analysis.</p> <p>Use a wide range of vocabulary, including academic vocabulary.</p> <p>Use sentences of varying structure and type, including subordination, coordination, and transitional devices.</p> <p>Express ideas in a full array of verb tenses appropriately.</p>	<p>Understand a wide range of common North American cultural references.</p> <p>Self-asses needs and link to a variety of sources to locate additional support.</p> <p>Successfully navigate the resources, protocols and culture of an academic environment.</p> <p>Demonstrate an awareness of culturally implied meanings beyond the surface meanings in texts. This may not include an understanding of the social nuances of the message.</p>	<p>Create a detailed résumé.</p> <p>Write more sophisticated documents such as regulations or draft policy.</p> <p>Comprehend nuances of implied writing containing inferred details.</p> <p>Synthesize various opinions.</p> <p>Interact effectively with the public.</p> <p>Articulate detailed or complex thoughts such as detailed answers to interview questions.</p> <p>Employ conflict management, soft skills.</p> <p>Evaluate complaints such as formal grievances.</p> <p>Focus on details of longer meetings.</p>

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	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL</p> <p>Low</p> <p>Advanced</p> <p>CB 21 –B</p> <p>Two levels prior to transfer level English</p>	<p>Follow majority of face-to-face speech in standard dialect and at a normal rate; although some repetition will be required.</p> <p>Comprehend reduced speech.</p> <p>Make sense of most of the language used in electronic media of a non-technical or very general nature.</p> <p>Discover the meaning of new vocabulary in context through guessing strategies.</p> <p>Take notes while listening to a discourse.</p>	<p>Give oral presentations on academic topics.</p> <p>Communicate facts and talk casually about most topics of current public and personal interest and academic relevance. Use situational and culturally appropriate language in most situations.</p> <p>Use differentiated vocabulary and communicative strategies and conventions in real life and academic situations.</p> <p>Be generally comprehensible with few errors in pronunciation and intonation; speech is smooth and mostly fluent.</p>	<p>Read and generally understand a range of personal, professional, academic and literary texts, predominantly non-adapted/authentic texts written for native English speakers, with possible inclusion of adapted texts.</p> <p>Readings include both expository and narrative texts, with some level of abstraction. Articles range from 1-6 pages in length. In addition to a main text, may include one book-length work.</p> <p>Demonstrate a working knowledge of many word roots, including affixes.</p> <p>Often understand most new words given in a clear context.</p> <p>Identify the author's theme, purpose, point of view, and tone with assistance.</p> <p>Distinguish between main and supporting ideas in texts which have familiar content and/or language.</p> <p>Use textual cues, with support, such as sentence connectors and transitional devices or pronoun references to comprehend the meaning and structure of a text.</p> <p>Develop the awareness of a need to evaluate text credibility.</p>	<p>Use a writing process approach to write a well-developed essay including introduction, body, and conclusion.</p> <p>Write essays with clear thesis statements using various rhetorical modes. 350 words.</p> <p>Use a wide range of vocabulary.</p> <p>Use a variety of sentence structures, including control of most perfect tenses.</p>	<p>Discuss topics such as taboos and politics by contrasting different cultures.</p> <p>Follow basic steps involved in finding and obtaining employment.</p> <p>Express possibility/probability.</p> <p>Offer to do something.</p> <p>Recommend ideas.</p> <p>Solve problems.</p> <p>Instruct others.</p> <p>Function independently in most situations.</p> <p>Handle oral communication skills that are both technical/non-technical.</p> <p>Follow written directions and use materials if simplified or clarified orally.</p>	<p>Create a moderately detailed résumé.</p> <p>Employ multiple strategies to look for and secure employment.</p> <p>Interpret company policy.</p> <p>Serve in liaison and entry-level supervisory roles.</p> <p>Follow more open-ended or abstract requests such as sharing of opinions or answering multi-answer interview questions.</p> <p>Recognize formal versus informal register.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL High Inter- mediate</p> <p>CB21 - C</p> <p>Three levels prior to transfer</p>	<p>Identify main ideas and most supporting detail in factual material relating to everyday topics.