

**But we told you that at orientation:  
Keeping students informed!**

**Part II: Academic Support**

**2009 NAFSA Region II Conference  
Albuquerque, New Mexico**

Spring International Language Center, NAFSA Region II 2009  
*“But We Told You That at Orientation: Keeping Students Informed!”*  
Sara Holzberlein, Assistant Director  
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## DESCRIPTION OF COURSE LEVELS

## LEVEL 1: BEGINNING

Students at this level must be able to write the English alphabet and numbers. Students in Level 1 focus on basic sight vocabulary and building reading fluency through sound/symbol correspondence. Writing includes work on basic sentence structure, paragraph form and punctuation. Grammar emphasizes simple and compound sentences in present, present continuous, and past tenses and the formation of questions in these tenses. In listening/speaking, students practice language appropriate for classroom interaction and limited conversation with native speakers.

## LEVEL 2: HIGH BEGINNING

Students build on reading skills learned in Level 1 to increase vocabulary, speed and fluency. They also begin to draw conclusions about and summarize orally what they have read. In writing, students expand paragraphs and begin to combine paragraphs into longer compositions. Grammar adds future and past progressive tenses, comparatives, gerunds and infinitives, and direct and indirect objects. Complex sentences with adverb clauses are introduced. A Level 2 student should be able to engage hesitatingly in social and academic conversation.

## LEVEL 3: LOW INTERMEDIATE

Students at this level concentrate on critical reading skills and move away from simply decoding. Students write longer compositions that have English style and form with thesis statements and more development of their ideas. Complex sentence structure, perfect tenses, and modals are emphasized in grammar. Students begin to work on aural comprehension and speaking in authentic situations where language is less controlled for speed and vocabulary.

## LEVEL 4: INTERMEDIATE

Students at this level have an average command of English. Sentence structure is under fair control with only occasional obscurity of meaning. In both reading and writing, students will use critical reasoning skills to give opinions and interpret new ideas. Grammar at this level begins to focus on integrating all the structures learned into a coherent whole. With the addition of noun clauses and passives, students have been introduced to almost all of the structures in English. Using authentic materials, students gain fluency, grammatical accuracy and sophistication in listening and speaking.

## LEVEL 5: HIGH INTERMEDIATE

Students in Level 5 have an above average command of English as evidenced in ease of reading and writing. Compositions show an identifiable progression of ideas with adequate support. Punctuation, capitalization and spelling should be good with only occasional errors. Grammar shows a command of tenses and clause structure in addition to using modals, gerunds, infinitives, and conditionals. Students should understand lectures and conversation with little difficulty and speak fluently with only occasional idiomatic imprecision.

## LEVEL 6: ADVANCED

Students at the completion of Level 6 should have a good command of English. The skill areas are integrated so that students see the language as a whole. They should read and write with ease in an interesting style with good organization and support of ideas. The focus on grammar is on self-editing and usage in their own writing and speaking. Students will learn research skills to aid in their transition to college and university classes. Vocabulary should be expressive with few errors in parts of speech. Advanced students should be able to interact comfortably and effectively with native speakers in most situations inside and outside the classroom.

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## SPRING INTERNATIONAL LANGUAGE CENTER at AURARIA

Fall I Term 2009 Student Calendar- Important Dates to Note

**Social activities will be announced in classes and on the Social Activities Board**

### WEEK 1

Monday, August 17	9:00- 3:00 Student orientation and registration
Tuesday, August 18	9:00 - 3:00 Classes begin for all students
Wednesday, August 19	11:30 Welcome Party

### WEEK 4

Monday, September 7	Labor Day holiday - no classes; school is closed
Tuesday, September 8	Midterm Conferencing begins this week

### WEEK 5

Monday, September 14	Half term begins; midterm exams in some classes Midterm Conferencing continues
Friday, September 18	Students receive midterm grade report

### WEEK 8

Wednesday, October 7	Michigan Composition Test & GVR in RW classes <i>(Required for Levels 4,5,6 &amp; optional for Levels 1,2,3 students who want to jump—registration required)</i>
Thursday, October 8	Listening section of Michigan, 11:50 a.m. <i>(Required for Levels 4,5,6 &amp; optional for Levels 1,2,3 students who want to jump—registration required)</i>
Friday, October 9	1:00 Institutional TOEFL (Pre-registration required)

### WEEK 9

Tuesday, October 13	Last day of classes
Wednesday, October 14	Final exams (Exam schedule distributed later.)
<b><i>NOTE: No early exams! Students are NOT excused for early departures.</i></b>	
Thursday, October 15	3:00 Graduation ceremony & end of term party
Friday, October 16	No school; the office is open 8:30–4:00 p.m.

