

Level	Level Description	Goals	Learning Outcomes
<b>Prep.</b>	Students at this level may be familiar with the English alphabet, but if so, can only write words, simple sentences, and probably very common sentences about personal information, such as “My name is X” and “I am from Z.” Writing is characterized by spelling, punctuation, and grammar issues.	The goal of this level is to provide beginning learners with a foundation of simple sentence structures.	By the end of this level, students should be able to write a variety of simple and functional sentences. They should be able to fill out personal information in a form or application. They can write simple sentences and questions both for communication and for personal expression.
<b>1</b>	In accordance with the objectives in Level 0, writers at Level 1 should be able to produce from memory a modest number of familiar words and phrases, and write short sentences with accuracy on familiar topics using basic sentence structure. Their grammar and spelling accuracy decreases with less familiar topics. They can also use basic capitalization and punctuation marks, such as period and question mark.	The goal of this level is to enable students to write sentences with increasing awareness of simple grammatical structures (such as articles, prepositions, and multiple subjects/verbs) and commonly used tenses. They can write a string of sentences on a wider variety of topics related to their life.	Students at the end of Level 1 should be able to compose grammatically correct sentences and questions using simple past, present, and future and present progressive tenses. They should also be able to identify and use many parts of speech, which is critical for their understanding of grammar in future levels. They can also write several connected sentences on a familiar topic using the conjunction <i>and</i> and sequence signals.
<b>2</b>	In accordance with the objectives in Level 1, writers at Level 2 can write short sentences in simple tenses with limited errors. They can meet a limited number of writing tasks, such as lists, short messages, simple notes, and connected sentences on a simple topic. Their writing is mostly limited to topics of daily life or personal interest. Patterns of error occur frequently when not using learned or formulaic structures. However, their structure on simple sentences should be mostly accurate.	The goal of this level is to provide students with a strong grammatical foundation in order to produce sentences with a wide variety of grammatical elements (such as transitional expressions, modals, gerunds/infinitives) and to recombine learned structures to write simple paragraphs.	Students at the end of Level 2 can write longer sentences in all time frames by using more parts of speech and combining sentences to write some types of compound and complex sentences. Students can also compose these sentences into a short paragraph to express description, opinion, and narrative. Students should also be able to identify terminology related to the writing process, which is critical for their advancement in the next levels.
<b>3</b>	In accordance with the objectives in Level 2, writers at Level 3 can compose many kinds of sentences using recombinations of learned vocabulary and structures. Their sentences and vocabulary are adequate to convey meaning, but are most likely	The goal of this level is to instruct students in composing a variety of full paragraphs to express comparison, description, reasons, examples, and	At the end of Level 3, students can write fully developed paragraphs on a variety of topics. Their knowledge of paragraph structure, writing

	<p>short, repetitive, and conversational in tone. There may be frequent errors in sentence structure, grammar, tenses, word choice, and spelling. Writers should be able to write in the past, present, and future time frames with a modest degree of accuracy, although sentence structure may be simple. Writers should be able to produce short paragraphs on a single topic, although fullness of thought and clarity of meaning may be low. They are able to write some types of compound and complex sentence structures, but make frequent mistakes.</p>	<p>explanation. Students should use the writing process and be fully aware of terminology related to the writing process. They should also be able to write with at-level grammatical structures and be able to edit their writing.</p>	<p>terminology, and writing styles should adequately prepare them to begin writing multi-paragraph compositions.</p>
4	<p>In accordance with the objectives in Level 3, writers at Level 4 can write in paragraphs about a single topic. These writers should be able to give details, examples, description, and opinions to explain their ideas. They should be able to organize ideas in a logical way with minimal errors. They can write about a wide variety of topics, although they excel at personal topics. These writers can write in all major time frames, but may be inconsistent in maintaining a single tense and unable to accurately combine tenses. Some advanced grammar elements (such as perfect tense, infinitives, adjective clauses, etc.) can be used, but with frequent errors. However, they should be modestly proficient at using compound and complex sentences.</p>	<p>The goal of this level is to introduce students to essay writing. Students should learn the elements of an essay and how to develop introductions, body paragraphs, and conclusions.</p>	<p>Students at the end of Level 4 will be able to write short descriptive, explanatory, and opinion essays. They are able to eliminate personal references and write about a topic objectively. They should be adequate at development of body paragraphs using examples, reasons, etc. The students should have a wide array of grammatical knowledge to help them craft a variety of sentences, including compound and complex sentences and target academic vocabulary.</p>
5	<p>Writers in Level 5 can write short essays on a single topic. They should be able to develop their ideas using reasons, examples, opinions, description, and explanation. They can write in all time frames (including combining time frames) with decreasing errors. They can use a number of transitions and subordinating conjunctions, and should be able to write compound sentences with high accuracy. These writers should also be able to write short and simple introductions and conclusions. Students at this level will show frequent inaccuracies when asked to write using academic vocabulary and advanced grammar and sentence structures.</p>	<p>The goal of this level is to introduce students to the structure of different essay styles, such as cause/effect, compare/contrast, process, and summary/response. They will learn how to use advanced at-level grammatical structures and academic vocabulary.</p>	<p>Students at the end of Level 5 should be able to write several types of essays, such as cause/effect, compare/contrast, process, and summary/response. They should be comfortable writing an essay of more than 750 words, and have thorough knowledge about methods of organization, development of ideas, and essay genres. Students should be able to use advanced grammatical structures such as complex/compound sentences, adjective/adverb/noun clauses, parallelism, and transitions. They should have experience editing their writing and eliminating problems such as run-ons, fragments, and</p>

			choppy/stringy sentences.
<b>6</b>	In accordance with the objectives in Level 5, writers in Level 6 can write on a large variety of topics, in varied genres. However, their ability to write in academic discourse is still developing. These writers can write in all major time frames and use some advanced vocabulary, grammar, and sentence structures. These writers should be able to fulfill a variety of writing tasks, such as summarizing, paraphrasing, giving opinion, comparing, discussing a problem and its solution, and responding to a reading or lecture. They are able to communicate their point, but their writing is not always substantive. These writers may still exhibit frequent mistakes with spelling and grammar.	The goal of this level is to introduce students to college writing. Students will learn how to conduct internet research and cite and document sources. They should learn the structure of expository, problem/solution, and argumentative essays, focusing especially on using academic language and applying critical thinking.	By the end of Level 6, students should be able to write essays in a variety of genres. They should learn how to conduct research, evaluate a source, integrate quotes, summarize/paraphrase sources, synthesize information, and document sources. By the end of the level, students should be fully prepared to adjust comfortably into a 100-level university writing class.