



Level Descriptors and Student Learning Outcomes

Level 1

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Vocabulary Covered			
<A1	20-23	10-21	Numbers 1-100 Dates Time Personal Information	Food & Drink Clothing Family Jobs	Daily Routines Immediate Need In the community Introductions	Emergencies the Classroom the Alphabet

In order to move to Level 2, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Correctly pronounce the alphabet and the most common English sounds - Greet others in a basic way - Exchange basic personal information -Form and answer simple questions pertaining to immediate need and most common situations -Correctly pronounce the most basic words when reading aloud - Correctly pronounce the most common people, places, and things and actions relevant to school, the classroom, home, food, and immediate needs. - Respond to basic yes/no questions and basic questions with <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>how long</i>. - Simply ask for repetition when something is not understood 	<p>Recognize and use at a basic level:</p> <ul style="list-style-type: none"> -Adjectives -<i>Be</i> vs. <i>do</i> questions and answers (yes/no) -<i>Can</i> and <i>can't</i> -Compound words -Contractions in questions: <i>where's</i>, <i>what's</i>, <i>who's</i> -<i>Do</i>, <i>have</i>, <i>make</i>, <i>get</i>, <i>take</i> -<i>Don't</i> vs. <i>doesn't</i> -<i>Do</i> vs. <i>does</i> -<i>How are you doing</i> vs. <i>what are you doing?</i> -<i>Like</i> -<i>Need</i> vs. <i>want</i> -Object pronouns -Parts of speech -Possessive adjectives -Prepositions (in, at, on, to & from) -Pronoun contractions with <i>be</i> (present): <i>I'm</i>, <i>he's</i>, <i>she's</i>, <i>it's</i>, <i>they're</i>, and <i>we're</i> -Simple past (recognition) -Singular vs. plural nouns -Subject vs. object pronouns -<i>They're</i> vs. <i>their</i> vs. <i>there</i> -<i>This</i>, <i>that</i>, <i>these</i>, and <i>those</i> -<i>Who</i> vs. <i>what</i> vs. <i>when</i> vs. <i>where</i> 	<ul style="list-style-type: none"> - Understand the time of day - Understand the letters of the alphabet, cardinal/ordinal numbers from 1-100 - Recognize simple formal greetings - Understand basic classroom instructions - Recognize the most common words in English - Demonstrate literal comprehension of basic words and phrases - Recognize days, months, years, seasons, colors, and numbers - Understand basic personal details if given carefully and slowly - Understand basic questions about personal details if addressed slowly and clearly 	<ul style="list-style-type: none"> - Comprehend and recite the alphabet - Demonstrate literal comprehension of basic words and phrases - Use a monolingual picture dictionary to develop basic dictionary skills and build basic vocabulary, including common sight words - Comprehend days, months, years, seasons, colors, and numbers from 1-100 - Identify common food and drink on menu 	<ul style="list-style-type: none"> - Write the letters of the alphabet in upper and lower case - Write consistently with joined up letters - Correctly spell the most common people, places, and things - Write basic personal information - Fill out medical, student registration, application, and other basic forms

Level 2

CEFR Level	Versant Score Range	GSE Score Range	General Description of Vocabulary/Themes Covered			
A1	24-33	22-29	Numbers 1-1000 Dates and Times Physical Appearance Personal Information	Food & Drink Clothing Family Jobs	Daily Routines the Classroom In the community Emergencies	Health Problems Shopping Pets Everyday Life