#### IMPORTANT DATES

No break between Fall I and Fall II Terms  
Fall II Term                      October 19 - December 18, 2009

**IMPORTANT:** Make your flight reservations now for the Winter holiday (December 19 – January 10, 2010).

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*In case you have never encountered the scheduling of an IEP (Intensive English Program), here is a brief overview in a grid format to give you the term at a glance. It is the same information as on p. 3, just in calendar form. As you will see, the overlapping of information is helpful to give students support and offer transparency to their functions both socially and academically. (An example of daily announcements can be seen on p. 9.)*

Weeks/Term	Brief Overview of Term and Some Important Days				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Orientation & Placement <i>(Examples on p. 3 &amp; p. 5)</i>	Classes Begin	Re-evaluations <i>(Examples on pp. 6-8)</i>	Re-evaluations	Teacher Meeting (re-evaluation results)
Week 2			F-1 Meeting covering p.2 of I-20		Welcome Party
Week 3					
Week 4				Midterm Conferencing <i>(Examples pp. 9-10)</i>	Midterm Conferencing
Week 5	-Midterm Conferencing -Half Term Testing & Orientation	Midterm Conferencing	Midterm Conferencing	Midterm Conferencing	Midterm Grades Out <i>(Examples pp. 11 –12)</i>
Week 6					
Week 7					TOEFL
Week 8		<i>(Examples pp. 13 – 17▶)</i>	30 Minute Writing Test & MTELP (GVR)	Michigan Aural (MTAC)	
Week 9		Last Day of Classes	Final Exams	-Jump Reviews <i>(pp. 18-19)</i> -Graduation -Grades Out <i>(pp. 20-21)</i>	No classes

These are some of the days that are covered in the Orientation at the beginning of term along with school rules. Then these days are covered in the Morning Madness, a daily announcement that is read to all students in morning classes and is distributed daily via email to the entire student body. The basic announcements are standardized and repeat term to term. (Morning Madness will be covered on page 9 of this packet. The daily memos begin distribution to students the day that classes begin.)

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### *Placement Summary*

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

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

Summary of scores:

Writing assessment:            Reader #1 \_\_\_\_\_  
    Reader #2 \_\_\_\_\_  
    Reader #3 \_\_\_\_\_  
    Reader #4 \_\_\_\_\_

Average \_\_\_\_\_

Scores ranges:

Basic	21-35
1	36-43
2	44-52
3	53-60
4	61-66
5	67-72
6	73-80

English Placement Test Score: \_\_\_\_\_ = \_\_\_\_\_

Score ranges:

Basic	0-10
1	11-29
2	30-47
3	48-60
4	61-74
5	75-84
6	85-100

Oral Interview Rating: \_\_\_\_\_ = \_\_\_\_\_

TOTAL \_\_\_\_\_

Basic	21-35
1	36-43
2	44-52
3	53-60
4	61-66
5	67-72
6	73-80

Placement \_\_\_\_\_

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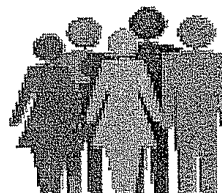
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FROM STUDENT  
HANDBOOK

### "What if I don't agree with my placement?"

If you disagree with your placement (the level), tell the Academic Coordinator the first week of class. She will give you a *Level Change Request Form*. Fill in the information on the top of the form about why you want to change your level. Then give the form to one of your teachers. The teachers will complete the bottom part of the form. A teacher or the Academic Coordinator may also ask you to take another test after school. It is important that you **stay in the classes in which you were originally placed** so that the teachers can evaluate you. It is also important that you continue to complete class and homework assignments to show the teachers your ability. Reevaluation of your level can take up to five class days. If the teachers agree, and your classwork and test scores support it, we will move you up to the next level. If we move you, we will move you in all the classes because you must be strong in all the skills (speaking, listening, reading and writing) to do well in the higher level. If you are not strong enough to move to the next level, you will need to stay in the level in which you were originally placed.



Also, if you buy the books for the level that you are placed in, keep your receipt and do NOT write in your books for the first week. If you change levels, you can exchange your books for new ones.

### "What classes do I take?"

You will take classes in grammar, reading/writing, listening/speaking and module classes (see below). The grammar and reading/writing classes meet every morning, Monday through Friday. These are the core courses, and all full-time students take them. In the afternoon, you will take a listening/speaking class every Tuesday and Thursday. Level 6 students also learn research writing skills. If a level does not have enough students to be offered, it may be combined with another level. However, students will be taught the curriculum for their level and tested at their level.

