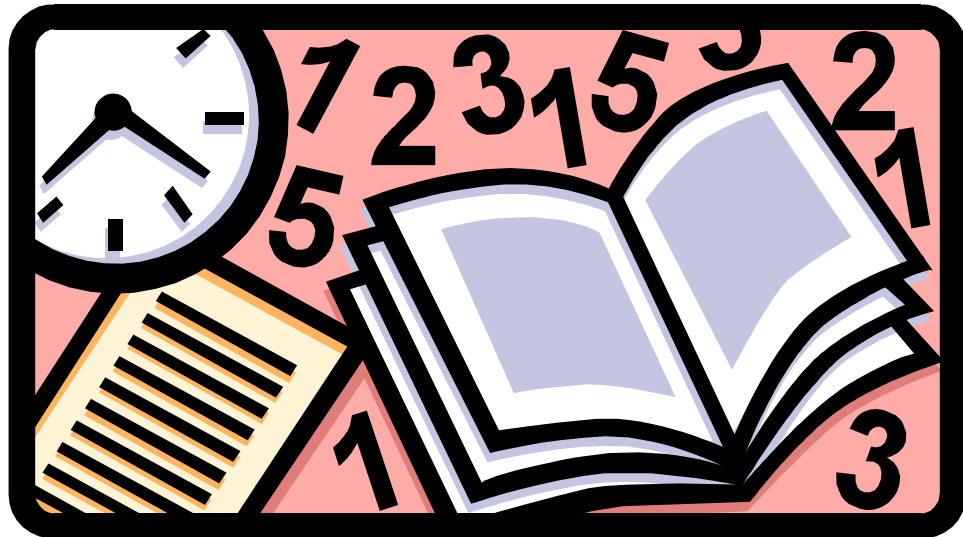


# UCAELI

# INSTRUCTOR

# HANDBOOK



revised on 1/22/09

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### **UCAELI's Mission Statement**

UCAELI is an exceptionally supportive English language program based at the University of Connecticut (UConn), a leading public University. The mission of UCAELI is as follows:

- To provide our students with quality language instruction to help them to achieve their personal and professional goals.
- To maximize our students access to UCONN's educational, cultural and community resources.
- To assist our students in their transition to mainstream academic courses.
- To provide opportunities for intercultural learning and community involvement
- To support other university departments and offices with customized language programs and services

### **Overriding Curriculum Objectives**

- To create a student centered classroom
- To have students become independent learners
- To incorporate communicative based teaching methods in the classroom
- To maximize each student's opportunities to learn about American culture
- To create opportunities for student's to communicate with native English speakers
- To encourage students to explore the UCONN campus and use the resources available to them
- To promote cross-cultural exchange between and among students

## **Job Descriptions – Instructors**

### Master Instructor

A master instructor:

- has 19 hours of contact time per week and is contracted for one year periods
- provides orientation for new instructors
- assists with curriculum updates and program reviews
- must keep accurate records of students' attendance and grades and follow the attendance policy procedure
- must do quarterly, mid-term and final evaluations for each student
- participates in opening and closing activities during each session
- prepares materials and administers placement testing
- places students and produces student schedules
- orders textbooks for all core courses after consulting with other instructors
- updates session placement as students change levels or classes
- attends the Professional Development Day activity
- attends instructor meetings
- submits syllabi, evaluations, and other requested materials in a timely manner
- assists with maintenance of the instructor resource room, library and tape files
- develops, administers and grades mid-term and final tests in the core courses
- is available for office hours at the students' request

### Full Courseload or Part Time Instructors

A full courseload or part time instructor:

- have up to 19 contact hours per week
- must do quarterly, mid-term and final evaluations for each student
- must keep accurate records of students attendance and grades and follow the attendance policy procedure
- submits syllabi, evaluations, and other requested materials in a timely manner
- develops, administers and grades mid-term and final tests in the core courses
- is available for office hours at the students' request
- attends instructor meetings or communicates problems to Director on a weekly basis

## **Instructor Responsibilities during Sessions**

### Beginning of Session:

Full-time instructors will be assigned to lead or participate in placement testing, scoring and community building activities. Part-time instructors will be asked to participate as needed and will be compensated at their regular hourly rate.

- Testing- Students are placed using a phone test (PhonePass) , and three online writing, reading and grammar tests
- The writing sample is a choice of three topics, students have 30 minutes to write an essay on one topic, the TWE Guide is used to evaluate (see sample in the Teacher Resource Room and TWE Guide copy in Appendix)
- Develop and lead community building activities (all instructors are invited to attend the community building activity and welcome lunch.) Community building activities are intended to provide an opportunity for all new and returning students to meet and get to know each other. Activities should also introduce instructors and other staff members as appropriate.
- Scoring tests and placement - Full time instructors will supervise testing and scoring. Students will be placed in levels according to similar scores. There may be discussion of special considerations such as an excessive number of students in a level, a student who is on the line, etc. Once placement is completed, one or more of the full-time instructors will create online class lists. These are printed and distributed to all instructors (copy of all lists to the director) at the community building on the first day of classes. The full-time instructors prepare individual student schedules and distribute these to students at the community building as well.
- Ordering textbooks for core and elective courses – There are textbook order forms in the Teacher Resource Room. Orders can be faxed or submitted directly to the Coop. Orders should be put in ahead of time when possible to ensure that books are available to students from the beginning of the session.
- Listening/Speaking instructors should have the Level 2 students and above do the SILL (Strategies Inventory for Language Learning) during the first week of class (see copy in Instructor files in Teacher Resource Room)
- Post your syllabi to the wiki according to the date on the session calendar
- Each syllabus should include the session, class and level, your name, e-mail, room number, the topics to be covered each week, course description and evaluation criteria (please follow samples in Appendix), and information about the attendance policy, including the absence limit for the class and the fact that students who are more than 15 minutes late are counted as absent.

### Middle of Session:

- Attend scheduled instructor meetings (If part-time instructors cannot attend scheduled meetings, an email update to the director is appreciated.)
- Do mid-term class/instructor evaluations and quarterly and mid-term student evaluations. The class/instructor evaluation is done by students and collected and reviewed by the instructor, then passed on to the director. Quarterly evaluations are only done for students who are having difficulties. A copy is given to the student and put in their file. Midterm evaluations are done for each student and a copy is given to student and filed. (copy of forms in Appendix)
- Note: no quarterly or mid-term evaluations are done during summer sessions
- L/S instructors - Keep a record of student's progress in L/S using the L/S Student Evaluation form (see Appendix) A copy may be given to students who leave at mid-session.
- R/W instructors - Create a reading midterm and submit for student files; evaluate a timed 30-minute writing sample at the midterm using the TWE scale (see Appendix) and place in students' files.
- Give students attendance warnings as needed (see attendance policy & warning form in Appendix)
- Attend the midterm feedback lunch (fall and spring only). Instructors should divide up and sit with groups of students. The purpose is to check in and hear any comments or complaints students may have. Instructors should report to the director any feedback collected.

### End of Session:

- Finals should be prepared and given in Grammar classes. R/W instructors should give students a final timed 30-minute essay and evaluate it using the TWE scale. These writing samples should be placed in the students' files. L/S instructors should complete and file the L/S evaluation forms for each student.
- Do final evaluations of students for each class (see copy of Final Evaluation form and NAFSA Guide in Appendix) Note: These evaluations are considered the second page of the transcript. Students may request an official copy of the transcript. File all evaluations before the last day of the session.
- Attend a final instructor meeting and nominate students for the honors award (based on excellent participation, effort, attendance and leadership in the class) or report on students who should not receive a certificate (due to excessive absences, lack of participation or failure to complete assignments). If instructors cannot attend the final meeting, communicate nominations to the director by email. All instructors need to agree with any student nominated for honors for the student to receive the award.
- Revise syllabi to reflect material actually covered and post them to the wiki. The end of session syllabi may be accessed by other instructors for planning for the next session. The final Grammar syllabus is especially important.
- L/S instructors will collect all folders for their students and schedule 10-15 minute individual meetings with each student on the final day of the session. During this meeting, the instructor will review the students' files, review scores, evaluations

- from all instructors and provide any appropriate recommendations for future study. If students wish to have a copy of the transcript (which includes all final instructor evaluations), they will need to submit a request to the director.
- Return any books and materials to the Teacher Resource Room. Clean up classrooms, bulletin boards, and submit requests for additional supplies needed for the classroom through the Program Assistant.
  - Attend the closing ceremony! Students receive certificates, and we have lunch together and say goodbye to departing students.