In order to move to Level 3, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Greet others, ask how they are, and react to news - Exchange basic personal information -Form and answer simple questions pertaining to most common situations -Correctly pronounce basic words and phrases when reading aloud - Correctly pronounce the most common people, places, and things and actions relevant to school, the classroom, home, food, and immediate needs. - Ask and answer simple questions about the home, family, the weather, school, work, food, health, and interests/hobbies. - Make and accept offers - Simply ask for repetition and spelling - Ask for and disclose the date and time accurately - Ask for and disclose location - Give simple directions - Place an order for food - Describe someone/an object in basic terms 	<p>Recognize and use at a basic level:</p> <ul style="list-style-type: none"> - <i>Be</i> - <i>Be like & look like</i> - <i>Can</i> - Clauses with <i>when, before, and after</i> - Comparatives - <i>Could</i> - Count and noncount nouns - Direct and indirect objects - Expressions of past time - <i>For</i> and <i>since</i> - Frequency adverbs and expressions - Future with <i>will</i> - <i>How much vs. how many</i> - <i>Know how to</i> - <i>May</i> - Past of <i>be</i> and other high frequency verbs - Possessive pronouns and possessive adjectives - Prepositions <i>in, at, on, into in front of, behind, by, next to, across from</i> - Present continuous -Present continuous as future -P resent simple and simple present: continuous uses - <i>Yes/no</i> & basic info questions 	<ul style="list-style-type: none"> - Understand the time of day - Understand cardinal numbers from 101-1000 - Recognize simple formal greetings - Understand classroom instructions - Understand questions addressed carefully and slowly - Recognize the most common words in English - Demonstrate literal comprehension of basic words and phrases - Recognize days, months, years, seasons, colors, and numbers - Understand basic questions about people's likes and dislikes - Understand basic questions and information about free time, hobbies, and activities - Follow simple, everyday transactions (e.g. shopping, dining) if carried out slowly 	<ul style="list-style-type: none"> - Demonstrate comprehension of basic words and phrases - Use a monolingual picture dictionary to develop basic dictionary skills and build basic vocabulary, including common sight words - Comprehend days, months, years, seasons, colors, and numbers from 11-100 - follow basic instructions for making something simple - Understand simple descriptions of things and places - Recognize location and follow short simple directions (from X to Y) 	<ul style="list-style-type: none"> - Write basic personal information - Fill out medical, student registration, application, and other basic forms -Copy simple sentences on every subjects and things people have - Write short, simple notes and emails to friends - Spell a range of common things, names, jobs, adjectives, and activities - Write simple sentences about routines, family, where one lives, and personal interests

Level 3

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Themes Covered				
A2	34-38	30-35	Food & Drink Goals Family Personal Information	Physical Appearance Clothing Greetings Jobs & Duties	Daily Routines Health Housing Social Media	Animals Shopping Everyday Life Weather	In the community Sports and Activities

In order to move to Level 4, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Express basic intention using simple time markers - Initiate and respond to statements on familiar topics - Ask for/give a short description of everyday people, places, things, hobbies, and activities - Initiate and end an everyday conversation or phone call using basic expressions - Use a variety of phrases to order a meal - State wants, ask for prices, and make simple purchases - Make and accept/decline offers, requests, and apologies - Describe clothing and physical appearance using a limited range of expressions - Ask for and disclose the date and time accurately - Give and ask for simple directions - Talk about everyday things in a basic way - Compare quantities and quality - Describe family, living conditions, and home country - State/describe skills and abilities - Ask for basic advice w/ simple language - Give simple opinions - Describe a work/travel experience using basic phrases - Ask for repetition and clarification 	<p>Recognize and use at a high-beginner level:</p> <ul style="list-style-type: none"> - Adverbs - Comparatives and superlatives of adverbs and adjectives - Conditionals (First) - Past ability with <i>Could/Couldn't</i> - Direct and indirect objects - Embedded questions - Future time clauses with simple present tense: when, just before, just after, as soon as, and until - Hopes & predictions - Infinitives after object pronouns - Irregular past tense verbs - Formulaic use of used to - Modals: <i>can, could, have to, should</i> - Past continuous - Past time clauses with <i>when, before, after</i> - Prepositions - Present participles - Possessive pronouns - Relative clauses (basic) - Sense verbs - Simple past (<i>esp. irregular</i>) - Simple present vs. present continuous 	<ul style="list-style-type: none"> - Recognize phrases and content words related to basic personal and family information - Recognize a variety of formal greetings and ways to introduce/describe oneself - Extract key information such as prices, times, and dates from short and clear announcements - Understand simple excuses - Understand basic questions and information about people's lives and daily routines - Understand simple, everyday conversations if conducted slowly and clearly - Follow short, simple social exchanges - Extract factual information from a recorded message or conversation 	<ul style="list-style-type: none"> - Understand simple descriptions of people's lives and physical appearance - Use a monolingual picture dictionary to develop basic dictionary skills and build basic vocabulary, including common sight words - Find specific information in everyday materials (e.g., menus) - Follow short, simple narratives with visual support - Understand simple descriptions of things and places - Recognize location and follow directions (from X to Y) - Comprehend basic messages and emails related to practical everyday communication - Understand the general meaning of short informational material and descriptions with visual support - Read a simple text and extract factual details 	<ul style="list-style-type: none"> - Write simple sentences about what one does for work and during free time - Use basic connectors such as <i>and, but, so, and then</i> - Describe a room, house, or apartment - Give personal details in a limited way - Write a standard greeting on a card, message, and email - Write short, basic directions - Write simple sentences about personal skills - Give an example of something using <i>like or for example</i> - Write short texts about likes and dislikes using basic fixed expressions - Write small, structured paragraphs incorporating the above kinds of functions/information