### "What are module classes?"

Students have afternoon classes called Modules. These focus on a particular content area to combine all your English skills, or they focus on a particular area that students need extra work in. Some examples of module classes are computer lab, public speaking, spelling, idioms, TOEFL preparation, and pronunciation. Each term, these module classes change depending on the needs of the students.

Sometimes module classes are combined with Listening/Speaking classes and meet every afternoon (Monday through Thursday). For example, Level 1 and 2 may take a phonics or vocabulary class combined with the Listening/Speaking class.

If you fail a module class more than once, you may affect your graduation from the program (See "*What must I do to graduate?*" in this chapter). Students must get a grade of C- or better in order for a module class to count toward their graduation. Generally, students are allowed to receive a failing grade in only one module and still graduate.

A grade for the module class appears on the midterm report and final grade report.

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SPRING INTERNATIONAL LANGUAGE CENTER  
REEVALUATION REQUEST

Student: If you think that you have been placed in the wrong section, please fill out this form. It is important to give all the reasons for your request. We change students in all classes, not just one class.

Note: Re-evaluations are based on ability and what you can show us. Your reasons must be detailed and based on ability. Be specific.

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

I want to change from Level \_\_\_\_\_ to \_\_\_\_\_ because

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

Please answer the following questions:

1. Have you studied in another language program here in the U.S.? YES NO  
If yes, please provide us with a copy of your transcript from your previous school.
2. How long do you plan to remain in the U.S.?
3. What are your plans after completing this program?

Please read and sign your name if you agree to the re-evaluation process:

I understand that re-evaluation takes time and it is my responsibility to demonstrate my ability. I will take the scheduled challenge tests and attend my current level to demonstrate my abilities. I am responsible for doing the homework assigned to help my teachers evaluate my abilities. The decision for changing levels is based on my scores on the challenge tests and teacher recommendations. All decisions are final.

\_\_\_\_\_

signature

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Test scores:

Date:

EPT:

Comp: #1 \_\_\_\_\_, #2 \_\_\_\_\_, #3 \_\_\_\_\_

Oral interview rating: \_\_\_\_\_

Challenge Test scores:

Grammar    Level \_\_\_\_\_    Score:    date taken \_\_\_ / \_\_\_ / \_\_\_

R/W        Level \_\_\_\_\_    Score:    date taken \_\_\_ / \_\_\_ / \_\_\_

Other:

Current level teacher recommendations/comments:

Grammar

R/W

L/SP

Other:

Decision:    \_\_\_\_\_ Student will remain in current level

\_\_\_\_\_ Student will move to Level \_\_\_\_\_ Module: \_\_\_\_\_

\_\_\_\_\_  
Signature of Director/Assistant Director

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♣ **WEEK 5 MONDAY to Students:**

If you receive an appointment slip from any of your teachers, you need to go to your appointment for conferencing. The time and the room are on the appointment slip. Please do not ask to change your time, because teachers have other appointments with other students at different times. Please don't skip your appointment! It's important because teachers want you to know how you are doing in your classes in the middle of the term. If you do not receive an appointment slip, and you want to know how you're doing, you may make an appointment to see your teacher. You will receive midterm grade reports this Friday.

Today is orientation and placement for our Half Term students. The front office may be a little busy today with new students coming in to Spring. Please keep that in mind when coming in to do business with the front office staff. Thank you.

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**Midterm Conference Report:** \_\_\_\_\_  
Term and year

Date \_\_\_\_\_ Class Subject \_\_\_\_\_ Level and Section: \_\_\_\_\_

Student \_\_\_\_\_  
Last name First name

These are the things you do well (e.g, homework, participation, test scores, meeting objectives):

Areas of concern: (homework, participation, test scores, meeting objective):

These are specific things you will need to do in order to pass the course:

Teacher's Name \_\_\_\_\_ Student Signature \_\_\_\_\_

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LANGUAGE CENTER

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**STUDENT EVALUATION REPORT**  
**Midterm**

TERM: \_\_\_\_\_

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

STUDENT NAME: \_\_\_\_\_ LEVEL: \_\_\_\_\_

SESSION ENTERED: \_\_\_\_\_

NATIONALITY: \_\_\_\_\_

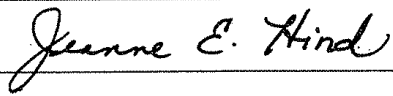
- Levels:
- 1 - Beginning
  - 2 - High Beginning
  - 3 - Low Intermediate
  - 4 - Intermediate
  - 5 - High Intermediate
  - 6 - Advanced