</p> <p>Detect the mood of a message, determining to a limited degree such components as the attitudes and feelings of the speakers or the urgency of the message.</p> <p>Demonstrate understanding of stories and other passages when vocabulary and structures are in familiar contexts.</p> <p>Have uneven understanding of natural speech and require repetition or rephrasing.</p>	<p>Give one or more presentations on topics of interest, with or without outside information.</p> <p>Share experiences, ideas, and some opinions in small and large group settings with some misunderstanding and some misuse of appropriate language.</p> <p>Frequently apply varied vocabulary and communicative strategies and conventions to communicate in many real life situations.</p> <p>Exhibit increasing control over basic native stress and intonation patterns as they relate to situations and contexts.</p>	<p>Read authentic printed material and prose on familiar topics.</p> <p>Read short stories and other recreational literature.</p> <p>Interpret main ideas and key points from content-based texts.</p> <p>Apply appropriate reading strategies for understanding content on unfamiliar topics or technical information.</p> <p>Use syntactic clues to interpret meaning of complex sentences or new vocabulary.</p> <p>Analyze an author's point of view by making inferences.</p> <p>Have a developing understanding of word roots, including affixes.</p> <p>Often understand new words and new information from context.</p> <p>Usually distinguish between main and supporting ideas in texts which have familiar content and/or language.</p>	<p>Write compositions of two or more paragraphs with topic sentences and supporting details.</p> <p>Use a variety of sentence structures and verb tenses.</p> <p>Use specific vocabulary related to the topic.</p> <p>Write personal letters and fill out authentic applications.</p>	<p>Discuss topics by contrasting different cultures.</p> <p>Describe some of the basic steps involved in finding employment</p> <p>Express possibility/probability</p> <p>Function independently in most familiar situations</p> <p>Handle oral communication skills that are non-technical.</p> <p>Follow written directions.</p>	<p>Create a basic résumé.</p> <p>Compare data from sources such as graphs, charts, and brief correspondence.</p> <p>Demonstrate language skills that allow for supervisory training and responsibilities; i.e. lead group discussions.</p> <p>Understand instructions from public address (P.A.) systems or in meetings containing multiple details.</p> <p>Function as a passive listener to work-related announcements with good comprehension.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL Intermediate Low</p> <p>CB 21 –D</p> <p>Four levels prior to transfer level English</p>	<p>Demonstrate understanding of simple questions and answers, statements, and face-to-face conversations in standard dialect containing some unfamiliar vocabulary.</p> <p>Identify familiar subjects and details when listening to a passage.</p> <p>Understand a familiar central message of a speech.</p> <p>Distinguish basic constructions, such as subject-verb agreement (“He work” versus “He works”).</p>	<p>Request and provide clarification and information in classroom and real-world contexts-with frequent misunderstanding.</p> <p>Attempt to apply limited vocabulary and communicative strategies and conventions to communicate in familiar situations.</p> <p>Initiate and respond to simple statements in the context of a conversation on a familiar topic with support from the other speaker</p> <p>Exhibit comprehensible speech with some non-native stress and intonation patterns, pauses and or flow which may interfere with communication.</p>	<p>Interpret both authentic and edited materials, such as prose fiction, on familiar topics.</p> <p>Identify main ideas and supporting details or examples from familiar material.</p> <p>Guess meaning from context by analyzing words’ prefixes and suffixes.</p> <p>Make inferences.</p> <p>Summarize reading passages.</p>	<p>Write a paragraph on a familiar topic including a topic sentence and supporting details.</p> <p>Write simple and compound sentences, using simple and continuous tenses, and regular and irregular verbs.</p> <p>Use common vocabulary on familiar topics.</p> <p>Fill out paper or online forms requiring detailed personal information on varied topics.</p>	<p>Practice appropriate classroom policies and procedures.</p> <p>Identify different occupations.</p> <p>Respond appropriately to students from other countries and cultures during classroom activities.</p> <p>Demonstrate respect for other cultures.</p> <p>Demonstrate awareness of community programs and strategies which can help them live successfully in the USA.</p>	<p>Write paragraph containing summary of skills using one or two-clause sentences.</p> <p>Follow inventory lists and can get basic information from graphs and charts.</p> <p>Demonstrate language skills that include limited problem-solving skills and less linguistic reliance on others.</p> <p>Follow basic ideas of work or shift meetings.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
