
Academic Bridge Program Achievement Scale 2024-25

Updated August 2024

ABP



برنامج الجسر الأكاديمي
Academic Bridge Program

عضو في مؤسسة قطر
Member of Qatar Foundation

ABP Achievement Scale & Interpretation of that Scale

The Academic Bridge Program (ABP) is a 2-semester foundation program that:

- improves students' English language proficiency,
- develops their knowledge and skills in English, Math, Science, and Computers,
- improves their college readiness.

When students enroll at the ABP, they will enroll in one of three academic tracks: STEM, Social Sciences, or Humanities & Visual Arts. Students are expected to take the full program of studies within that track for each semester that they are enrolled at the ABP. Depending on the track, the full program of studies may include:

- 1 Math course
- 1 Science course
- 1 Social Entrepreneurship course
- 1 Storytelling with Digital Media course
- 1 Computer course
- 1-3 English courses

Students are assessed on their attainment of Student Learning Outcomes (SLOs) for each course. The SLOs of each course are in the course syllabi.

Attainment of Student Learning Outcomes determines progression through the program (course/level placement of continuing students in the spring semester).

The ABP Achievement Scale and Interpretation of that Scale contains details about:

- the levels in each subject
- the course(s) in each level
- The placement criteria in levels for new students
- The placement criteria in levels for students who study at the ABP for an additional semester
- The student learning outcomes for each course
- The student learning outcomes for each level

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English Levels

Levels of English Courses

The Academic Bridge Program has three levels of English as detailed below.

- Level 4 English (Foundation 1)
- Level 5 English (Foundation 2)
- Level 6 English (Academic)

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Courses in English Levels	
STEM Track	
Fall	Spring
<u>Foundation 1 Level</u> <ul style="list-style-type: none"> ● ENG 114 Reading & Writing 4 ● ENG 124 Listening & Speaking 4 	<u>Foundation 1 Level</u> <ul style="list-style-type: none"> ● ENG 114 Reading & Writing 4 ● ENG 124 Listening & Speaking 4
<u>Foundation 2 Level</u> <ul style="list-style-type: none"> ● ENG 115 Reading & Writing 5 ● ENG 125 Listening & Speaking 5 	<u>Foundation 2 Level</u> <ul style="list-style-type: none"> ● ENG 115 Reading & Writing 5 ● ENG 125 Listening & Speaking 5
<u>Academic Level 1</u> <ul style="list-style-type: none"> ● ENG 116 Reading & Writing 6 ● ENG 126 Listening & Speaking 6 	<u>Academic Level 1</u> <ul style="list-style-type: none"> ● ENG 116 Reading & Writing 6 ● ENG 126 Listening & Speaking 6
	<u>Academic Level 2 (Semester 2 for Academic Level 1)</u> <ul style="list-style-type: none"> ● ENG 201 Academic Communications ● ENG 222 Academic Literature ● ENG 212 English Composition
Social Sciences Track	
Fall	Spring
<u>Foundation 1 Level</u> <ul style="list-style-type: none"> ● ENG 114 Reading & Writing 4 ● ENG 124 Listening & Speaking 4 ● SEN 101 Social Entrepreneurship 1 	<u>Foundation 1 Level</u> <ul style="list-style-type: none"> ● ENG 114 Reading & Writing 4 ● ENG 124 Listening & Speaking 4 ● SEN 101 Social Entrepreneurship 1
<u>Foundation 2 Level</u> <ul style="list-style-type: none"> ● ENG 115 Reading & Writing 5 ● ENG 125 Listening & Speaking 5 ● SEN 101 Social Entrepreneurship 1 	<u>Foundation 2 Level</u> <ul style="list-style-type: none"> ● ENG 115 Reading & Writing 5 ● ENG 125 Listening & Speaking 5 ● SEN 101 Social Entrepreneurship 1 or ● SEN 102 Social Entrepreneurship 2
<u>Academic Level 1</u> <ul style="list-style-type: none"> ● ENG 116 Reading & Writing 6 ● ENG 126 Listening & Speaking 6 	<u>Academic Level 1</u> <ul style="list-style-type: none"> ● ENG 116 Reading & Writing 6 ● ENG 126 Listening & Speaking 6