### **Guidelines on Giving Feedback to Students at End of Session Meetings**

- Ask them how they feel about their progress and in what areas they feel they can improve.
- Start with a positive oral statement about their overall achievement rather than showing them their transcript right away.
- Share the information on the transcript and go over each part.
- Share with them the first writing sample and the second with the evaluation sheets for them to make comparisons so they can concretely see how they have improved and what areas they still need to work on.
- Share with them the results of the grammar test.
- Give them concrete suggestions on how they can improve on different skills. Perhaps refer to the SILL Inventory. Address any special concerns that they might have.

### **Other Notes:**

- Please make sure the student's complete name is on any paper that goes into their student file
- On all final evaluation materials, in addition to having the student's full name, be sure to include the date, the session, the instructor's name, and the level.
- Instructors must keep accurate records of class lists, student attendance, homework and test/quiz grades.
- Instructors will be put on a listserv as a means of communicating via e-mail. You should check your e-mails and mailboxes regularly. Please be aware that whatever response you give through the listserv is sent to everyone.
- If an instructor wishes to use UCAELI letter-head paper for a student letter of recommendation, the instructor must submit a copy of the letter to the Director and a copy to the student's file
- All copies of necessary forms used during the session can be found in the Teacher Resource Room. If an original cannot be found, please inform the director.

## **Evaluation Procedures, Placement, and Certificates**

### Placement:

Placement tests include a PhonePass test which is used to evaluate listening and speaking, and online tests of grammar, reading and writing. The PhonePass test is based on a total possible score of 80. The grammar test is a 30 minute multiple choice paper test. The writing sample is a timed 30 minute test. The writing sample is scored using the TWE scale.

### Quarterly Evaluation:

During the fall and spring 15 week sessions, students will be given a Quarterly Progress Report at the four week point and the twelve week point (see Appendix). The report is done for students who are having difficulties. The original will be submitted for the student file and a copy given to the student.

### Mid-Session Evaluation:

For all sessions, instructors and students will be evaluated at the midpoint of the session using the mid-session evaluation form (see Appendix). The original will be submitted to the student files and a copy given to the student. During fall and spring sessions, students will be given a grammar mid-term and a writing mid-term. These should be submitted to student files. Instructors will evaluate students for possible level changes and submit a list to the director.

### End of Session Evaluation:

Students will do a class/instructor evaluation and a program evaluation (see forms in Appendix), Instructors will do a final evaluation of each student using the Final Student Evaluation and NAFSA as a guide to determine English proficiency.

During the final instructor meeting each session, instructors will determine which students will not be receiving a certificate and which ones will be receiving an honors certificate.

Students will not receive a certificate if they do not adequately participate in all of their classes. Homework, effort, participation, and attendance should be considered. Chronic lateness may also prevent a student from receiving a certificate.

### Honors Award Criteria

Students will receive an honors certificate if they have shown exceptional leadership qualities, participation and effort in each class and have excellent attendance.

### Proficiency Certificate Criteria

The Proficiency Certificate is issued to confirm that a student is considered capable of academic work. A student must meet the following criteria to be issued a Proficiency Certificate. If these criteria are met, a proficiency certificate will be issued at the student's request. The Proficiency

Certificate confirms that a student is considered capable of academic work. This certificate is particularly beneficial to those students who do not have the required 550 on the TOEFL Test for entrance to UCONN.

1. NAFSA average of at least 4.5 (preferably 5) on each skill area on a student's class evaluation (a score of 4 indicates minimal academic, a score of 5 indicates partial academic proficiency)
2. TOEFL (Institutional or International) of 525 or more
3. TWE (Test of Written English) Score of at least 4 on a scale of 1-6
4. Michigan Placement Test score of at least 75 out of 100 possible points, preferably 80

Placement and Class Changes:

We ask that each student attend at least two classes before requesting a class or level change. They are to tell their current instructor their requests. During the first instructor meeting, class and level changes are discussed and decided upon. Will class or level changes be allowed after that? This is always a tricky one. Students should fill out a class change request form, both instructors should sign it and this form should then be given to one of the master instructors or brought to the weekly instructor meeting by the second signing instructor. After a decision is made, one of the full-time instructors will update the placement list for that session. At that point, the student will be told whether the request is accepted or not. Level changes may also be made on the advice of the instructors.

## Classroom Materials and Teacher Resources

- Textbooks: Instructors have access to a wide variety of teacher resource books in the Teacher Resource Room. These books can be checked-out by using the check-out binders.
- Audiotapes/CDs/Videos: There are student texts and the corresponding tapes and videos in the Resource Room with a sign-out sheet for each.
- Computer Lab: The UCAELI computer lab is available for whole class use. A schedule of additional open times for independent student study will be provided at the beginning of each session
- TV/VCR/DVD/Cable: Each classroom is equipped with a TV , VCR, and DVD player, and each TV has cable.
- Supplies: Office and classroom supplies are available in each classroom or by request to the Program Assistant.
- Overhead projector: In the Resource Room, there is an overhead projector and tape/CD players.
- Ordering Resource materials: Books and tapes can be ordered by making a request to the Director. Regular classroom texts are ordered by Master Instructors or by individual instructors through the Coop. To check whether a text book is at the CO-OP, call 486-3727.
- Field Trips: If an instructor plans to do a field trip, a van can be reserved to transport students. Reservations are made through the Program Assistant and must be made a week in advance.
- Video Theaters: The video theaters at the library can be reserved to show films. Requests should be made through the Program Assistant.
- Telephones: The telephones in the Grad Center can be used for on campus calls only.
- Complaints/Suggestions: If an instructor wishes to place a formal complaint or request, a form can be found in the Appendix.
- Photocopying/Repair of photocopier: A photocopier will be available for instructors.
- Instructors should comply with copyright laws as expressed in the manual received at time of hire. A copy of the manual is also found on the bulletin board above the photocopier. Excessive photocopying is to be avoided. Students should purchase textbooks for each course as required by the instructor. If the photocopier needs to be serviced, please follow the instructions posted on the bulletin board above the copier. Please leave a note that a service request has been made.
- Professional Development support: Instructors who attend ConnTESOL will be reimbursed for the conference fee. Instructors who will present at the national TESOL convention will be reimbursed for their registration fee and a portion of their travel expenses.
- Substitutes: If you need a substitute, please follow the instructions on the UCAELI Substitute Instruction Policy found below.

## **Instructor Observation and Evaluation**    revised August 25, 2008

Instructor evaluation is important to professional development and to the health and quality of the IEP. Evaluations will be considered in determining whether a teacher will be hired for future sessions.

All instructors are evaluated by their students at the end of each session. Students use the Course Evaluation form (see Instructor Handbook Appendix) for this purpose. Students have an opportunity to provide written comments on this form. Course evaluations are summarized and reviewed by the director. Instructors receive a copy of the summary and a second copy is placed in the instructor's personnel file at UCAELI.

In addition, instructors will be observed by either the director or a master teacher according to the following schedule:

New hires - Observed during their first session by the director

Returning instructors - Observed once per year by either a master teacher or the director

Master Teachers - Observed once per year by the director and/or a returning instructor designated by the director. Master Teachers complete an Annual Self-Evaluation at the end of the year of their hire. A copy of this form is submitted to the director. The director then completes the Annual Instructor Evaluation, which includes summaries of student evaluations and classroom observations. It also provides space for recommendations or goals for the following year and indicates whether a pay increase is recommended for the following year and what the amount of increase should be.

The format of the written classroom observation is as follows: (Please use form in Instructor Handbook)

1. Narrative of the lesson observed
2. Comments on strengths of the lesson
3. Comments on areas for further development
4. Questions or other remarks

A copy of the written observation should be provided to the instructor observed within 2 days of the observation. An opportunity for discussion or written response should also be provided. The final observation with any follow-up comments should be submitted to the director within one week of the observation. The observation will be filed in the instructors' personnel file.