<p>Integrated ESL Beginning High</p> <p>CB 21 –E</p> <p>Five levels prior to transfer level English</p>	<p>Follow simplified personal and work-related speech on familiar and concrete topics.</p> <p>Comprehend non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.</p> <p>Grasp new information when the situation is strongly supported by context and interaction; often require repetition or rephrasing.</p> <p>Recognize words that signal differences between present, past, and future events.</p> <p>Figure out the central message of a short listening passage.</p>	<p>Share ideas and some opinions in group settings with limited grammatically accuracy.</p> <p>Demonstrate understanding of and use basic vocabulary and conversational strategies and conventions.</p> <p>Initiate and respond to simple questions and statements with complete sentences.</p> <p>Exhibit comprehensible speech with non-native stress and intonation patterns.</p>	<p>Interpret simple authentic materials on familiar topics.</p> <p>Sometimes distinguish between the main and supporting ideas of a paragraph on a familiar topic.</p> <p>Decipher the meaning of unfamiliar vocabulary and phrases from context.</p> <p>Identify relationships within a passage by using syntactic clues, such as transitional words or pronoun references.</p> <p>Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient students to the passage.</p> <p>Scan for specific information.</p> <p>Predict meanings of unfamiliar vocabulary in material rich in contextual clues.</p>	<p>Write simple sentences about everyday activities.</p> <p>Write a loosely organized paragraph based on personal experiences and familiar material.</p> <p>Write a short note or message.</p> <p>Fill out simplified forms that require personal or work-related information.</p> <p>Use basic verb tenses.</p>	<p>Demonstrate understanding of basic classroom etiquette.</p> <p>Begin to develop awareness of basic cultural behavior including appropriate modes of formality for the situation.</p>	<p>Create a bulleted list of personal skills and experience.</p> <p>Compile task lists.</p> <p>Write work schedules.</p> <p>Read memos or emails that are one brief paragraph in length.</p> <p>Follow simple manual instructions, especially those containing visual aids.</p> <p>Communicate and work independently at times without the need for translation.</p> <p>Respond to beginning customer- service needs.</p> <p>Follow job-related task instructions.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL Beginning Low CB 21 –F Six levels prior to transfer level English	<p>Comprehend simple words in common everyday situations.</p> <p>Demonstrate multiple strategies to check for understanding.</p> <p>Follow simple face-to-face conversations.</p> <p>Understand simple sentences, basic instructions or descriptions of personal experience.</p> <p>Respond appropriately to commands of urgency.</p>	<p>Occasionally express original ideas with limited grammatical accuracy.</p> <p>Recognize basic vocabulary and conversation strategies and conventions: greetings, pardons, etc.</p> <p>Produce and answer simple questions in short phrases and simple sentences.</p> <p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.</p>	<p>Scan for key numerical information.</p> <p>Use strategies such as predicting or phonics decoding to interpret new words in familiar contexts.</p> <p>Demonstrate understanding of short, simple narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns.</p> <p>Identify the sequence of a simple narrative passage.</p> <p>Follow directions that range from 2-4 steps.</p>	<p>Write simple sentences in the present tenses.</p> <p>Write lists and very simple messages.</p> <p>Write sentences which include subject, verb and object.</p>	<p>Access community services.</p> <p>Demonstrate awareness of appropriate cultural behaviors, both in class and out.</p> <p>Demonstrate awareness of other cultures through limited reading, discussion, and interaction.</p>	<p>Provide a narrative of personal life experience.</p> <p>Read a work schedule.</p> <p>Display verbal interaction in the workplace, which may be limited by fluency.</p> <p>Comply with instructions for routine workplace tasks, that are limited to one or two steps.</p>