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<ul style="list-style-type: none"> ● SEN 101 Social Entrepreneurship 1 	<ul style="list-style-type: none"> ● SEN 101 Social Entrepreneurship 1 or ● SEN 102 Social Entrepreneurship 2
	<u>Academic Level 2 (Semester 2 for Academic Level)</u> <ul style="list-style-type: none"> ● ENG 201 Academic Communications ● ENG 222 Academic Literature ● ENG 212 English Composition ● SEN 102 Social Entrepreneurship 2
Humanities & Visual Arts	
Fall	Spring
<u>Foundation 1 Level</u> <ul style="list-style-type: none"> ● ENG 114 Reading & Writing 4 ● ENG 124 Listening & Speaking 4 ● SEN 101 Social Entrepreneurship 1 	<u>Foundation 1 Level</u> <ul style="list-style-type: none"> ● ENG 114 Reading & Writing 4 ● ENG 124 Listening & Speaking 4 ● SEN 101 Social Entrepreneurship 1
<u>Foundation 2 Level</u> <ul style="list-style-type: none"> ● ENG 115 Reading & Writing 5 ● ENG 125 Listening & Speaking 5 ● SEN 101 Social Entrepreneurship 1 	<u>Foundation 2 Level</u> <ul style="list-style-type: none"> ● ENG 115 Reading & Writing 5 ● ENG 125 Listening & Speaking 5 ● SEN 101 Social Entrepreneurship 1 or ● SEN 102 Social Entrepreneurship 2
<u>Academic Level 1</u> <ul style="list-style-type: none"> ● ENG 116 Reading & Writing 6 ● ENG 126 Listening & Speaking 6 ● SEN 101 Social Entrepreneurship 1 	<u>Academic Level 1</u> <ul style="list-style-type: none"> ● ENG 116 Reading & Writing 6 ● ENG 126 Listening & Speaking 6 ● SEN 101 Social Entrepreneurship 1 or ● SEN 102 Social Entrepreneurship 2
	<u>Academic Level 2 (Semester 2 for Academic Level)</u> <ul style="list-style-type: none"> ● ENG 201 Academic Communications ● ENG 222 Academic Literature ● ENG 212 English Composition ● SEN 102 Social Entrepreneurship 2

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Guiding Principles of Placement in English

Students are placed in English levels based on their English proficiency.

Research has indicated that a multi-pronged approach to evaluating English proficiency provides a more accurate measure of English proficiency than a single snapshot of English proficiency such as that provided by an IELTS test.

Accordingly, to ensure that students are appropriately placed in courses based on accurate measures of English language performance:

- 1) The student's performance on an externally moderated English exams (IELTS, TOEFL, or Duolingo)
- 2) The students' performance on the Pearson Level Test, an adaptive placement test which is externally validated for quality assurance.

Students' initial English level is determined and then students are placed accordingly.

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English Placement of Students in the Fall Semester

In the fall semester, students are placed in English levels based on the following placement criteria.

The ABP offers the following English entry points for students in the fall semester:

- Foundation 1 Level (Level 4 English)
- Foundation 2 Level (Level 5 English)
- Academic Level 1 (Level 6 English)

Foundation 1 Level

Students who meet the following criteria are placed in Level 4 English:

Person Level Test Score	IELTS	TOEFL	Duolingo
A1	4.5	50 – 58	65 – 75
A2	4.5	50 – 58	65 – 75

Foundation 2 Level

Students who meet the following criteria are placed in Level 5 English:

Person Level Test Score	IELTS	TOEFL	Duolingo
A2	5.0 – 5.5	59 – 67	76-90
B1	4.5 – 5.0	50 – 58	65 – 75

Academic Level 1

Students who meet the following criteria are placed in Level 6 English:

Person Level Test Score	IELTS	TOEFL	Duolingo
B1	5.5 or higher	67 or higher	90 or higher
	5.0 or higher	59 or higher	76 or higher

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B2			
C1	5.0 or higher	59 or higher	76 or higher
C2	5.0 or higher	59 or higher	76 or higher

*If the score on the Pearson Level Test does not correspond to a given range for IELTS, TOEFL, or Duolingo, the student should retest the Pearson Level Test. If the second score does not correspond to a given range, the students should be placed in the lower level and diagnostic tests should be monitored during the first two weeks of class.

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English Placement of New Students in the Spring Semester

In the spring semester, students are placed in English levels based on the following placement criteria.

The ABP offers the following English entry points for students in the spring semester:

- Level 5 English
- Level 6 English

Level 5 English

Students who meet the following criteria are placed in Level 5 English:

Person Level Test Score	IELTS	TOEFL	Duolingo
A1	4.5	50 – 58	65 – 75
A2	4.5	50 – 58	65 – 75

Level 6 English

Students who meet the following criteria are placed in Level 6 English:

Person Level Test Score	IELTS	TOEFL	Duolingo
A2	5.0 – 5.5	59 – 67	76-90
B1	4.5 – 5.0	50 – 58	65 – 75

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Progression of Students in English from the Fall Semester to the Spring Semester Who Achieve the Requisite Mastery of Student Learning Outcomes (SLOs)

To progress to the next English course in the sequence, a student must demonstrate sufficient mastery of the Student Learning Outcomes (SLOs) identified in the course syllabus.