Level 4

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Themes Covered				
A2+	39-45	36-42	Goals & Interests Work Travel Work Experience	Education Food and Recipes Nature Everyday life	Family Advertisements News Housing	Shopping Human Behavior Sports & Activities Cultures	Health Weather and Nature

In order to move to Level 5, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Make, accept, and decline offers - Make arrangements to meet - Ask and talk about basic symptoms and ailments - Leave simple phone messages - Answer simple questions in an interview - Make simple comparisons - Give instructions to complete a task - Make an invitation including details - Ask for and provide basic advice, simple opinions, clarification, and explanations - Ask and answer questions about plans/intentions/arrangements - Talk about goals and obstacles - Make reservations and purchases by phone - Use fixed expressions to give encouragement and compliments - Ask and answer questions about the past and future - Explain what one likes/dislikes about something - Talk about family and personal possessions - Participate in short conversations on topics of interest - Cancel plans/reservations by phone - Express regret simply - Use basic interjections to show surprise, understanding, disappointment, and excitement - Give short presentations on a number of topics 	<p>Recognize and use at a low-intermediate level:</p> <ul style="list-style-type: none"> - <i>Be used to vs. used to</i> - Comparatives - Complex sentences - Compound sentences with <i>and, but, so, and or</i> - Conditional sentences (First) - Gerunds - Embedded questions - Future with present continuous vs. <i>will vs. going to</i> - <i>If vs. unless</i> - Modals - Negative questions - Noun compounds - Passive in the present and past tenses - Past participles - Present perfect: information questions and answers with <i>for</i> and <i>since</i> - Present perfect: yes/no questions and short answers - Reflexive pronouns - Relative clauses with <i>who</i> and <i>whose</i> - Reported speech with imperatives - <i>Should have</i> - Simple past vs. past continuous with <i>when</i> and <i>while</i> - Tag questions - <i>Too...to</i> and <i>not...enough...to</i> 	<ul style="list-style-type: none"> - Recognize when speakers agree in a conversation conducted slowly and clearly - Extract key information such as prices, times, and dates from short, clear announcements - Understand excuses expressed in simple language - Recognize phrases and content words related to familiar topics - Understand information related to people's daily routines - Understand simple, everyday conversations conducted slowly and clearly - Follow short, simple social exchanges - Understand who a phone call is intended for - Extract key factual information such as prices, times and dates from simple conversations and recorded phone messages 	<ul style="list-style-type: none"> - Understand rules and regulations expressed in simple language - Identify specific information in simple letters, brochures, and short articles - Understand short, simple emails and letters - Understand reports of travel delays and cancellations - Make basic inferences from simple information in a short text - Understand simple factual titles and headlines relating to common events - Identify specific information in a simple factual text - Understand instructions for making online purchases - Understand short, simple narratives and biographies - Scan a simple text, identifying the main topics - Follow the sequence of actions or events in a text on a familiar topic - Understand the main information from simple diagrams 	<ul style="list-style-type: none"> - Make simple comparisons between people, places and things - Write short, simple notes, emails, and messages on everyday matters - Write basic descriptions of people, places, or things - Write a description of everyday processes (e.g. a recipe) - Write simple emails expressing thanks and apology - Signal contrast with simple language - Write basic instructions - Take a simple message (if one can ask the speaker to repeat and reformulate it) - Write basic descriptions of past events - Use appropriate openings and endings in simple informal emails - Write a brief summary of personal details - Write a simple story or event description using basic time expressions - Write letters making, accepting, and declining an invitation - Write simple sentences about one's educational background and job (past and present) - Write descriptions of everyday personal experiences - Write a clear and well-structured paragraph on various topics