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Integrated ESL CB 21 Rubric

	Listening	Speaking	Reading	Writing	Life Skills/ American Culture	Vocational ESL Skills
Integrated ESL High Literacy CB21 – G Seven levels prior to transfer	<p>Understand words, phrases, and questions drawn from familiar material.</p> <p>Respond to high frequency commands and social expressions.</p> <p>Pick out previously learned words in slow speech.</p> <p>Clarify by attempting to reproduce what is heard.</p> <p>Demonstrate understanding of a conversation on familiar topics.</p>	<p>Speak about immediate needs with short phrases.</p> <p>Use simple verbal strategies to communicate.</p> <p>Answer simple questions in short phrases.</p> <p>Exhibit frequent phonemic errors and non-native stress and intonation patterns which usually interfere with communication.</p>	<p>Relate phonological sounds to letters and clusters of letters (sound/symbol correspondence).</p> <p>Recognize basic sight words.</p> <p>Match basic vocabulary (printed) with pictures or real objects.</p> <p>Interpret sentences using vocabulary and structures previously learned orally.</p> <p>Distinguish between questions and answers.</p> <p>Interpret simple forms inquiring about biographical information.</p>	<p>Write words and phrases.</p> <p>Print numbers.</p> <p>Fill out forms about personal information.</p> <p>Write simple lists.</p> <p>Write words to represent images displayed.</p> <p>Write words or simple sentences about biographical information with limited accuracy.</p>	<p>Access survival level community services.</p> <p>Demonstrate understanding of basic classroom behaviors.</p> <p>Demonstrate awareness of appropriate cultural behaviors.</p>	<p>Fill out forms.</p> <p>Read time and calendar dates.</p> <p>Exhibit workplace communication, minimal.</p> <p>Initiate various greetings, including introduction of others.</p> <p>Understand directions that use the imperative form; i.e. one-step directions.</p>
Integrated ESL Beginning Literacy CB 21 –H Eight levels prior to transfer level English	<p>Discriminate between phonemes.</p> <p>Respond appropriately to single word commands.</p> <p>Match sound symbol correspondence.</p> <p>Understand simple expressions of courtesy.</p> <p>Demonstrate understanding of simple words drawn from the immediate physical setting.</p> <p>Give a physical response to one step commands.</p>	<p>Speak with one-word phrases about immediate needs.</p> <p>Use simple verbal and nonverbal strategies to communicate.</p> <p>Answer simple questions with yes/no or one-word responses with frequent misunderstanding.</p>	<p>Discriminate between shapes and letters and both upper and lowercase letters.</p> <p>Demonstrate eye movement from top to bottom and left to right.</p> <p>Discriminate among numerals.</p> <p>Relate phonological sounds to letters.</p> <p>Recognize signs with one word or symbol.</p> <p>Identify key words that ask for name, address and phone numbers.</p>	<p>Copy/transcribe words or simple phrases with limited accuracy.</p>	<p>Access most basic survival-level services,</p> <p>Demonstrate politeness through basic gestures and basic expressions.</p>	<p>Write basic biographical information (name, address, etc.)</p> <p>Recognize forms and documents such as bills, advertisements, forms, parking tickets.</p> <p>Display and understand routine greetings and introductions.</p> <p>Respond to critical safety words.</p>

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Final Credit Mathematics Rubric				
Mathematics	Define and Manipulate	Solve	Graph	Applications
Intermediate Algebra CB21 – A 1 level prior to transfer	Define and manipulate nonlinear and linear functions and relations.	Solve a variety of nonlinear equations, e.g. logarithmic, inverse quadratic equations, absolute value, rational	Create, analyze and interpret graphs of linear and non-linear relations.	A variety of applications such as: Growth and decay Logic reasoning Geometry Optimization Quadratic Applications such as motion, mixture, work.
Introductory Algebra CB21 - B 2 levels prior to transfer Transfer	Define and manipulate linear expressions and polynomials	Solve a variety of 2 variable linear equations (systems), any linear equation, and factorable quadratic equations.	Plot points and graph linear equations on a Cartesian coordinate system.	Set up linear equations representing situations, solve, justify and interpret the solution in the context of the problem.
Pre-Algebra CB21 – C 3 levels prior to transfer	Define and manipulate signed numbers and variables.	Solve simple linear equations in one variable.	Introduce to the number line.	Apply a known formula to a given situation.
Basic Mathematics (Arithmetic) CB21 - D 4 levels prior to transfer	Define and manipulate nonnegative rational numbers.	Introduce concepts and symbols of equality and inequality.	-----	Apply the correct operation to a given situation.