### **Services Provided to Instructors by the Program Coordinator**

- Classroom and UCAELI Office keys
- Non-confidential information that is not academic in nature regarding students
- Information about the UCONN community, classroom reservations, library tours, etc...
- Information regarding changes in policy of non-academic nature at UCONN and UCAELI
- Instructor Listserv maintenance

### **Services Provided to Instructors by the Program Assistant**

- A letter confirming employment for parking services, dining services, and identification cards
- Ordering supplies or non-Coop textbooks
- Help with payroll questions
- Securing payment for field trips
- Reimbursement for personal money spent for UCAELI
- Provide forms for vehicle rentals and purchase of items from COOP

### **Instructor Related Functions Performed by Director**

- Hiring instructors and determination of pay rate
- Instructor observation
- Designation of instructor course assignments
- Evaluation of instructors
- Writing recommendation and reference letters
- Act as a teacher resource
- Academic and cultural orientation of students
- Inform instructors of any program changes and problems or issues regarding students
- Facilitate weekly instructor meetings
- Initiate program and curriculum reviews

## UCAELI Substitute Instruction Policy

rev 9/7/06

If you need a substitute due to illness or personal emergency, please follow the following procedures:

**If you know you will be out ahead of time**, try to find a substitute. If you cannot find a sub, determine whether you can combine your class with another at a similar level. If you cannot combine classes, schedule a make-up class (usually on Friday afternoon) and inform your students. Inform the director of the arrangements made.

**If the absence is unexpected**, please call any available subs. If no subs are available, call the director at: 860-465-7958 as soon as possible (after 6:00 a.m.) that morning. If the director cannot find a sub, you will be responsible for making up the class.

### **Payment options:**

- 1) Work out an exchange with the substitute if they need coverage for a day.
- 2) Pay the sub directly.

### **Suggested Rates:**

\$20 per hour - no preparation required by substitute, instructor provides complete lesson plan

\$30 per hour - substitute required to prepare lesson plan

### **Substitutes:**

A list of possible substitutes will be circulated at the beginning of the session.

## **Procedures for Use of Computer Lab**

In support of wider use of the computer lab in Room 301, we have acquired additional software and created a borrowing system/library that will be kept in the Teacher Resource Room. Here's how it will work:

### **Checking out Software**

- Instructors can use the lab for class time or assign students homework using CD s.
- During the academic year, we will open the lab at regular times with an instructor present to assist students with software check out and use.
- The software is organized in a bin. There is an index/sign out for all disks, so you can quickly see what is available.
- Instructors are responsible for checking out all CD s. CDs for student use are signed out in the name of an instructor. Please assign a return date and follow up on it. Instructors will be responsible for any software that is not returned.

### **Use of Software in Lab**

- We do not want to allow students to download or install software randomly as the computers will quickly become very slow. Therefore, the computers are set to start up in "student mode". This mode allows students to use Internet freely and use Word for typing. Students can link to the printer from any computer in the lab.
- Each computer in the lab may have one or two software programs installed on it, i.e., one computer has Pronunciation Power, one has TOEFL Preparation software, one has Side by Side, etc. Students can use the installed software by clicking on the icon for it on the desktop. The CD-ROM may or may not also be needed. If needed, an instructor needs to check it out.  
All other software needs to be installed at time of use and used with the CD-ROM. To install software, the computer must be in "administrator mode". This requires a user name and password. Instructors will be informed of these at the beginning of the session or upon request.
- When the class or student is finished, they should remove the CD-ROM disk and return it. The computer should be shut down. It will automatically start up in student mode.
- The headphones are kept in Room 301 in a bin. Students can plug them in to the computer.

# APPENDIX

**UCAELI Mid-Session Progress Report**

Session: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Level: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Number of Classes Missed: \_\_\_\_\_

Homework: \_\_\_\_\_

Test/Quiz Date/Unit	_____	Score	_____
Test/Quiz Date/Unit	_____	Score	_____
Test/Quiz Date/Unit	_____	Score	_____
Test/Quiz Date/Unit	_____	Score	_____
Test/Quiz Date/Unit	_____	Score	_____
Test/Quiz Date/Unit	_____	Score	_____
Test/Quiz Date/Unit	_____	Score	_____
Test/Quiz Date/Unit	_____	Score	_____

Class Participation: \_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor

Comments:

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Please make a copy for the student and submit the original for student files.

## UCAELI Quarterly Progress Report

Session: \_\_\_\_\_  
Student's Full Name: \_\_\_\_\_  
Instructor's Name: \_\_\_\_\_

Class and Level: \_\_\_\_\_  
Number of Classes Missed: \_\_\_\_ out of \_\_\_\_  
Homework: \_\_\_\_ out of \_\_\_\_  
Test/Quiz Scores and Dates: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
Class Participation: Excellent: \_\_\_\_ Good \_\_\_\_ Fair \_\_\_\_ Poor \_\_\_\_  
Comment: \_\_\_\_\_

Class and Level: \_\_\_\_\_  
Number of Classes Missed: \_\_\_\_ out of \_\_\_\_  
Homework: \_\_\_\_ out of \_\_\_\_  
Test/Quiz Scores and Dates: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
Class Participation: Excellent \_\_\_\_ Good \_\_\_\_ Fair \_\_\_\_ Poor \_\_\_\_  
Comment: \_\_\_\_\_

Class and Level: \_\_\_\_\_  
Number of Classes Missed: \_\_\_\_ out of \_\_\_\_  
Homework: \_\_\_\_ out of \_\_\_\_  
Test/Quiz Scores and Dates: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
Class Participation: Excellent \_\_\_\_ Good \_\_\_\_ Fair \_\_\_\_ Poor \_\_\_\_  
Comment: \_\_\_\_\_

Class and Level: \_\_\_\_\_  
Number of Classes Missed: \_\_\_\_ out of \_\_\_\_  
Homework: \_\_\_\_ out of \_\_\_\_  
Test/Quiz Scores and Dates: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
Class Participation: Excellent \_\_\_\_ Good \_\_\_\_ Fair \_\_\_\_ Poor \_\_\_\_  
Comment: \_\_\_\_\_

Instructor: Please make a copy for the student and submit the original for student files.

**UCAELI STUDENT TRANSCRIPT  
PART I - TEST SCORES**

SURNAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_  
COUNTRY: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_

**SESSION/YEAR:** \_\_\_\_\_

PART TIME OR FULL TIME (circle one) GOALS \_\_\_\_\_

GRAMMAR PLACEMENT TEST SCORE: \_\_\_\_\_ date: \_\_\_\_\_  
GRAMMAR EXIT TEST SCORE: \_\_\_\_\_ date: \_\_\_\_\_  
GRAMMAR EXIT TEST SCORE: \_\_\_\_\_ date: \_\_\_\_\_  
GRAMMAR EXIT TEST SCORE: \_\_\_\_\_ date: \_\_\_\_\_  
GRAMMAR EXIT TEST SCORE: \_\_\_\_\_ date: \_\_\_\_\_

ORAL INTERVIEW PLACEMENT: Level \_\_\_\_\_

WRITING SAMPLE PLACEMENT TEST:  
(TEST OF WRITTEN ENGLISH IS STANDARD)

SCORE: \_\_\_\_\_ DATE: \_\_\_\_\_  
SCORE: \_\_\_\_\_ DATE: \_\_\_\_\_

TOEFL/DATE (INST./INTERNATIONAL): \_\_\_\_\_  
TOEFL/DATE(INST./INTERNATIONAL): \_\_\_\_\_

NAFSA (INT.ASSOC.OF FOREIGN LANG.EDUCATORS) SCORE (AVERAGE OF ALL INSTRUCTORS EVALUATIONS) SEE ATTACHED FOR NAFSA SCALE:

SPEAKING: _____	SPEAKING: _____	SPEAKING: _____
LISTENING: _____	LISTENING: _____	LISTENING: _____
READING: _____	READING: _____	READING: _____
WRITING: _____	WRITING: _____	WRITING: _____
AVERAGE: _____	AVERAGE: _____	AVERAGE: _____
Date: _____	Date: _____	Date: _____