Level 5

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Themes Covered				
B1	46-49	43-48	Goals & Interests Work Travel Work Experience	Education Shopping College Life Everyday life	Family Advertisements Nature Housing	News Human Behavior the Arts Cultures	Science Social Media Entertainment Sports and Activities

In order to move to Level 6, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Describe future plans and intentions using fixed expressions - Paraphrase a simple factual statement related to a familiar topic - Ask for, follow and give detailed directions - Summarize short written passages - React appropriately to good and bad news using fixed expressions - Give a short presentation on a familiar topic with visual support - Emphasize the main point of information - Carry out a prepared structured presentation and answer a few spontaneous follow-up questions - Deal with common situations related to travel, transport, and social events - Express belief, opinion, agreement, attitudes, and disagreement politely - Use appropriate language to check for understanding in person/on the phone - Ask for changes to hotel, restaurant, or transport reservations on the phone - Make/respond to offers and suggestions - Explain the meaning of a word - Make an apology with brief excuses - Initiate, maintain, and close simple face-to-face and telephone conversations - Describe dreams, hopes, and ambitions 	<p>Recognize and use at an intermediate level:</p> <ul style="list-style-type: none"> - Direct speech vs. reported speech - Causative get in active and passive sentences - Complex sentences - Present contrary-to-fact conditional sentences - Coordinating conjunctions - Future continuous - Gerund vs. it as subject - <i>Hope vs. wish</i> in present and future time - Modals of advice, necessity, prohibition, possibility, and probability - Passive with modal auxiliaries in past, present, and future time - Past habitual with <i>would</i> and <i>used to</i> - Phrasal verbs - Present perfect - Relative clauses with <i>who, which, that, when, and where</i> - Reported speech - Sense verbs with base and progressive forms of verbs - Simple past vs. present perfect - Subordinating conjunctions: <i>so, because, since, even though, if, unless, although, and though</i> - Transitional adverbs: <i>in addition, therefore, and however</i> - Verbs and expressions - Verbs followed by prepositions vs. verbs followed by gerunds 	<ul style="list-style-type: none"> - Listen to a short narrative and predict what will happen next - Understand instructions delivered at normal speed and accompanied by visual support - Identify chronological sequence in a recorded narrative or dialogue - Recognize when a speaker is checking for comprehension in a clear and slow conversation - Follow an everyday conversation with some repetition of particular words and phrases - Follow the main points of short talks and extended discussions on familiar topic in delivered in clear and standard speech - Follow familiar topics if the speaker is clear and avoids idiomatic usage - Understand the main points of narratives and conversations about familiar topics - Get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly 	<ul style="list-style-type: none"> - Understand simple technical information - Make basic inferences or predictions about text content from headings, titles, and headlines - Understand written instructions for everyday scenarios (e.g. taking medication) - Search the internet for specific everyday work-related information - Understand information in advertisements for jobs and services - Understand information in advertisements for sporting and cultural events - Skim a short text to identify its main purpose - Derive the probable meaning of simple, unknown words from short, familiar contexts - Understand clearly written, straightforward instructions on how to use a piece of equipment - Understand basic types of standard letters and emails on familiar topics - Extract relevant details in everyday letters, brochures, and short official documents 	<ul style="list-style-type: none"> - Clearly signal the beginning and end of a narrative or description - Write a basic description of experiences, feelings, feelings, and reactions (given a model) - Make simple, logical paragraph breaks in a longer text - Write a short, simple description of a familiar device or product - Write a letter/email requesting information, giving news/opinions, and congratulating someone - Write a story with linear sequencing - Show a direct relationship between a simple problem and a solution - Write a description of a future event - Write a well-structured and logical paragraph - Write simple instructions on how to do something/use a product (given a model) - Write about personal interests in some detail - Write a short, simple essay - Write descriptions about past events, activities, or personal experiences - Write an everyday connected text using a set of short elements or facts and building them into a sequence - Write a basic statement of purpose - Complete a detailed form requiring travel information