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GEOMETRY: Since geometry most often has an introductory algebra prerequisite and is sometimes a prerequisite for a transfer-level course, most math faculty felt that it should be coded at CB21-one level below transfer. If your geometry is a two-semester sequences you should determine whether it should be coded as to levels prior to transfer the first semester and one level below for the second semester or both on one level below transfer.

Alternative Mathematics Courses to Meet Graduation Requirements: Math courses designed to satisfy the new associate degree mathematical competency requirements (beginning Fall 2009) should be coded CB21-one level below, as these courses are supposed to be at the same level and rigor as intermediate algebra.

A recent curriculum listserv discussion indicated that many such courses were being developed and considered one level below transfer.

Alternative Transfer Level Courses in Math Alternative transfer level math courses would be coded as transfer and do not have a CB 21 coding

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<i>Mathematics</i>	Define and Manipulate	Solve	Graph	Applications
Credit/Noncredit Mathematics Intermediate Algebra CB21 – A One level prior to Transfer	Define and manipulate nonlinear and linear functions and relations.	Solve a variety of nonlinear equations, e.g. logarithmic, inverse, quadratic equations, absolute value, rational	Create, analyze and interpret graphs of linear and non-linear relations.	Apply algebra skills to a variety such as: Growth and decay Logic reasoning Geometry Optimization Quadratic Applications such as: motion, mixture, work
Credit/Noncredit Mathematics Elementary/ Introductory Algebra CB21 - B Two levels prior to transfer	Define and manipulate linear expressions and polynomials	Solve any linear equation, a variety of 2 variable linear equations (systems) and factorable quadratic equations.	Plot points and graph linear equations on a Cartesian coordinate system.	Set up linear equations representing situations, solve, justify and interpret the solution in the context of the problem.
Credit/Noncredit Mathematics Pre-Algebra CB21 – C Three levels prior to transfer	Define and manipulate signed numbers and variables.	Solve simple linear equations in one variable.	Introduction to the number line.	Apply a known formula to a given situation.

Noncredit and Credit Mathematics Levels 1-3 as defined above are identical. Prior to level three, noncredit mathematics programs diverge from the typical credit pattern above, as seen below.

DRAFT Noncredit MATHEMATICS RUBRIC			
Introduction to Arithmetic			
Levels	Define	Compute	Apply
CB21 – D Four levels prior to Transfer	Understand and use concepts of nonnegative rational numbers.	Demonstrate proficiency with addition, subtraction, multiplication and division of all whole numbers, fractions, decimals, and percents.	Apply the correct operation to a given situation including geometric measurement (e.g. perimeter, area) and formulae. i.e. solve word problems.
Basic Computation and Mathematical Comprehension			
CB21 – E Five levels prior to Transfer	Understand and use the concepts of all whole numbers as well as simple fractions, decimals, and percents.	Demonstrate proficiency with addition, subtraction, multiplication and division of all whole numbers. Identify and compare values of simple fractions, decimals, and percents.	Use rounding, estimating, measurement and apply the correct operation to a given situation.
Numeric Literacy: Understanding Numbers and Counting			
CB21 – F Six levels prior to Transfer	Use and understand the concept of ones, tens, hundreds... in the place value number system	Count, compare, describe and sort objects. Conduct single digit computation.	Develop a sense of numerical properties, patterns, and other applications such as time and money.