HIGHEST LEVEL COMPLETED AT END OF FINAL SESSION:

List/Spkg: \_\_\_\_\_ Grammar/Comm: \_\_\_\_\_ Reading/Writing: \_\_\_\_\_

HAS STUDENT COMPLETED UCAELI PROGRAM: \_\_\_\_\_yes \_\_\_\_\_no

DATES OF ATTENDANCE : \_\_\_\_\_

OFFICIAL SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

CERTIFICATE:

Session \_\_\_\_\_ Session \_\_\_\_\_ Session \_\_\_\_\_ Session \_\_\_\_\_

Received \_\_\_\_\_ Received \_\_\_\_\_ Received \_\_\_\_\_ Received \_\_\_\_\_

Not Received \_\_\_\_\_ Not Received \_\_\_\_\_ Not Received \_\_\_\_\_ Not Received \_\_\_\_\_

Honors \_\_\_\_\_ Honors \_\_\_\_\_ Honors \_\_\_\_\_ Honors \_\_\_\_\_

**UCAELI Student Transcript**  
**Part II - Instructor's Final Evaluation**

Student Surname: \_\_\_\_\_ First Name: \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Session: \_\_\_\_\_ Course: \_\_\_\_\_  
 Class Level: \_\_\_\_\_ Level completed: \_\_\_yes \_\_\_no  
 Overall Evaluation: Outstanding \_\_\_Satisfactory \_\_\_Unsatisfactory \_\_\_  
 Attendance: Absences out of total classes: \_\_\_\_\_/\_\_\_\_\_

**Section I: Speaking**

- \_\_\_\_\_ Virtually no proficiency
- \_\_\_\_\_ Asks and answers basic questions
- \_\_\_\_\_ Converses hesitantly, without complete control of structure
- \_\_\_\_\_ Participates effectively but errors often obscure meaning
- \_\_\_\_\_ Participates effectively with minor errors which seldom obscure meaning
- \_\_\_\_\_ Able to express abstract ideas/concepts orally
- \_\_\_\_\_ Vocabulary is limited
- \_\_\_\_\_ Vocabulary skills are strong
- \_\_\_\_\_ Pronunciation often obscures meaning
- \_\_\_\_\_ Pronunciation skills are adequate

NAFSA score for speaking: \_\_\_\_\_

**Section II: Aural Comprehension**

- \_\_\_\_\_ Virtually no proficiency
- \_\_\_\_\_ Understands simple statements and questions if spoken slowly
- \_\_\_\_\_ Requires occasional restatement/rewording
- \_\_\_\_\_ Understands more complicated conversations and lectures on familiar topics w/ some difficulty
- \_\_\_\_\_ Understands most conversation on familiar topics
- \_\_\_\_\_ Understands academic and colloquial conversations with little or no difficulty

NAFSA score for aural comprehension: \_\_\_\_\_

**Section III: Reading**

- \_\_\_\_\_ Virtually no proficiency
- \_\_\_\_\_ Reads and understands elementary material with regular use of an English-English dictionary
- \_\_\_\_\_ Reads and understands intermediate lesson materials, narrative, and simple expository writing with regular use of an English-English dictionary
- \_\_\_\_\_ Reads and understands general expository material and text
- \_\_\_\_\_ Reads and understand academic material
- \_\_\_\_\_ Is able to extract salient meaning
- \_\_\_\_\_ Reads with ease and speed close to native speaker

NAFSA Score for Reading: \_\_\_\_\_

NAFSA SCORE RANGES:	
1-2	Beginner
2-3	High Beginner/Intermediate
3-4	Intermediate
4-5	High Intermediate/Advanced
5-6	Advanced
6	Native-like proficiency

**Section IV: Writing**

- \_\_\_\_\_ Virtually no proficiency
- \_\_\_\_\_ Writes simple statements and questions
- \_\_\_\_\_ Writes simple paragraphs with topic sentences and details
- \_\_\_\_\_ Essays lack detail and organization
- \_\_\_\_\_ Uses some detail to support a thesis or illustrate ideas
- \_\_\_\_\_ Writes statements and questions on simple topics with fair control of basic structures
- \_\_\_\_\_ Has most sentence structure under fair control, with occasional obscurity of meaning
- \_\_\_\_\_ Writes with occasional errors, misuse of idioms; has background for rapid development and self-correction
- \_\_\_\_\_ Able to express abstract ideas/concepts in writing with unity and coherence
- \_\_\_\_\_ Writes with occasional errors which seldom obscure meaning
- \_\_\_\_\_ Needs additional work on the sentence level
- \_\_\_\_\_ Needs additional work on the paragraph level
- \_\_\_\_\_ Needs additional work on the essay level

NAFSA score for writing: \_\_\_\_\_

**Section V: Motivation/Attitude**

- \_\_\_\_\_ Participates in class discussion
- \_\_\_\_\_ Hesitant to participate in class discussion: contributes when called upon
- \_\_\_\_\_ Difficult to engage in class discussion
- \_\_\_\_\_ Attitude is excellent
- \_\_\_\_\_ Attitude is satisfactory
- \_\_\_\_\_ Attitude is unsatisfactory

**Section VI: Homework/Tests/Quizzes**

Satisfactorily completed \_\_\_\_\_ out of \_\_\_\_\_ homework assignments  
 Quiz scores: \_\_\_\_\_  
 Test scores: \_\_\_\_\_  
 Writing assign. scores: \_\_\_\_\_  
 Midterm score: \_\_\_\_\_  
 Final exam/project score: \_\_\_\_\_

**Section VII: Academic Readiness**

- \_\_\_\_\_ Student is ready for academic work
- \_\_\_\_\_ Student is ready for academic work with additional ESL support
- \_\_\_\_\_ Student is not ready for academic work

**Additional Comments:**

## **Evaluation Guides**

### **NAFSA Guide to English Proficiency**

#### **1) Nil Proficiency**

*Speaking-* Virtually no proficiency

*Aural Comprehension-* Virtually no proficiency

*Reading and vocabulary-* Virtually no proficiency

*Writing-* Virtually no proficiency

#### **2) Elementary Proficiency**

*Speaking-* Asks and answers questions on daily personal needs and familiar topics with limited vocabulary

*Aural Comprehension-* Understands simple question and statements on familiar topics if spoken slowly

*Reading and Vocabulary-* Reads and understands elementary lesson materials

*Writing-* Writes simple statements and questions

#### **3) Intermediate Proficiency**

*Speaking-* Converses intelligently in most social situations, but without complete control of structure and pronunciation.

*Aural comprehension-* Understands most questions, statements and conversations on familiar topics at normal speed; requires occasional restatement.

*Reading and Vocabulary-* Reads and understands most intermediate lesson materials, narrative texts, and simple expository writing.

*Writing-* Writes statements and questions on familiar topics with fair control of basic patterns.

#### **4) Minimal Academic Proficiency**

*Speaking-* Participates, effectively, sometimes hesitantly, in social and academic conversations; makes occasional errors in idiom and structure, often obscuring meaning

*Aural Comprehension-* Understands most informal questions, statements, and conversations at normal speed; comprehends lectures on familiar topics with some difficulty

*Reading and Vocabulary-* reads and understands most expository materials with regular use of an all-English dictionary.

*Writing-* Has most sentence structure under fair control within familiar and academic areas, with occasional obscurity of meaning

#### **5) Partial Academic Proficiency**

*Speaking-* Participates effectively in social and academic conversations; makes occasional errors in idiom and structure, seldom obscuring meaning.

*Aural comprehension-* Understands most conversations and lectures on familiar topics at normal speed.

*Reading and Vocabulary-* Reads and understands general expository materials and texts.

*Writing-* Writes with ease but with occasional errors and misuse of idioms; has sufficient background for rapid development of control and self-correction.

#### **6) Full Academic Proficiency**

*Speaking-* Speaks naturally with only occasional idiomatic imprecision.

*Aural Comprehension-* Understands academic and colloquial conversation, and most lectures with no difficulty.