ATTENDANCE	
Total Possible Hours (5 hrs. = 1 day)	_____
Hours Late to Program	_____
Hours Absent	_____
Hours in Class	_____

Subject	Current Level	Teacher	Midterm Grade	Comments
Grammar				
Reading / Writing				
Listening / Speaking				

General Remarks: \_\_\_\_\_

EXPLANATION OF GRADES:	STANDARDIZED TESTS ADMINISTERED BY SPRING INTERNATIONAL
A- Consistently excellent work in all aspects of the course with full control of material.	Date: _____ Date: _____
B- Generally good work in all aspects of the course with sufficient control of the material.	MICHIGAN TEST _____
C- Satisfactory work in most aspects of the course with questionable control of the material for this level.	Grammar / Vocabulary / Reading _____
D- Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.	Aural comprehension _____
F- Unsatisfactory work with no evidence of control of material or concepts at this time.	Composition _____
I- Incomplete. The student has work to complete before evaluation is made.	Total Combined Score _____

  
 \_\_\_\_\_  
 Director

OFFICIAL WHEN BEARING SCHOOL SEAL

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SEALING BY SPRING INTERNATIONAL LANGUAGE CENTER

**PROFICIENCY SCALE FOR LEVEL ADVANCEMENT**

At the end of the level, students will:		LEVEL 1 Beginning	LEVEL 2 High Beginning	LEVEL 3 Low Intermediate	LEVEL 4 Intermediate	LEVEL 5 High Intermediate	LEVEL 6 Advanced	
English Proficiency Ratings GRAMMAR		Form statements and questions in simple present, present progressive, and simple past. Produce simple sentences that include prepositional phrases and adjectives. Use singular and plural nouns correctly.	Produce basic sentence structures and questions in all simple (including future) and present/past progressive tenses. Use count/non-count nouns, comparative and superlative adjectives, and basic modals correctly.	Produce sentences with different patterns that include direct and indirect objects. Begin to use present perfect, adverb clauses, and limited conditionals. Use adjective clauses correctly. Use comparative, equative, and superlative forms.	Produce sentences in any of the verb tenses studied so far. Distinguish between present and past perfect. Form passive structures. Use gerunds, infinitives, adjective clauses and most modals correctly. Begin to use unreal conditionals.	Produce more advanced structures using all tenses and passive and active voice. Use complex future tenses, past unreal conditionals, past infinitives and gerunds, noun clauses and adverb clauses.	Add complexity and precision to language skills through the use of a variety of compound, complex, and simple sentences. Understand and use reduced clauses and a wide variety of connectors and modals	
	READING	Comprehend 200-300 word passages containing primarily simple and compound sentences. Possess a basic sight vocabulary from which to approach a low-level reading. Sound out words using basic sound/ symbol correlation.	Comprehend 400-600 word multi-paragraph passages using basic vocabulary and sentence structures. Identify main ideas and details accurately. Form conclusions. Recognize fact vs. opinion, general vs. specific information.	Comprehend texts of 700-900 words containing simple, compound, and complex sentences. Skim for main ideas, scan for details. Summarize major ideas. Respond to inference questions and make predictions and conclusions.	Comprehend texts of 900-1100 words including some authentic materials. Make inferences, and express opinions in response to readings. Outline major and minor points of a reading.	Comprehend authentic texts of 1100-1500 words in fiction and non-fiction texts. Respond to essay questions requiring analysis and critical interpretation. Distinguish fact from inference.	Comprehend authentic texts of 1200-1500 words. Understand most inferences and connotations. Apply reading strategies and critical thinking skills to analyze and understand college-level reading texts.	Comprehend advanced organizational skills, sentence variety and complexity. Have sophisticated use of vocabulary. Use most grammatical forms with control and variety. Be able to paraphrase, summarize, use resources to support-refute argument in research paper and self edit
WRITING	Write correct simple and compound sentences. Compose in legible handwriting a short paragraph of six to eight related sentences in correct paragraph format. Use level 1 grammar structures.	Write a well-developed paragraph in good format, with attention to main idea, supporting details, and conclusion. Combine paragraphs into short compositions of more than one paragraph. Use level 2 grammar structures.	Write and combine paragraphs into well-planned compositions consisting of at least three coherent unified paragraphs. Produce simple, compound, and basic complex sentences using level 3 grammar structures.	Write a variety of multi-paragraph expository compositions that are coherent and unified. Write complex sentences using varied grammatical structures. Take notes from, summarize, and being to paraphrase text. Write responses to essay questions.	Write well-constructed multi-paragraph essays that are organized and developed cohesively. Use most grammatical structures correctly. Achieve variety through the use of various types of clauses and varying sentence length. Have the ability to paraphrase and summarize.	Write well-constructed multi-paragraph essays that are organized and developed cohesively. Use most grammatical structures correctly. Achieve variety through the use of various types of clauses and varying sentence length. Have the ability to paraphrase and summarize.	Write well-constructed multi-paragraph essays that are organized and developed cohesively. Use most grammatical structures correctly. Achieve variety through the use of various types of clauses and varying sentence length. Have the ability to paraphrase and summarize.	Demonstrate advanced organizational skills, sentence variety and complexity. Have sophisticated use of vocabulary. Use most grammatical forms with control and variety. Be able to paraphrase, summarize, use resources to support-refute argument in research paper and self edit
LISTENING/ SPEAKING	Understand main ideas and some details in short, simplified passages. Talk for 1-2 minutes about personal experiences using level appropriate grammar (present and past tenses). Communicate in short conversations related to personal information and classroom situations.	Understand main ideas and several important details in short, simple passages related to everyday situations. Speak for 1-2 minutes on prepared topics with level-appropriate grammar. Understand and perform basic social tasks.	Understand authentic speech in short segments as well as longer simplified passages. Identify main ideas, details, and relevant information. Speak 3-5 minutes on a prepared topic and spontaneously group discussions using appropriate level grammar.	Understand authentic, speech and identify meaning through mood and tone. Report on real world experiences and situations. Participate in conversations and small group discussions using level-appropriate grammar. Begin learning note-taking skills.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in large and small group discussions.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in a group presentation, panel discussion, or debate on a formal topic.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in a group presentation, panel discussion, or debate on a formal topic.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in a group presentation, panel discussion, or debate on a formal topic.
ESL Recommendations	Intensive English Program Only							Partial Academic Program/Full Academic Program upon completion of Level 6