Level 6

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Themes Covered				
B1/B1+	50-53	49-53	Personalities Work Travel Work Experience	Education Shopping Social Life Everyday life	News Advertisements Technology Housing	Civics Psychology the Arts Cultures	Health & Medicine Geography Social Media Science & Nature

In order to move to Level 7, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Give detailed accounts of experiences, describing feeling and reactions - Discuss practical issues when the conversation is clear and slow - Give a structured presentation on a number of topics - Related the plot of a book or film and describe one's reaction - Ask someone to clarify or elaborate what they just said - Negotiate prices/ask for discounts - Give simple reasons to justify a viewpoint on a familiar topic - Discuss films, books, or plays in simple terms, using fixed expressions - Give detailed directions to a driver - Express opinions as regards possible solutions, giving brief reasons and explanations - Express opinions and react to practical suggestions or where to go, what to do, etc - Make a complaint - Report the opinions of others, using simple language - Express plans and hopes for the future using a range of expressions - Use a suitable phrase to invite others into a discussion - Develop an argument with fixed phrases - Initiate and end a conversation - Define and describe something for which one can't remember the word - Compare and contrast options 	<p>Recognize and use at an intermediate/high-intermediate level:</p> <ul style="list-style-type: none"> - Articles - Comparative structures - Contrary to fact conditional sentences - Future time clauses and future possibility - Hopes & wishes or the present and future - Gerunds as subjects - Modals of past, present, and future probability, possibility, and deduction - Order of adjectives - Passive in past, present, future, and with modals - Parallel structure - Phrasal verbs - Present perfect vs. simple past - Question words with -ever (<i>whenever, wherever, however, whatever, etc...</i>) - Relative clauses with pronouns as subjects - Reported speech - Short answers with modal auxiliaries - Special word order for emphasis - Specific statements with before, after, when, and while - Subordinating conjunctions: <i>because vs. because of/due to & despite vs. although; so that, in order to</i> - Two & three-word verbs 	<ul style="list-style-type: none"> - Understand simple technical instructions for everyday equipment - Identify/follow the main points of TV programs and news reports - Generally follow changes of topic in familiar discussions - Follow most of an everyday conversation if speakers avoid excessive idiomatic usage - Follow the linear structure of a short formal talk - Distinguish between main ideas and supporting details in familiar, standard texts - Follow instructions and information given on a phone-delivered service - Infer speakers' opinions in conversations on everyday topics - Follow many films in which visuals and action carry much of the storyline - Recognize that a joke has been made - Follow detailed instructions - Understand the key points of a radio program on a familiar topic 	<ul style="list-style-type: none"> - Extract relevant details in everyday letters, brochures, and short official documents - Identify the main topic and related ideas in a structured text - Understand the relationship between a main point and an example in a structured text - Recognize the direct repetition of ideas as a simple cohesive device - Distinguish between fact and opinion in relation to common topics - Make simple inferences based on information given in a short article - Generally understand details of events, feelings, and wishes in letters, emails, and online postings - Follow chronological sequence in a formal structured text 	<ul style="list-style-type: none"> - Use simple cohesive devices such as repetition in a structured text - Write fractions using both digits and words - Write about experiences, feelings, and reactions, in a simple connected text - Write a basic summary of a simple text using the original wording and paragraph order - Write personal letters/emails giving advice, expressing sympathy, apologizing, and requesting information - Write a basic email/letter of complaint requesting action - Use limited discourse devices to link sentences smoothly into connected discourse - Use common connectors to tell a story or describe an event - Write a short, simple biography - Complete a form requiring educational information - Write a simple, structured informational brochure, given a model - Clearly signal chronological sequence - Write a simple review of a film, book, or TV show using a limited range of language - Take messages and explain problems - Describe a real or imagined event - Write a simple, structured essay