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Final Credit READING RUBRIC				
Reading	Vocabulary	Literal and Inferential Comprehension	Critical Thinking	Fluency
Transfer Level		Grade 12+		
Credit Reading CB21 1 level prior to transfer Grade Equivalency 10-12	Expand knowledge of academic/specialized/technical vocabulary. Use contextual references effectively. Differentiate between informal/formal language use. Employ appropriate language/audience.	Analyze longer, more complex passages. Paraphrase the central point. Summarize, map and outline stated and /or implied main ideas, major and minor supporting details. Distinguish among patterns of organization.	Begin to analyze the logic of texts. Differentiate between <i>reaction</i> and <i>evaluation</i> . Synthesize/Analyze/Apply information from non-fiction text and literature. Draw a conclusion and make generalizations. Analyze arguments and recognize logical fallacies. Apply reading skills to multiple informational and non fiction texts and literature.	Exhibit fluency in longer, more complex passages. Evaluate strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose and materials). Make and evaluate predictions in reading. Use and evaluate usage of schema and other metacognitive strategies to construct meaning from text with the intention of achieving self-regulation in learning through reading. Create and evaluate summaries, maps and outlines to monitor comprehension of material.
Credit Reading CB21 2 levels prior to transfer Grade Equivalency 8-10	Acquire general/academic vocabulary. Use contextual analysis to decipher unknown words. Use structural analysis to decipher unknown words. Employ dictionary/reference skills.	Identify the central point. Recognize stated main ideas. Determine implied main ideas. Identify major and minor supporting details. Demonstrate ability to summarize, map, and outline main ideas and details in readings. Distinguish among patterns of organization.	Distinguish between fact and opinion. Identify the author's purpose (persuade, inform, entertain). Recognize the author's tone.	Apply strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose). Makes predictions in reading. Utilize schema and other metacognitive strategies to construct meaning from text. Introduce notion of self-regulation in learning through reading. Create summaries, maps and outlines to monitor comprehension of material.

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Final Credit READING RUBRIC				
Reading	Vocabulary	Literal and Inferential Comprehension	Critical Thinking	Fluency
Credit Reading CB21 3 levels prior to transfer Grade Equivalency 6-8	Increase acquisition of academic vocabulary. Use structural analysis to decode words. Employ denotation and connotation techniques Employ dictionary skills.	Recognize topics and implied and stated main idea, and supporting details (in longer readings). Learn graphic organizers to assist in comprehension, including mapping, outlining and summarizing. Recognize signal words in context of patterns of organization. Begin to recognize inferences.	Independently recognize that authors write for different purposes. Express personal opinion about reading. Recognize conclusions.	Demonstrate automaticity of word recognition. Understand strategies for enhancing reading rate appropriate to reading level. Explore metacognition as a means of constructing meaning from text and creating self regulation in learning through reading.
Credit Reading CB21 4 levels prior to transfer Grade Equivalency 6 and below	Increase acquisition of academic vocabulary Use decoding techniques on unfamiliar words. Recognize word patterns and phonetically regular and irregular words. Employ some dictionary skills.	Follow written directions Distinguish b/w general and specific categories Recognize topics and stated main idea, and supporting details	Recognize that authors write for different purposes, with guided assistance from instructor Begins to express personal opinion about reading.	Demonstrate automaticity of sight words Increase reading rate appropriate to reading level by decreasing word by word reading, sub-vocalization and regressions in reading.