*Reading and Vocabulary-* Reads and understands most academic material; displays ability to extract salient elements, sometimes with use of dictionary, at somewhat below native speed.

*Writing-* Writes with occasional errors in idiom at somewhat below native speed; demonstrates good understanding and control of organization or expository/argumentative essay.

## Test of Written English (TWE) Scoring Guide

- 6** Clearly demonstrates competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.  
A paper in this category
- Is well organized and well developed
  - Effectively addresses the writing task
  - Uses appropriate details to support a thesis or illustrate ideas
  - Shows unity, coherence, and progression
  - Displays consistent facility in the use of the language
  - Demonstrates syntactic variety and appropriate word choice
- 5** Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will have occasional errors.  
A paper in this category
- Is generally well organized and well developed, though it may have fewer details than does a “6” paper
  - May address some parts of the task better than others
  - Shows unity, coherence, and progression
- 4** Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.  
A paper in this category
- Is adequately organized
  - Addresses the writing topic but may slight parts of the task
  - Uses some detail to support a thesis or illustrate ideas
  - Demonstrates adequate but undistinguished or inconsistent facility with syntax and usage
- 3** Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both.  
A paper in this category may reveal one or more of the following weaknesses
- Inadequate organization or development
  - Failure to support or illustrate generalizations with appropriate or sufficient detail
  - An accumulation of errors in sentence structure and/or usage
  - A noticeably inappropriate choice of words or word forms
  - Suggests incompetence in writing
- 2** A paper in this category is seriously flawed by one or more of the following weaknesses
- Failure to organize or develop
  - Little or no detail or irrelevant specifics
  - Serious and frequent errors in usage or sentence structure
  - Serious problems with focus
  - Demonstrates incompetence in writing
- 1** A paper in this category will contain serious and persistent writing errors, may be illogical or incoherent, or may reveal the writer’s inability to comprehend the question. A paper that is severely underdeveloped also falls into this category.

# UCAELI Course Evaluation: Sample

Please fill out ONE form for EACH course you have taken (for example, if you have taken 5 courses, please fill out 5 forms) and indicate the course and instructor on each of the forms.

Course:        \_\_\_ Listening/Speaking \_\_\_ Grammar/Communication \_\_\_ Reading/Writing  
               \_\_\_ TOEFL                \_\_\_ Conversations on Values \_\_\_ Let's Talk  
               \_\_\_ Short Stories        \_\_\_ Vocabulary/Idioms

Instructor:    \_\_\_ Jeannie Slayton    \_\_\_ Shannon Gerrity  
                   \_\_\_ Joanne Yorks        \_\_\_ Anne Dauphin    \_\_\_ Peter Carney

Please answer the following questions. Your answers will help us to improve our courses in the future. Please be honest in your responses. You do not need to put your name on this form. Please **circle one** of the numbers for questions 1 to 17.

**1=too easy        2=somewhat easy        3=appropriate    4=somewhat hard    5=too hard**

- |                                     |   |   |   |   |   |
|-------------------------------------|---|---|---|---|---|
| 1. The level of the class was:      | 1 | 2 | 3 | 4 | 5 |
| 2. The textbook for the course was: | 1 | 2 | 3 | 4 | 5 |
| 3. The class activities were:       | 1 | 2 | 3 | 4 | 5 |
| 4. The homework assignments were:   | 1 | 2 | 3 | 4 | 5 |

**1=never    2=seldom        3=sometimes    4=usually        5=always**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 5. The instructor started the class on time:                            | 1 | 2 | 3 | 4 | 5 |
| 6. The instructor was well prepared for each class:                     | 1 | 2 | 3 | 4 | 5 |
| 7. The instructr. presented information in a clear organized way:       | 1 | 2 | 3 | 4 | 5 |
| 8. The instructr. encouraged students to speak and ask questions:       | 1 | 2 | 3 | 4 | 5 |
| 9. The instructr. showed an interest and enthusiasm for the subject     | 1 | 2 | 3 | 4 | 5 |
| 10. The instructor had interesting and stimulating activities in class: | 1 | 2 | 3 | 4 | 5 |
| 11. The instructor was available after class for consultation:          | 1 | 2 | 3 | 4 | 5 |
| 12. The instructor showed respect and concern for the students:         | 1 | 2 | 3 | 4 | 5 |
| 13. The class was interesting and useful:                               | 1 | 2 | 3 | 4 | 5 |
| 14. I feel that my English has improved as a result of this course:     | 1 | 2 | 3 | 4 | 5 |
| 15. I am satisfied with my progress in this course:                     | 1 | 2 | 3 | 4 | 5 |
| 16. I would like to take another class from this instructor:            | 1 | 2 | 3 | 4 | 5 |
| 17. I would recommend this course to a friend:                          | 1 | 2 | 3 | 4 | 5 |

**\*\*\*OVER\*\*\***

*UCAELI Course Evaluation - Page 2*

18. What was the best thing about this class?

19 What was the worst thing about this class?

20. What activities would you like to do more in future classes?

21. What would you like to do less often or not at all?

Any other comments?

Thank you!

## UCAELI Midterm Class Evaluation

Session: \_\_\_\_\_

Name of Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Textbook: \_\_\_\_\_

How many classes have you missed for this course: \_\_\_\_\_

Please help us to evaluate the success of this class by answering the following questions. This is an informal survey. You will not be graded on the material here; it is for your teacher's use in planning the remainder of the session. You do not have to put your name on this form, but you can if you want to.

1. Is the pace of the class too fast, too slow, or just right for you?
2. Is information presented clearly?
3. Do you feel that the right amount of homework is being assigned?
4. Is the textbook or material used in the course too easy, too difficult or just right for you?
5. Do you feel that you have enough opportunities to ask questions or get extra help when you need it?
6. Is there anything that you would like to do more of? Less of?
7. Do you have any suggestions or comments?

# UCAELI Listening/Speaking Course Evaluation Level 1

Student Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Session: \_\_\_\_\_ Instructor: \_\_\_\_\_

A student will meet the following objectives 75% of the time in order to complete this level.

## Conversation Strategies

All of the following as measured by instructor's observation:

	<u>Addressed</u>	<u>Mastered</u>
1. Clarifies by repeating other speaker's utterance	_____	_____
2. Requests repetition or adjustment of other speaker's volume or speed	_____	_____
3. Requests explanation of unfamiliar words or expressions	_____	_____
4. Indicates comprehension or lack of comp. verbally or non-verbally	_____	_____
5. Observes body language and facial expressions to construe meaning	_____	_____

## Conversation/Speaking

All of the following as measured by performance in conversational/speaking practice activities:

	<u>Addressed</u>	<u>Mastered</u>
1. Narrates/reports an event in present tense (with or without S/V agreement)	_____	_____
2. Performs simple face to face transactions (i.e. banking, shopping, ordering in a restaurant, making an appointment)	_____	_____
3. Conveys simplified feelings emotions	_____	_____
4. Greets simply, handles basic two-person introductions, gives simple personal information	_____	_____
5. Expresses belonging to institution/family	_____	_____
6. Expresses appreciation	_____	_____
7. Inquires about and expresses liking/disliking/satisfaction	_____	_____
8. Expresses surprise	_____	_____
9. Inquires about and expresses wants/desires	_____	_____
10. Apologizes and forgives	_____	_____
11. Makes simple requests and accepts/denies requests	_____	_____
12. Warns others not to do something	_____	_____
13. Instructs/directs/commands others to do basic actions including emergencies	_____	_____
14. Makes/answers a simple telephone call	_____	_____

## Listening to One Way/Recorded Speech

All of the following as measured by performance (including on quizzes or tests) in class:

	<u>Addressed</u>	<u>Mastered</u>
1. Understands 85% of short recorded conversations or passages	_____	_____
2. Makes guesses about source and topic of recorded materials after complete listening	_____	_____
3. Makes guesses about topic of a conversation, identity of speakers after complete listening	_____	_____
4. Identifies main ideas/some key words in a short dialogue	_____	_____
5. Identifies gist and some details of recorded material on familiar topics spoken at slower than native speed	_____	_____
6. Guesses meaning of new vocabulary words when context provides a definition	_____	_____
7. Understands and follows simple directions for location or instructions to perform an operation	_____	_____
8. Notes basic information such as telephone numbers, addresses, time	_____	_____
9. Writes words or sentences dictated at slower than native speed with repetition	_____	_____