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♣ *Morning Madness*

*WEEK 8 MONDAY to Students:*

To all F-1 Students: If you are leaving the country and plan to return to Spring International for the next term, you must get Jeanne's signature on page 3 of your I-20. You will not be allowed to re-enter the country without the signature. Jeanne will begin signing I-20s for re-entry this week. Don't wait until the last minute. Allow at least two days to get the signature. Bring your I-20 to Heather and let her know that you need the signature. She will tell you when it has been signed.

The Michigan composition test and the GVR test will be given this Wednesday to all students in Reading/Writing classes. The Michigan Listening test will be given Thursday, the next day, at 11:50. Students (in any level) who want to jump levels must take all 3 parts of the Michigan. For students who want to be considered for jumping, you must register with Heather. The GVR and Listening test are required for levels 4, 5, 6; optional for levels 1, 2, 3.

NOTE: All students are required to take the Michigan writing test. The grade counts as an in-class writing test. If you miss the test, your grade will be impacted. Don't be absent!

If you can type faster than you can write, you can write your composition in the computer class instead of by hand. Please tell your Reading/Writing teacher *today* if you want to do it in the computer lab. Please note: You may not use spell check or editing checks on the computers. You cannot change your mind at the last minute. Give your name to your reading/writing teacher, who will give it to Tom.

The graduation and end-of-term party is next Thursday. If you want to invite friends, hosts or family, please do. Remember this is a celebration on a successful completion of

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## End of Fall I Term Exam Schedule 2009 (revised)