A student who earns a 60% or above in a course is deemed to have demonstrated sufficient mastery of the Student Learning Outcomes (SLOs) and moves to the next level in that course in the spring semester.

A student who earns less than a 60% in a course is deemed NOT to have demonstrated sufficient mastery of the Student Learning Outcomes (SLOs) and must repeat the course in the spring semester.

The ABP recognizes that some students make such significant progress during the semester that it is most appropriate for them to skip a level in English and place them 2 levels higher in the spring semester.

Level skipping is largely determined by mastery of Student Learning Outcomes (SLOs) identified in the course syllabi.

A student who earns a minimum of 90% or above in all their English courses is deemed to be a good candidate to skip a level and progress to a course 2 levels up in the spring semester.

As an additional check on English level proficiency, to skip a level and progress to a course 2 levels up in the spring semester, a student must demonstrate a 0.5 improvement on their IELTS performance.

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Student Learning Outcomes in Reading & Writing	
Reading & Writing 4 ENG 114	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none">● Infer the author's opinion, future situations, abstract ideas from examples, judgments, and the author's attitude● Take margin notes on main ideas and double entry notes. Take notes using a timeline, abbreviations and symbols, and a mind map.● Read to predict content from visuals, to identify the sequence of events, to scan for information, to visualize while reading, and to identify the purpose of quoted speech● Demonstrate correct usage of the following grammar points: descriptive and possessive adjectives, comparative adjectives, linking verbs, adverbs of manner, and will and be going to● Engage in a variety of written communication modes (i.e. a descriptive paragraph, a well-organized paragraph, a personal experience paragraph, a narrative paragraph, and a prediction paragraph)
Reading & Writing 5 ENG 115	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none">● Infer certainty, degrees of difficulty, probability, both sides of a debate, and purpose● Take notes on key words and phrases, on supporting details, with an outline, with symbols, and mark a text● Read to recognize quotations and reported speech, scan for details, use context clues to understand vocabulary, identify key information in charts, and identify cohesive devices of contrast● Demonstrate correct usage of the following grammar points: modals of ability, infinitives of purpose, the use

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	<p>of because and even though, adverb clauses of concession, and future modals</p> <ul style="list-style-type: none">● Engage in a variety of written communication modes (i.e. factual report, pro and con paragraph, opinion essay, and cause/effect essay)
Reading & Writing 6 ENG 116	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none">● Infer the meaning of idioms and expressions, the degree of support, the use of hedging, and understand assumptions● Take notes by marking important information, on main ideas with questions, on cause and effect with a graphic organizer, and with outlining● Read to distinguish voice in quotations, to recognize positive redundancy, to organize the sequence of events in a timeline, and to recognize the role of quoted speech● Demonstrate correct usage of the following grammar points: past perfect, gerunds and infinitives, past unreal conditionals, and adjective clauses● Engage in a variety of written communication modes (i.e. summary paragraph, biographical paragraph, opinion essay, and a summary in journalistic style)

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Student Learning Outcomes in Listening & Speaking	
Listening & Speaking 4 ENG 124	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none">● Infer the use of humor, feelings from intonation, meaning from context, a speaker's assumption, and a speaker's viewpoint● Take notes with key words, with symbols, on cause and effect, with abbreviations, and take notes on reasons and examples● Listen to recognize contrast and to recognize and understand emphatic stress, incomplete and complete ideas, clarification, and pronoun reference● Speak to show interest, make suggestions and come to an agreement, show confidence, ask for and express opinions, and use pauses effectively● Engage in a variety of oral communication modes (i.e. role play, presentation, and group discussion)
Listening & Speaking 5 ENG 125	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none">● Infer implied meaning from context, factual information from context, opinion from word choice, a speaker's core belief, and contrast from context● Take notes on main ideas with abbreviations and an outline, review and reflect on your notes, and use symbols to take notes● Listen to recognize and understand signal words, pronoun references, opinions, and phrases that describe thoughts or feelings, and identify repetition to emphasize a point● Speak to ask for and express opinions, make eye contact in a presentation, make suggestions, use signal words to persuade, and interrupt politely and hold the floor● Engage in a variety of oral communication modes (i.e. discussion, presentation, interactive poster presentation, academic discussion)