**Pronunciation**

- Is aware of the challenges posed by the combination of English spelling and pronunciation, including vowel, consonant, and combination sounds as measured by feedback from students and instructor’s observation  
**Yes \_\_\_\_ No \_\_\_\_**
- Recognizes at least two individual problems with English sounds that interfere with intelligibility as measured by student assessment, instructor’s observation, and student’s recorded speech  
**Yes \_\_\_\_ No \_\_\_\_**
- Has beginning knowledge of English syllables and stress in words as measured by structured review, or test and recording of student speech  
**Yes \_\_\_\_ No \_\_\_\_**

**Cultural Knowledge**

All of the following as measured by instructor's observation :

- Identifies the country of each student in the class and locates it on a map  
**Yes \_\_\_\_ No \_\_\_\_**
- Asks/answers basic informational questions about culture  
**Yes \_\_\_\_ No \_\_\_\_**
- Identifies 3 major topics in U.S. news  
**Yes \_\_\_\_ No \_\_\_\_**
- Knows/demonstrates appropriate/acceptable U.S. classroom behavior  
**Yes \_\_\_\_ No \_\_\_\_**
- Knows cultural norms for behavior in everyday social situations: politeness, personal space and property, privacy, etc.  
**Yes \_\_\_\_ No \_\_\_\_**

**Collaborative Work**

The following as measured by instructor's observation:

- Can work well with a partner to accomplish a task   **Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_**
- Can work well in a small group   **Always \_\_\_\_ Sometimes \_\_\_\_ Never \_\_\_\_**

**Comments:**

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## UCAELI Listening/Speaking Course Evaluation Level 2

Student Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Session: \_\_\_\_\_ Instructor: \_\_\_\_\_

A student will meet the following objectives 75% of the time in order to complete this level.

### **Conversation Strategies**

**Addressed**

**Mastered**

All of the following as measured by instructor's observation:

- |   |       |       |
|---|-------|-------|
| 1. Clarifies by paraphrasing other speaker                                      | _____ | _____ |
| 2. Interrupts politely  | _____ | _____ |
| 3. Uses pausing sounds or filler words when vocabulary or expression is Unknown | _____ | _____ |
| 4. Uses rejoinders to indicate comprehension                                    | _____ | _____ |
| 5. Uses follow-up questions to maintain flow of conversation                    | _____ | _____ |

### **Conversation/Speaking**

All of the following as measured by performance in conversational practice activities:

All of Level 1 objectives with increasing use of complex sentences, more extensive vocabulary and more accurate grammar

In addition:

**Addressed**

**Mastered**

- |  |       |       |
|--|-------|-------|
| 1. Narrates/reports on a recent event for at least two minutes in past tense | _____ | _____ |
| 2. Performs more complex face-to-face transactions                           | _____ | _____ |
| 3. Conveys feelings and emotions   | _____ | _____ |
| 4. Engages in small talk   | _____ | _____ |
| 5. Inquires about and expresses approval/disapproval/indifference            | _____ | _____ |
| 6. Hypothesizes (Type I conditionals) ("If you go, you'll see the mall.")    | _____ | _____ |
| 7. Uses modals: to extend, accept or decline invitations, to advise, to warn | _____ | _____ |
| 8. Gives an opinion  | _____ | _____ |
| 9. Instructs/directs others to do simple task                                | _____ | _____ |
| 10. Makes/receives more complicated telephone calls                          | _____ | _____ |

### **Listening to One Way/Recorded Speech**

All of the following as measured by performance

(including quizzes or tests) in class:

**Addressed**

**Mastered**

- |  |       |       |
|--|-------|-------|
| 1. Understands longer recorded conversations, most questions, statements on familiar topics at native speed requiring occasional restatement | _____ | _____ |
| 2. Can process speech containing pauses, repetitions, errors, and corrections  | _____ | _____ |
| 3. Can understand speech at different rates and in different contexts  | _____ | _____ |
| 4. Detects key words that identify topic   | _____ | _____ |
| 5. Identifies main points and some details of level appropriate speech   | _____ | _____ |
| 6. Identifies general feelings of speaker  | _____ | _____ |
| 7. Guesses new vocabulary through context  | _____ | _____ |
| 8. Predicts content based on topic and/or outcome from given events  | _____ | _____ |
| 9. Infers relationships between events   | _____ | _____ |
| 10. Can take notes on a short passage or dictation of sentences at native speed with limited repetition                                      | _____ | _____ |

### **Pronunciation Objectives**

- |   |                  |                 |
|---|------------------|-----------------|
| 1. Differentiates sounds, which are individual areas of difficulty as measured by instructor's observation during structured practice               | <b>Yes</b> _____ | <b>No</b> _____ |
| 2. Produces and identify stress patterns in words and sentences as measured by instructor's observation during structured practice                  | <b>Yes</b> _____ | <b>No</b> _____ |
| 3. Identifies and produces statements and questions with special stress patterns as measured by instructor's observation during structured practice | <b>Yes</b> _____ | <b>No</b> _____ |

**Cultural Knowledge**

All of the following as measured by instructor's observation:

- Can identify two important aspects of each culture represented by students in the class **Yes** \_\_\_\_ **No** \_\_\_\_
- Is aware/can roughly describe the various stages of culture shock **Yes** \_\_\_\_ **No** \_\_\_\_
- Can summarize a U.S. news story and present it in class **Yes** \_\_\_\_ **No** \_\_\_\_
- Can identify at least two important U.S. cultural values and describe them **Yes** \_\_\_\_ **No** \_\_\_\_
- Can name three or more conversational topics which should usually be avoided in the U.S. **Yes** \_\_\_\_ **No** \_\_\_\_

**Collaborative Work**

The following as measured by instructor's observation

Can function in various group roles: recorder, speaker, monitor

**Always** \_\_\_\_ **Sometimes** \_\_\_\_ **Never** \_\_\_\_

**Comments:**

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## UCAELI Listening/Speaking Course Evaluation Level 3

Student Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Session: \_\_\_\_\_ Instructor: \_\_\_\_\_

A student will meet the following objectives 75% of the time in order to complete this level.

### **Conversation Strategies**

All of the following as measured by instructor's observation:

	<b><u>Addressed</u></b>	<b><u>Mastered</u></b>
1. Can clarify with question words/ask for clarification of specific information	_____	_____
2. Paraphrases with some details and synonyms	_____	_____
3. Can interrupt politely	_____	_____

### **Speaking**

All of the following as measured by performance in conversational practice activities:

All of Level 2 objectives plus ability to converse with native speakers in social situations with 85% comprehensibility

In addition:

	<b><u>Addressed</u></b>	<b><u>Mastered</u></b>
1. Narrates/reports events in past tense and/or perfect tenses with some detail	_____	_____
2. Expresses agreement/disagreement	_____	_____
3. Argues a point or persuades in a simple/prepared debate	_____	_____
4. Complains/expresses dissatisfaction positively (about service or a product)	_____	_____
5. Hypothesizes (Type II conditional) ("If it rained, we would get wet.")	_____	_____
6. Compares/contrasts with correct grammar	_____	_____
7. Interviews native speakers on assigned topics	_____	_____

### **Listening to One Way/Recorded Speech**

All of the following as measured by performance

(including on quizzes or tests) in class:

	<b><u>Addressed</u></b>	<b><u>Mastered</u></b>
1. Can understand extended conversations and narratives and short newscasts at native speed	_____	_____
2. Outlines main and most secondary ideas in simple lectures with cloze or independently	_____	_____
3. Can differentiate between important and less important information	_____	_____
4. Can differentiate between formal/informal speech relevant to the situation and register	_____	_____
5. Detects speaker's feelings and attitudes	_____	_____
6. Understands common idiom and slang expressions	_____	_____
7. Can understand basic reductions and linking in speech	_____	_____
8. Summarizes and paraphrases dialogues or short passages, lectures or newscasts	_____	_____
9. Can take notes from short passages or lectures at native speed without repetition	_____	_____