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Noncredit and ABE/ASE READING RUBRIC				
<i>Reading</i>	Vocabulary	Comprehension	Critical Thinking	Fluency
Transfer Level - College Level Reading and English				
<p>Noncredit Reading CB21 - A</p> <p>1 level Prior to Transfer</p>	<p>Expand knowledge of academic/specialized/technical vocabulary.</p> <p>Use contextual references effectively.</p> <p>Differentiate between informal/formal language.</p> <p>Employ appropriate language/audience.</p>	<p>Analyze longer, more complex passages.</p> <p>Paraphrase the central point.</p> <p>Summarize, map and outline stated and /or implied main ideas, major and minor supporting details.</p> <p>Distinguish among patterns of organization.</p>	<p>Begin to analyze the logic of texts.</p> <p>Differentiate between reaction and evaluation.</p> <p>Synthesize/Analyze/Apply information from non-fiction text and literature.</p> <p>Draw a conclusion and make generalizations.</p> <p>Analyze arguments and recognize logical fallacies.</p> <p>Apply reading skills to multiple informational and non fiction texts and literature.</p> <p>Make and evaluate predictions in reading.</p>	<p>Evaluate strategies for enhancing reading speed (i.e. skimming, scanning, adjusting speed according to purpose and materials).</p> <p>Use and evaluate usage of schema and other meta-cognitive strategies to construct meaning from text with the intention of achieving self-regulation in learning through reading.</p> <p>Create and evaluate summaries, maps and outlines to monitor comprehension of material.</p>
<p>Noncredit Reading CB21 - B</p> <p>2 levels Prior to Transfer</p>	<p>Acquire general/academic vocabulary.</p> <p>Use contextual analysis to decipher unknown words.</p> <p>Use structural analysis to decipher unknown words.</p> <p>Employ dictionary/reference skills.</p> <p>Recognize root words.</p>	<p>Identify the central point.</p> <p>Recognize stated main ideas.</p> <p>Determine implied main ideas.</p> <p>Identify major and minor supporting details.</p> <p>Demonstrate ability to summarize, map, and outline main ideas and details in readings.</p> <p>Read and understand non-fiction works such as employee and technical manuals.</p> <p>Distinguish among patterns of organization.</p>	<p>Identify the author's purpose (persuade, inform, entertain).</p> <p>Recognize the author's tone.</p> <p>Identify cause and effect relationships.</p> <p>Make predictions in reading.</p>	<p>Apply strategies for enhancing reading rate (i.e. skimming, scanning, adjusting rate according to purpose).</p> <p>Utilize schema and other meta-cognitive strategies to construct meaning from text.</p> <p>Introduce self-monitoring in learning through reading.</p> <p>Create summaries, maps, and outlines to monitor comprehension of material.</p>

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Noncredit and ABE/ASE		READING RUBRIC		
Reading	Vocabulary	Comprehension	Critical Thinking	Fluency
Noncredit Reading CB21 - C 3 levels Prior to Transfer	Increase acquisition of academic vocabulary. Use structural analysis to decode words. Employ denotation and connotation techniques. Employ dictionary skills. Use contextual analysis to decipher unknown words.	Recognize topics and implied and stated main idea, and supporting details (in longer readings). Learn graphic organizers to assist in comprehension, including mapping, outlining and summarizing. Recognize signal words in context of patterns of organization. Begin to recognize inferences.	Independently recognize that authors write for different purposes. Express personal opinion about reading. Recognize conclusions. Distinguish between fact and opinion. Recognize themes of different genres.	Demonstrate automaticity of word recognition. Understand strategies for enhancing reading speed. Explore meta-cognition as a means of constructing meaning from text.
Noncredit Reading CB21 - D 4 levels Prior to Transfer	Increase acquisition of academic vocabulary. Use decoding techniques on unfamiliar words. Recognize word patterns and phonetically regular and irregular words. Employ some dictionary skills.	Follow written directions. Distinguish between general and specific categories. Recognize topics and stated main idea, and supporting details. Accurately interpret maps and graphs. Identify and utilize parts of a textbook. Exhibit survival reading competency, such as driver's test manual and job applications.	Recognize that authors write for different purposes, with guided assistance from instructor. Begin to express personal opinion about reading.	Demonstrate automaticity of sight words. Increase reading rate appropriate to reading level by decreasing word by word reading, sub-vocalization and regressions in reading.
Noncredit Reading CB21 - E 5 levels Prior to Transfer	Increase sight vocabulary. Demonstrate understanding of phonics. Begin using decoding techniques on unfamiliar words.	Comprehend the literal focus of reading material. Survival reading, such as signs and medicine labels.		Demonstrate oral reading skills with minimal miscues. Demonstrate silent reading skills using comprehension questions.