- Wednesday, Oct. 7**                      **10:15 Michigan Essay and GVR section of the Michigan**
- The Michigan test is **required** for levels 4, 5 and 6. You must take the test, or you will not receive your final grade report OR TOEFL waiver letter.
  - **If you want to be assessed for a level jump, you must take this test.**
  - Students in levels 1, 2 and 3 can take it ONLY if you signed up.
- Thursday, Oct. 8 (added)**                      **11:30 MTAC (Michigan aural)**
- The Michigan test is **required** for levels 4, 5 and 6. You must take the test, or you will not receive your final grade report OR TOEFL waiver letter.
  - **If you want to be assessed for a level jump, you must take this test.**
  - Students in levels 1, 2 and 3 can take it ONLY if you signed up.
- Friday, Oct. 9**                              **Institutional TOEFL 1:00**
- Monday, Oct. 12**                            **Last day of Module classes**
- Tuesday, Oct. 13**                        **Last day of regular Grammar, RW & LS classes**
- Wednesday, Oct. 14**                      **-Final Exam Day**  
     **(\*Please note different class times)**  
     **9:00 - 10:20**              Grammar Final Exam  
     **10:35 –11:50**            RW Final or Final Review  
**-NO Module Class**
- Thursday, Oct. 15**                        **3:00 Graduation and End of Term Party – Tivoli 444 & 442**
- Everyone is invited! You can bring your family, friends, and your host family, too.
  - You can pick up your grade report, papers, tests and Michigan scores after the graduation on Friday in the office.
- Friday, Oct. 16**                            **The Office is open from 8:30 to 4:00 p.m.**  
     You can register/pay early for classes for next term or use the computer lab.
- Monday, Oct. 19**                            **Orientation for New Students (No break between Fall I and Fall II Terms)**
- Tuesday, Oct. 20**                        **Classes begin for all students (Fall II 09 Term)**  
     9:00 - 3:00 First day of classes for all new and returning students.

**Important Dates:**

Winter Term: Jan. 11 – March 12, 2010

***Plan your December travel plans early. No early exams are given. If you plan to go to the university and need to finalize your I-20, do not plan on early departure.***

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Among the actions and behaviors that are against school and campus rules are the following:

1. Threatening, attempting, or committing physical violence against any person or endangering the health, safety, or welfare of any person.
2. Possessing, consuming or distributing any alcoholic beverage on campus or during a school function off campus.
3. Possessing, using or distributing any narcotic or dangerous drug, or appearing at school or on campus while under the influence of any narcotic or dangerous drug.
4. Possessing or using any weapons (guns, knives, etc. that cause bodily harm to any person.)

Failure to obey school rules and regulations will result in disciplinary action that, in turn, may cause the loss of your visa status and your final deportation from the United States.

### **"What should I do if I have a problem with a class, a teacher or some other matter?"**

Although it does not happen often, a student sometimes feels that a teacher has been unfair about a grade or a classroom procedure, or a student has a complaint about a Spring International policy or procedure. The student is encouraged to follow these steps:

1. The student meets with the teacher to discuss the problem.
2. If this is not possible, a representative of the administration, either the Director or the Academic Coordinator, meets with the student and the instructor to discuss the problem. If the problem is resolved to the satisfaction of both parties, a statement of the solution is prepared with copies placed in the student and instructor files.
3. If the student is not satisfied at Step 2, a committee made up of the director and two instructors other than the instructor involved in the complaint review the problem with the student and later with the instructor. The committee decides upon a fair solution to the problem. This decision is given in writing and copies placed in the files of both the student and the instructor.

You also have the right to file a complaint to Spring International's accrediting agency, the Accrediting Council for Continuing Education & Training (ACCET). The following information will assist you in contacting ACCET:

ACCET  
 Chair, Complaint Review Committee  
 1722 N Street, NW  
 Washington, DC 20036  
 Telephone: (202) 955-1113  
 Fax: (202) 955-1118 or (202) 955-5306  
 Website: [www.accet.org](http://www.accet.org)

### **"Can I come late, or leave early from a term?"**

No. The terms at Spring International last 9 weeks. Students who arrive late will **NOT** be guaranteed admission. They may need to wait until the next term, which can affect their student status. It is important to know when the school term begins and to attend from the very first day. F-1 students must start on time because the school is required to report any non-enrollments to SEVIS once the term begins. Failure to enroll may cause trouble to your status.

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 Sara Holzberlein, Assistant Director  
[sara@spring.edu](mailto:sara@spring.edu)

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### Grievance/Complaint Report Form

(see p. 11 in your Student Handbook for information on how to resolve a problem)

Student Name:

Complaint against:

Date complaint was made:

*Step 1: Can you talk directly to the teacher/student/host family about this problem?*

Description of complaint: (Attach a separate sheet on which the problem is explained)

Description of Actions taken:

Follow-up:

*Step 2: What changes do you want to happen?*

Description of complaint (attach a separate sheet with any additional information)

Description of situation (as explained by person against whom complaint is being lodged-attach a separate sheet of paper with this information)

Resolution: (Describe any action to be taken and set a date for a follow-up interview with each person)

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*Step 3: Formal Grievance*

Completed formal grievance form received: \_\_\_/\_\_\_/\_\_\_ (attach form)

Committee members: Director, Academic Coordinator + \_\_\_\_\_

Date set for Grievance meeting: \_\_\_/\_\_\_/\_\_\_

Attach copy of committee decision.