### **Pronunciation Objectives**

- Uses and recognizes intonation patterns differentiating between statements and questions as measured by instructor's observation Yes \_\_\_\_\_ No \_\_\_\_\_
- Is aware of reductions in native speech patterns as measured by student's feedback and instructor's observation Yes \_\_\_\_\_ No \_\_\_\_\_
- Can distinguish between similar words using context clues as measured by self reporting and instructor's observation Yes \_\_\_\_\_ No \_\_\_\_\_

**Cultural Knowledge**

All of the following as measured by instructor's observation :

1. Can identify an important value of each culture represented by students in the class  
**Yes** \_\_\_\_ **No** \_\_\_\_
2. Can understand the meaning of “stereotype” and recognize common stereotypes  
**Yes** \_\_\_\_ **No** \_\_\_\_
3. Can compare and contrast own culture’s values with those of the U.S.  
**Yes** \_\_\_\_ **No** \_\_\_\_
4. Can research a controversial issue currently in the U.S. news, present his/her opinion on the issue and lead a discussion on it  
**Yes** \_\_\_\_ **No** \_\_\_\_

**Collaborative Work**

The following as measured by instructor's observation:

Can lead a small group in completing some task

**Always** \_\_\_\_ **Sometimes** \_\_\_\_ **Never** \_\_\_\_

**Comments:**

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## UCAELI Listening/Speaking Course Evaluation Level 4

Student Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Session: \_\_\_\_\_ Instructor: \_\_\_\_\_

A student will meet the following objectives 75% of the time in order to complete this level.

### **Conversation Strategies**

All of the following as measured by instructor's observation:

	<b><u>Addressed</u></b>	<b><u>Mastered</u></b>
1. Paraphrases with detail and synonyms to significantly increase cohesion of conversation	_____	_____
2. Summarizes/concludes a conversation or discussion tactfully	_____	_____
3. Solicits others opinions to promote equal turn-taking among a group of speakers	_____	_____

### **Speaking**

All of the following as measured by performance in conversational practice activities:

All of Level 3 objectives plus ability to converse with native speakers in social and academic or professional situations with 90-95% comprehensibility

In addition:

	<b><u>Addressed</u></b>	<b><u>Mastered</u></b>
1. Narrates/reports with strong detail with little or no preparation using all tenses accurately	_____	_____
2. Persuades in a debate or discussion	_____	_____
3. Hypothesizes about past (Type III conditional)	_____	_____
4. Advises/makes suggestions to others	_____	_____
5. Uses assigned/common idiomatic expressions correctly	_____	_____
6. Expresses and supports opinions during discussions and in response to questions	_____	_____

### **Listening to One Way/Recorded Speech**

All of the following as measure by performance (including on quizzes or tests) in class: **Addressed** **Mastered**

1. Comprehends lengthy conversations, formal lectures and newscasts at native speed	_____	_____
2. Identifies speaker's tone of voice and attitude	_____	_____
3. Recognizes/understands some humor, slang and idiom	_____	_____
4. Summarizes and reconstructs main ideas and supporting details of lectures, presentations or newscasts	_____	_____
5. Makes inferences from what has been said and not said	_____	_____
6. Takes notes on lectures at native speed without repetition	_____	_____

### **Pronunciation**

1. Students should be able to demonstrate comprehension of reductions as measured by instructor's observation and student's feedback  
**Yes** \_\_\_\_\_ **No** \_\_\_\_\_
2. Students should be able to use stress to emphasize a point as measured by instructor's observation or performance on quiz or test  
**Yes** \_\_\_\_\_ **No** \_\_\_\_\_
3. Students should be aware of how changes in tone affect meaning as measured by instructor's observation or performance on quiz or test  
**Yes** \_\_\_\_\_ **No** \_\_\_\_\_
4. Students should be able to use sounds, stress and intonation well enough to be understood by a native speaker 95% of the time as measured by instructor's observation  
**Yes** \_\_\_\_\_ **No** \_\_\_\_\_

**Cultural Knowledge**

All of the following as measured by instructor's observation:

- 1. Identifies and speaks about ways his/her own culture influences his/her behavior, ideas, etc.  
Yes \_\_\_\_\_ No \_\_\_\_\_
- 2. Can debate a cultural/moral issue currently in the U.S. news  
Yes \_\_\_\_\_ No \_\_\_\_\_

**Collaborative Work**

The following as measured by instructor's observation:

- 1. Can lead a discussion  
Yes \_\_\_\_\_ No \_\_\_\_\_

**Comments:**

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**Request for Class Change Form**

Name \_\_\_\_\_ Date \_\_\_\_\_

Session \_\_\_\_\_

NOTE: Both instructors **MUST** sign this form before you will be allowed to change classes. All class changes **MUST** be done by the third week of the session. No other changes will be allowed after this time.

I would like to change from:

Class: \_\_\_\_\_

Instructor: \_\_\_\_\_

To:

Class: \_\_\_\_\_

Instructor \_\_\_\_\_

Reason for

request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Current Instructor:

I agree with this request \_\_\_\_\_

I disagree with this request \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_

New Instructor:

I agree with this request \_\_\_\_\_

I disagree with this request \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Class Change Verification

\_\_\_\_\_ has been changed from  
\_\_\_\_\_ to \_\_\_\_\_ .

Signed \_\_\_\_\_

## UCAELI Attendance Policy Revised 2/2/09

### **Your attendance of UCAELI classes is extremely important. Why?**

- 1) You may miss important material or fall behind if you are absent from even one class
- 2) Instructors evaluations of you are based on your performance in their classes
- 3) Other students may be depending on you to contribute to pair work or a group project
- 4) You cannot make progress if you do not take full advantage of every opportunity to use English

### **If you need to be absent from a class you should:**

- 1) Contact the instructor (if possible before your absence) and give the reason for your absence
- 2) Find out what you have missed and make up the work
  - In case of emergency, contact the UCAELI office and let us know if we can help

### Summer Sessions (8 weeks)

**3 absences from any course:** You will receive a warning from your instructor.

**4 absences from any course:** You will receive an email notice to meet with the Director. You must schedule a meeting within 3 days of receiving the notice.

**5 absences from any course:** You will not receive a certificate from UCAELI. You will be notified by email to meet with the Director and it will be your responsibility to schedule this meeting. You will have violated your non-immigrant status in the United States. This may cause problems for you in the future if you attempt to return to the US with another or same visa status. You may be dismissed from UCAELI.

### Fall and Spring Sessions (15 weeks):

**4 absences from any course:** You will receive a warning from your instructor.

**6 absences from any course:** You will receive an email notice to meet with the Director. You must schedule a meeting within 3 days of receiving the notice.

**8 absences from any course:** You will not receive a certificate from UCAELI. You will be notified by email to meet with the Director and it will be your responsibility to schedule this meeting. You will have violated your non-immigrant status in the United States. This may cause problems for you in the future if you attempt to return to the US with another or same visa status. You may be dismissed from UCAELI.

**Note: For Conversation Course: You may not miss more than 4 classes.**

**PLEASE NOTE: 1) Students who depart early from the program will not receive a certificate.\* 2) If you do not receive a certificate for two consecutive sessions, you will not be allowed to register at UCAELI for a third session.** \* Federal Government Guidelines state that if you depart a program before its completion you do not have a 60 day grace period, you must leave the US immediately or after consulting with a designated school official and getting permission for early departure, you will have a 15 day grace period to leave the US.

**Lateness to class:** If you are more than 15 minutes late for a class, you will be marked absent. Chronic lateness may prevent you from receiving a certificate. Be on time!