Level 7

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Themes Covered					
B1+	54-56	54-58	Personalities Work Travel Work Experience	Education Advertisements Social Life Everyday life	News Psychology Technology Housing	Civics Finances the Arts Cultures	Health & Medicine Pop Culture Business Social Media	Geography History

In order to move to Level 8/TOEFL, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Describe basic symptoms to a doctor with limited precision - Relate the basic details of unpredictable occurrences - Leave detailed phone messages - Give a clear and detailed presentation on a number of topics - Make/respond to excuses using a range of polite forms - Use synonyms to gloss/describe an unknown word - Explain the main points in an idea - Express thoughts in detail on cultural topics - Explain why something is a problem - Respond to ideas and suggestions - Repeat back details of something said - Ask for clarification in a conversation - Summarize and give opinions on issues and stories and answer questions in detail - Express and comment on issues - Carry out a prepared interview - Collate information from multiple sources and summarize the ideas - Ask for advice on a wide range of subjects - Ask a question in a different way if misunderstood - Report the opinions of others - Express support, agreement, and disagreement in a way that demonstrates understanding 	<ul style="list-style-type: none"> Recognize and use at a high-intermediate level: <ul style="list-style-type: none"> - Active vs. passive voice - Adjective clauses - Adverbs describing adjectives - Articles - Comparatives and superlatives - Contrary to fact conditional expressions - Conjunctions - Gerunds vs. infinitives - Logical division of ideas - Modals for past, present & future possibility, probability, and conclusions - Nonrestrictive vs. restrictive relative clauses - Passive voice - Parallel Structure - Past, present, and future perfect - Phrasal verbs - Questions with <i>-ever</i> words (<i>whenever, wherever, whatever, whichever, however</i>) - Relative clauses - Reported speech - Sentence transformations - Special word order for emphasis - Verbs + gerunds vs. verbs + infinitives - Transitional adverbs 	<ul style="list-style-type: none"> - Understand a range of formal and informal excuses - Recognize examples and their relation to the idea they support - Understand advice and instructions for resolving a problem with a product or piece of equipment - Extract the meaning of unknown words from familiar contexts - Generally follow rapid or extended speech, though may require repetition or clarification - Follow most of a clearly structured presentation - Deduce the meaning of a passage from context in a longer, structured text - Understand a large part of many TV programs on familiar topics - Understand problem and solution relationships in informal conversation - Recognize misunderstanding without explicit prompting - Listen to and follow a variety of structured news reports 	<ul style="list-style-type: none"> - Recognize examples and their relation to the idea they support - Understand written advice and instructions for solving a problem with a product or piece of equipment - Recognize significant points and arguments in straightforward newspaper articles on familiar topics - Understand cause and effect relationships in a structured text - Recognize the general line of a written argument though not necessarily all the details - Identify key information in extended text or article - Understand most correspondence relating to familiar fields/fields of interest - Recognize the writer's point of view in a structured text - Understand problem and solution relationships in a structured text 	<ul style="list-style-type: none"> - Write a formal email/letter requesting information - Complete a form requiring health information - Respond to and comment on other people's personal updates on social media - Check and correct spelling, punctuation, and grammar in simple written texts - Write a formal letter/email accepting/declining an invitation - Take notes of key points during a talk on a familiar topic - Write social media updates using appropriate style - Write personal emails/letters reporting recent events in detail - Show a simple relationship between a main point and an example - Present an argument/counter-argument - Summarize factual information - Write emails/letters of complaint - Write instructions on how to use/look after an object, device, or product - Write a description of a problem and offer a solution - Write a cover letter, statement of purpose, and a number of topical essays using level-appropriate grammar/language variety