Summary of decision:

Return report to student with final steps for complaint information attached.

*Step 4: Letter of complaint*

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**REQUEST TO JUMP A LEVEL****Step One (student)** : Read and complete Step One and Two:Name \_\_\_\_\_ Level \_\_\_\_\_  
Last name First name

I want to jump from level \_\_\_\_ to level \_\_\_\_ because \_\_\_\_\_

I understand that three things will be considered to make this decision: my Michigan scores at the end of the term, my final class grades and the recommendations of my teachers.	
_____	_____
Signature	Date

**Step Two (student)**: Give this form to your grammar teacher before \_\_\_\_\_**Step Three (teachers)**: The grammar teacher informs the Assistant Director and other teachers of the student's request. After grades and Michigan scores are ready, the grammar teacher schedules a meeting with the other teachers to discuss whether or not the student should skip a level. Each teacher should fill in comments and Michigan scores below:

Michigan scores: Listening \_\_\_\_ G/V/R \_\_\_\_ Composition \_\_\_\_ = Aver. \_\_\_\_

Grammar

signed \_\_\_\_\_

Reading/Writing

signed \_\_\_\_\_

Listening/Speaking

signed \_\_\_\_\_

**Step Four**: All teachers fill in "recommended level" on the student grade report. If the student is recommended to jump a level, the grammar teacher needs to inform the Office Assistant so that the information can be written on the grade report before it is copied.**Step Five** : Teachers meet with the student to discuss the results of the evaluation. Record comments below (outcome of meeting). If the student doesn't attend the graduation party and a teacher is not able to get this information to the student, check one of the boxes below. Student did not pick up grade report and meet with teachers. Student met with teachers.**Step Six: Summarize the outcome of meeting** (Use the back of this form)**Step Seven**: (grammar teacher) Make a copy of this form (front/back) for the student. Give the original to the Assistant Director.**Reverse for Summary ▼**

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

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

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

Step Six: Outcome of meeting

signed \_\_\_\_\_

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**SPRING INTERNATIONAL**  
LANGUAGE CENTER

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**STUDENT EVALUATION REPORT**

**Final**

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

TERM: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ LEVEL: \_\_\_\_\_

SESSION ENTERED: \_\_\_\_\_

NATIONALITY: \_\_\_\_\_

- Levels:
- 1 - Beginning
  - 2 - High Beginning
  - 3 - Low Intermediate
  - 4 - Intermediate
  - 5 - High Intermediate
  - 6 - Advanced

ATTENDANCE	
Total Possible Hours (5 hrs. = 1 day)	_____
Hours Late to Program	_____
Hours Absent	_____
Hours in Class	_____

Subject	Current Level	Teacher	Final Grade	Rec. Level	Comments
Grammar					
Reading / Writing					
Listening / Speaking					

General Remarks: \_\_\_\_\_

EXPLANATION OF GRADES:	STANDARDIZED TESTS ADMINISTERED BY SPRING INTERNATIONAL	
A- Consistently excellent work in all aspects of the course with full control of material.	Date:	Date:
B- Generally good work in all aspects of the course with sufficient control of the material.	MICHIGAN TEST	_____
C- Satisfactory work in most aspects of the course with questionable control of the material for this level.	Grammar / Vocabulary / Reading	_____
D- Less than satisfactory work in most aspects of the course with inadequate control of the material for this level.	Aural comprehension	_____
F- Unsatisfactory work with no evidence of control of material or concepts at this time.	Composition	_____
I- Incomplete. The student has work to complete before evaluation is made.	Total Combined Score	_____