**UCAELI Attendance Warning**

To: \_\_\_\_\_ From: \_\_\_\_\_  
Date: \_\_\_\_\_ Session: \_\_\_\_\_

My records show that you have missed:  
\_\_\_\_\_ classes in Listening / Speaking  
\_\_\_\_\_ classes in Grammar / Communication  
\_\_\_\_\_ classes in Reading / Writing  
\_\_\_\_\_ classes in Conversation  
\_\_\_\_\_ classes in Writing Lab  
\_\_\_\_\_ classes in \_\_\_\_\_

Please make an appointment within 3 days to discuss this with:  
\_\_\_\_\_ Instructor \_\_\_\_\_ Director \_\_\_\_\_ Foreign Student Advisor

Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date of meeting: \_\_\_\_\_

_____ Student's Signature	_____ Date
_____ Instructor's Signature	_____ Date
_____ Director's Signature	_____ Date
_____ Foreign Student Advisor	_____ Date

Outcome of meeting:

Instructors please send a copy of warning to Director  
Submit copy of form after meeting to Director

**UCAELI Instructor Complaint/Request Form**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Problem or request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-up: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

(Please give a copy of the form to the instructor who issued the complaint/request)

## **UCAELI Instructor Classroom Observation Form**

Name of instructor observed:

Name of instructor completing observation:

Date:

1. Narrative/description of the lesson observed

2. Comments on strengths of the lesson

3. Comments on areas for further development

4. Questions or other remarks

**UCAELI  
Instructor Annual Self-Evaluation (for Master Teachers)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Period for evaluation: \_\_\_\_\_ to \_\_\_\_\_

I. Professional Development Activities

Report on the following professional development activities during this evaluation period:

Your participation in professional development workshops at UCAELI

Attendance of conferences or workshops related to TESOL

TESOL –related publications

Other

II. Contributions to Program Development

How have you contributed to the development of the UCAELI intensive program during this evaluation period?

## Sample Syllabus – Core Course

Summer I 2004  
UCAELI  
Reading/Writing 3

Instructor: Peter Carney  
Office phone: (860)486-2127  
Home phone: (860)464-7849  
email: peter\_m\_carney@yahoo.com  
Office hours by appointment

Class Time: Tu/Th 9:00-12:00

Location: Grad Center 303

Course Materials: Instructor provided

### COURSE DESCRIPTION

This course is designed to help students improve their reading and writing skills. Students will read selected essays and short articles from the designated course texts, *Changes: Readings For ESL Writers* (St Martin's Press) and *Independent Writing* (Heinle) while engaging in both pre- and post-reading activities. Writing skills will be practiced through a variety of activities that focus on topics covered in the readings.

Pre-writing and organizing activities to be covered include: free-writing, looping, clustering, listing, cubing and annotating. In-class work will include small group and pair work discussion of readings plus peer review of writing exercises. Each student will be expected to have a standard-size notebook for sole use as a reading and writing log. Homework writing assignments to be handed in must be typed double-spaced. Handwritten assignments will not be accepted.

### REQUIREMENTS

1. Attend class regularly and arrive on time. A student who must be absent should contact the instructor with the reason for his/her absence. Please read and follow the standard UCAELI attendance policy.
2. Participate!
3. Speak English at all times.
4. Do all assignments. It is your responsibility to arrange for a make-up time if you are absent for a graded activity.

Reading /Writing 3 Summer I Final Revision  
COURSE SYLLABUS

Class 1 Thurs 5/20

Writing: In-class student autobiographies  
Readings for ESL Writers: Preface to Student and Chapter One: Leaving/Arriving pp. 1-3  
Explanation of free-writing, looping, clustering  
Homework: Topics For Writing activity A (to be handed in)

Class 2 Tues 5/25 5/27)

Reading/Writing: Peer review of homework writing assignment  
Reading/Discussion: "Freedom" and "At Sea" pp. 4-6  
Explanation of double entry  
Homework: Reading: "A Walk to the Jetty" (pp. 8-12) and After Reading activity #2 (in reading log)

Class 3 Thurs 5/27

Discussion: Homework assignment  
Reading: How I Read It exercise #2 (p. 13)  
Writing: How It's Written exercise #1 (p. 13) and Topics for Writing (p.14)  
Grammar work: selections from student essays on "leaving/arriving"  
Homework: Reading: "Melting Pot" (pp. 16-18); After Reading activity A (log); Topics For Writing assignment (to be handed in)

Class 4 Tues 6/1

Discussion: Peer review of homework assignment; Before Reading exercises (p. 21)  
Reading: "Worlds to Go Before I Sleep" (pp. 21-26)  
Pair Discussion: After Reading exercises #2&3 (pp. 26-27); How I Read It #1  
Class Discussion: How Its Written exercises #1&2 (p. 27-28)  
Homework: Rewrite "Melting Pot"

Class 5 Thurs 6/3

Discussion: Grammar work with selected passages from student essays  
Homework: "Worlds to go..."; read story, do After reading #2 and How I Read It #1

Class 6 Tues 6/8

Review and discuss homework  
Revise "After Reading" writing assignment about one event in each section of "Worlds..."  
Rewrite "Melting Pot"

Class 7 Thurs 6/10

Continue with "Worlds" (discuss in whole class and small groups)  
"Topics for Writing" exercise A (p. 28)

Class 8 Tues 6/15

Independent Writing Chapter One (pp 2-9; 18-21) on paragraph writing  
Homework: Write one paragraph in each of three styles (described on pp 4-7) about UCAELI trip to Newport

Class 9 Thurs 6/17

NO CLASS: UCAELI FIELD TRIP

Class 10 Tues 6/22

Independent Writing Chapter Two: Beginning the Essay Process: pp. 28-42  
Homework: Complete handout as prep for final exam

Class 11 Thurs 6/24

Last Class: Exit R/W Tests  
Write five paragraph essay on assigned topic

## Sample Syllabus – Elective Course

Summer II 2004  
UCAELI

Elective: AMERICAN SHORT STORIES

Instructors: Peter Carney  
Office phone: (860)486-2127  
Home phone: (860)464-7849  
email: peter\_m\_carney@yahoo.com  
Office hours by appointment

Class Time/Dates: Tu/Thurs 1:30-3:30 July 1-Aug 5

Location: Grad Center 303

Materials: Instructor provided

### COURSE DESCRIPTION

In this advanced-level course we will read and discuss the literary elements (plot, character, point of view, theme, symbolism, etc) of a variety of short stories by some of America's greatest writers, including Edgar Allen Poe, Ernest Hemingway, William Faulkner, John Cheever, Raymond Carver and Mark Twain. Some of the stories have been made into films and, where possible, we will also view the video version following our reading of the story. Some of the stories have controversial topics which should create lively classroom discussions.

### REQUIREMENTS

1. Attend class regularly and arrive on time. A student who must be absent should contact the instructor with the reason for his/her absence. Please read and follow the standard UCAELI attendance policy.
2. Participate!
3. Speak English at all times.

American Short Stories  
Summer II 2004 Final Revision

COURSE SYLLABUS

Class 1 Thurs 7/1

Introduction to the Short Story; handout on literary elements  
In-class reading : “The Tell-Tale Heart” by Edgar Allen Poe  
Homework: Write short summaries of each of the story’s literary elements

Class 2 Tues 7/6

In-class reading /discussion: “Tell-Tale Heart”  
Handout: “A Soldier’s Home” by Ernest Hemingway  
Homework: Read and annotate literary elements in “Soldier’s Home”

Class 3 Thurs 7/8

In-class reading/discussion: “Soldier’s Home”  
View video film of “Soldier’s Home”  
Homework: Read and annotate “A Rose for Emily” by William Faulkner

Class 4 Tues 7/13

In-class reading/discussion “A Rose for Emily”

Class 5 Thurs 7/15

View two video films “A Rose for Emily” and “Tell-tale Heart”  
Homework: Read/annotate “Occurrence at Owl Creek Bridge”

Class 6 Tues 7/20

In class reading/discussion: “Occurrence at Owl Creek Bridge”

Class 7 Thurs 7/22

Selections from “Literary Trail of Greater Boston” (prep for UCAELI trip to Boston)

Class 8 Tues 7/27

View video film: “An Occurrence at Owl Creek Bridge”

Class 9 Thurs 7/29

Read/discuss Raymond Carver’s “They’re Not Your Husband”

Class 10 Tues 8/3

Read/discuss Woody Allen’s “Kugelmass”

Class 11 Thurs 8/5

View video documentary (from A&E) on Mark Twain  
Discuss selections from chapter 9 of Twain’s “Life on the Mississippi”