Level 8

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Themes Covered						
B2	57+	59+	Education Pop Culture Travel Work	News Psychology Social Life College Life	Government Finances Technology Business	Health & Medicine Literature the Arts Cultures	Science Social Media Business Technology	Sports Pop Culture History	

In order to officially complete the Program, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the Versant Test and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Deal with less common situations in a shop, post office, etc. - Exchange information on a wide range of topics with some confidence - Describe objects and products in detail - Give basic technical instructions in one's field of specialization - Justify a viewpoint on a topical issue by discussing pros and cons - Correct misunderstandings - Perform a job interview with confidence - Justify and sustain views clearly by providing explanations - Give the advantages and disadvantages of various options on a topical issue - Describe future plans in detail using degrees of probability - Paraphrase in simpler terms what someone has said - Express an inference or assumption about a person's mood or emotional state - Talk about regret and past possibilities - Show interest and appreciation in conversation - Bring relevant personal experiences into a conversation to illustrate a point - Talk about problems/solutions in detail - Talk about cause/effect in detail - Give structured presentations 	<p>Recognize and use at an advanced level:</p> <ul style="list-style-type: none"> - Adverbs describing adjectives - Articles - Comparative Structures - Conditional expressions (present, past & mixed unreal) - Dangling modifiers - Direct and indirect speech - Modals of deduction/degrees of certainty - Nonrestrictive vs. restrictive relative clauses - Parallel Structure - Passive voice & passive causatives - Perfect tenses - Phrasal verbs - Reported speech - Rhetorical style - Semicolons - Sentence structure - Sentence transformations/combining - Shifting - Special word order for emphasis - Verbs + gerunds vs. verbs + infinitives 	<ul style="list-style-type: none"> - Identify the main reasons for and against an argument or idea in a discussion - Understand most of a radio program/news report/conversation on a familiar topic - Distinguish between relevant/irrelevant content in informal speech - Follow changes of topic in factual TV news items and form an idea of the main content - Understand scripted/unscripted speech delivered quickly - Follow the stages of complex processes - Follow a natural group discussion - Understand detailed instructions - Recognize the speaker's point of view in a structured presentation - Understand TV documentaries, interviews, plays, and most films in standard speech - Extract the main points from news items - Understand cause and effect in conversations at natural speed - Follow chronological sequences in extended formal and informal speech - Recognize tone and intended audience - Distinguish between fact and opinion in informal discussions at natural speed 	<ul style="list-style-type: none"> - Understand instructions for making financial transactions online - Identify the main conclusions in a text that presents and contrasts arguments in a clearly signaled way - Make inferences or predictions about the content of newspaper and magazine articles - Follow the exchanges on the discussion board of a website - Distinguish supporting details from main points in a text - Interpret the main message from complex diagrams and visual information - Recognize irony in a simple text - Understand author's purpose and intended audience - Understand the plot of extended narratives written in standard language - Use reference materials to check factual information - Scan a long text or a set of related texts for specific information - Summarize, comment on, and discuss a wide range of factual and imaginative texts - Understand differences and similarities between different points of view in extended texts - Make inferences based on contextual, grammatical, and lexical cues 	<ul style="list-style-type: none"> - Write essays in a variety of styles - Demonstrate understanding of formality and conventions in standard letters - Write a formal email/letter of thanks or apology with appropriate conventions - Support ideas with relevant examples - Write a detailed description of an object, device, or product - Write a formal email/letter of invitation with appropriate conventions - Clearly signal cause and effect relationships in a structured text - Write personal emails/letters giving and commenting on news in detail - Reformulate an idea in different words to emphasize or explain a point - End a discursive argument with a clear conclusion and opinion - Write instruction on how to repair something - Clearly signal the difference between fact and opinion in a structured text - Write a brief, standard report conveying factual information - Write an extended description of events that are happening or already happened - Compare and contrast information from multiple sources

TOEFL

CEFR Level	Versant Score Range	GSE Score Range	General Description of Content/Themes Covered				
B2	57+	59+	Test Strategies Professions Business Education	History Behavioral Sciences Archaeology Anthropology	Natural Sciences Social Life News & the Media Literature	the Arts Medicine The Family & Parenting Government	Technology Social Media