Director Jeanne E. Hind

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SEALING AREA  
**PROFICIENCY SCALE FOR LEVEL ADVANCEMENT**

At the end of the level, students will:		LEVEL 1 Beginning	LEVEL 2 High Beginning	LEVEL 3 Low Intermediate	LEVEL 4 Intermediate	LEVEL 5 High Intermediate	LEVEL 6 Advanced	
English Proficiency Ratings GRAMMAR		Form statements and questions in simple present, present progressive, and simple past. Produce simple sentences that include prepositional phrases and adjectives. Use singular and plural nouns correctly.	Produce basic sentence structures and questions in all simple (including future) and present/past progressive tenses. Use count/non-count nouns, comparative and superlative adjectives, and basic modals correctly.	Produce sentences with different patterns that include direct and indirect objects. Begin to use present perfect, adverb clauses, and limited conditionals. Use adjective clauses correctly. Use comparative, equative, and superlative forms.	Produce sentences in any of the verb tenses studied so far. Distinguish between present and past perfect. Form passive structures. Use gerunds, infinitives, adjective clauses and most modals correctly. Begin to use unreal conditionals.	Produce more advanced structures using all tenses and passive and active voice. Use complex future tenses, past unreal conditionals, past infinitives and gerunds, noun clauses and adverb clauses.	Add complexity and precision to language skills through the use of a variety of compound, complex, and simple sentences. Understand and use reduced clauses and a wide variety of connectors and modals	
	READING	Comprehend 200-300 word passages containing primarily simple and compound sentences. Possess a basic sight vocabulary from which to approach a low-level reading. Sound out words using basic sound/ symbol correlation.	Comprehend 400-600 word multi-paragraph passages using basic vocabulary and sentence structures. Identify main ideas and details accurately. Form conclusions. Recognize fact vs. opinion, general vs. specific information.	Comprehend texts of 700-900 words containing simple, compound, and complex sentences. Skim for main ideas, scan for details. Summarize major ideas. Respond to inference questions and make predictions and conclusions.	Comprehend texts of 900-1100 words including some authentic materials. Make inferences, and express opinions in response to readings. Outline major and minor points of a reading.	Comprehend authentic texts of 1100-1500 words in fiction and non-fiction texts. Respond to essay questions requiring analysis and critical interpretation. Distinguish fact from inference.	Comprehend authentic texts of 1200-1500 words. Understand most inferences and connotations. Apply reading strategies and critical thinking skills to analyze and understand college-level reading texts.	Comprehend advanced organizational skills, sentence variety and complexity. Have sophisticated use of vocabulary. Use most grammatical forms with control and variety. Be able to paraphrase, summarize, use resources to support-refute argument in research paper and self edit
WRITING	Write correct simple and compound sentences. Compose in legible handwriting a short paragraph of six to eight related sentences in correct paragraph format. Use level 1 grammar structures.	Write a well-developed paragraph in good format, with attention to main idea, supporting details, and conclusion. Combine paragraphs into short compositions of more than one paragraph. Use level 2 grammar structures.	Write and combine paragraphs into well-planned compositions consisting of at least three coherent unified paragraphs. Produce simple, compound, and basic complex sentences using level 3 grammar structures.	Write a variety of multi-paragraph expository compositions that are coherent and unified. Write complex sentences using varied grammatical structures. Take notes from, summarize, and being to paraphrase text. Write responses to essay questions.	Write well-constructed multi-paragraph essays that are organized and developed cohesively. Use most grammatical structures correctly. Achieve variety through the use of various types of clauses and varying sentence length. Have the ability to paraphrase and summarize.	Write well-constructed multi-paragraph essays that are organized and developed cohesively. Use most grammatical structures correctly. Achieve variety through the use of various types of clauses and varying sentence length. Have the ability to paraphrase and summarize.	Write well-constructed multi-paragraph essays that are organized and developed cohesively. Use most grammatical structures correctly. Achieve variety through the use of various types of clauses and varying sentence length. Have the ability to paraphrase and summarize.	Demonstrate advanced organizational skills, sentence variety and complexity. Have sophisticated use of vocabulary. Use most grammatical forms with control and variety. Be able to paraphrase, summarize, use resources to support-refute argument in research paper and self edit
LISTENING/ SPEAKING	Understand main ideas and some details in short, simplified passages. Talk for 1-2 minutes about personal experiences using level appropriate grammar (present and past tenses). Communicate in short conversations related to personal information and classroom situations.	Understand main ideas and several important details in short, simple passages related to everyday situations. Speak for 1-2 minutes on prepared topics with level-appropriate grammar. Understand and perform basic social tasks.	Understand authentic speech in short segments as well as longer simplified passages. Identify main ideas, details, and relevant information. Speak 3-5 minutes on a prepared topic and spontaneously group discussions using appropriate level grammar.	Understand authentic, speech and identify meaning through mood and tone. Report on real world experiences and situations. Participate in conversations and small group discussions using level-appropriate grammar. Begin learning note-taking skills.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in large and small group discussions.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in a group presentation, panel discussion, or debate on a formal topic.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in a group presentation, panel discussion, or debate on a formal topic.	Understand authentic, speech in order to identify and summarize main ideas and important details in note form. Speak on real world experiences and give presentations on a formal topic that has been researched. Lead and participate in a group presentation, panel discussion, or debate on a formal topic.
ESL Recommendations	Intensive English Program Only							Partial Academic Program/Full Academic Program upon completion of Level 6

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