In order to officially complete the Program, students must demonstrate sufficient mastery of the following learning outcomes (as measured by both the TOEFL and course grades). After making satisfactory progress in this level, students will be able to:

Spoken Production and Interaction	Grammar/Forms	Listening	Reading	Writing
<ul style="list-style-type: none"> - Justify a viewpoint on a topical issue by discussing pros and cons - Give the advantages and disadvantages of various options on a topical issue - Paraphrase in simpler terms what someone has said - Reformulate an idea in different words to emphasize or explain a point - Bring relevant personal experiences into a speech/conversation to illustrate a point - Effectively state and defend a position on an issue - Exhibit minimal pauses and breaks in the flow of speech - Demonstrate command of most high-frequency idioms, phrasal verbs, and other colloquial expressions - Recognize and articulate relationship between two different sources - Speak with a wide variety of words and sentence structures - Recognize and employ testing strategies on all sections of the TOEFL - Describe things, events, and people accurately and in detail - Analyze a conversation and give spoken answers to questions regarding it 	<p>Recognize and use at an advanced level:</p> <ul style="list-style-type: none"> - Adverbs describing adjectives - Articles - Comparative Structures - Conditional expressions (present, past & mixed unreal) - Dangling modifiers - Direct and indirect speech - Modals of deduction/degrees of certainty - Nonrestrictive vs. restrictive relative clauses - Order of tenses - Parallel Structure - Passive voice & passive causatives - Phrasal verbs - Reported speech - Rhetorical style - Semicolons - Sentence structure - Sentence transformations/combining - Shifting - Special word order for emphasis - Verbs + gerunds vs. verbs + infinitives 	<ul style="list-style-type: none"> - Identify the main reasons for and against an argument or idea in a discussion - Distinguish between relevant/irrelevant content in informal speech - Understand scripted/unscripted speech delivered quickly - Follow the stages of complex processes - Proficiently identify structural components of both lectures and conversations - Maintain focus on structure and purpose (i.e., look for supporting examples, comparisons, and cause-and-effect relationships) - Effectively identify the main idea or purpose of a variety of content - Identify and disregard distractions deliberately incorporated into the TOEFL listening section - Demonstrate proficiency in listening for/identifying tone and attitude - Understand the strategies for various question types (i.e., purpose, main idea, multiple choice) - Listen to: academic lectures, conversations about school or work, personal dilemmas, news reports, reports covering a variety of advanced topics - Understand linguistically complex discussions, including lectures and conversations 	<ul style="list-style-type: none"> - Distinguish supporting details from main points in a text - Interpret the main message from complex diagrams and visual information - Understand author's purpose and intended audience - Scan a long text or a set of related texts for specific information - Make inferences based on contextual, grammatical, and lexical cues - Understand and employ strategies recommended for achieving optimal test results - Display ability to read actively and efficiently while retaining important information - Recognize and react appropriately to various question types that appear on the TOEFL - Make advanced inductions and deductions based on context clues - Efficiently and effectively identify author tone, purpose, and style - Infer complex word meaning - Make word associations based on roots - Read/analyze advanced passages on a variety of topics in a timely manner - Effectively recognize and identify main idea, supporting details, and superfluous information of a passage 	<ul style="list-style-type: none"> - Reformulate an idea in different words to emphasize or explain a point - End a discursive argument with a clear conclusion and opinion - Clearly signal the difference between fact and opinion in a structured text - Information and articulate a relationship in a timely fashion - Formulate a position on a topic that contains an introduction, body paragraphs, and a conclusion - Maintain a clear and consistent thesis statement that is supported throughout a composition - Write confidently using a variety of key words and phrases - Understand grading and strategies for maximizing performance on the TOEFL writing section - Write opinion/persuasive essays in response to conditional questions - Write opinion essays stating preference - Write opinion essays providing explanation - Write compare/contrast essays - Write essays integrating and stating the relationship between multiple sources