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<p>Listening & Speaking 6 ENG 126</p>	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none">● Infer important ideas, the meaning of figurative language, a speaker's assumptions, and a speaker's attitude.● Take notes with bullets and dashes, key words, symbols and abbreviations, and avoid non-essential words.● Listen to recognize emphasis, distinguish main ideas from details, recognize claims and evidence, and identify parts of oral paragraphs.● Speak to give an opinion, get an audience's attention, ask for clarification, and state reasons and give support.● Engage in a variety of oral communication modes (i.e. discussion, presentation to a group, simulation of a meeting, and research presentation)
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Student Learning Outcomes in Social Entrepreneurship	
Social Entrepreneurship 1 SEN 101	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Define social entrepreneurship and explain its significance in addressing social and environmental challenges. ● Identify and analyze community needs and social problems that can be addressed through social entrepreneurship. ● Develop innovative solutions and approaches to tackle identified social issues. ● Evaluate the ethical considerations and personal qualities required for effective social entrepreneurship.
Social Entrepreneurship 2 SEN 102	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Define social entrepreneurship and explain its significance in addressing social and environmental challenges. ● Identify and analyze community needs and social problems that can be addressed through social entrepreneurship ● Develop innovative solutions and approaches to tackle identified social issues. ● Collaborate effectively with stakeholders and partners to implement social entrepreneurship initiatives. ● Evaluate the ethical considerations and personal qualities required for effective social entrepreneurship.
Academic Communications ENG 201	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none"> ● Deliver cohesive and well-organized presentations according to a select modes of oral communication (impromptu, informative, persuasive) ● Conduct simple research on select topics and share that research in a variety of oral communications (impromptu, informative, persuasive) ● Use basic speech/presentation making skills such as eye-contact, vocal variation, body language, visual aids ● Converse about a variety of cultural issues, current affairs, and global issues (Socratic Seminar) ● Support and defend oral arguments (debate) ● Paraphrase, summarize and quote from sources using MLA citation style
Academic Literature	<p>By the end of the semester, students will be able to:</p>

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ENG 222	<ul style="list-style-type: none">• Explain both orally and in writing how literary devices contribute to the stories and plays.• Acquire familiarity with a variety of classic short stories and a three-act play.• Write about literature using a variety of rhetorical strategies.• Engage in readers theatre, lead group discussions, or deliver in-class presentations.
English Composition ENG 212	<p>By the end of the semester, students will be able to:</p> <ul style="list-style-type: none">• Read and analyze challenging academic non-fiction selections evaluating intent, bias, accuracy, and relevance.• Write coherently structured and well-supported responses to readings.• Write cohesive and coherent academic essays that are organized according to relevant essay formats. Response, multiple-source, and argumentation are the core modalities, but others may be introduced, time permitting.• Revise and edit with increasing competence and multiple drafts.• Use quotation, paraphrase, and summarization with appropriate citation as support for written assignments.• Evaluate and synthesize materials from source(s) and respond to the issue(s) in an oral presentation

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Student Learning Outcomes in English (Overall)	
Level 4	<p>By the end of Level 4, a student will be able to:</p> <p>STEM, Social Sciences, Humanities & Visual Arts tracks</p> <ul style="list-style-type: none">● Infer the author's opinion, future situations, abstract ideas from examples, judgments, and the author's attitude● Take margin notes on main ideas and double entry notes. Take notes using a timeline, abbreviations and symbols, and a mind map.● Read to predict content from visuals, to identify the sequence of events, to scan for information, to visualize while reading, and to identify the purpose of quoted speech● Demonstrate correct usage of the following grammar points: descriptive and possessive adjectives, comparative adjectives, linking verbs, adverbs of manner, and will and be going to● Engage in a variety of written communication modes (i.e. a descriptive paragraph, a well-organized paragraph, a personal experience paragraph, a narrative paragraph, and a prediction paragraph)● Read academic IELTS texts with purpose, skimming and scanning for relevant information● Write cohesive 150-words responses to visual information (graphs, diagrams, charts, etc.), using correct phrases and expressions● Write well-organised 250-word discursive essays in response to general topics using academic vocabulary and according to IELTS essay requirements● Identify pertinent information in listening passages● Respond orally to personal and general knowledge questions, according to the IELTS speaking format and specifications● Infer the use of humor, feelings from intonation, meaning from context, a speaker's assumption, and a speaker's viewpoint● Take notes with key words, with symbols, on cause and effect, with abbreviations, and take notes on reasons and examples

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	<ul style="list-style-type: none"> ● Listen to recognize contrast and to recognize and understand emphatic stress, incomplete and complete ideas, clarification, and pronoun reference ● Speak to show interest, make suggestions and come to an agreement, show confidence, ask for and express opinions, and use pauses effectively ● Engage in a variety of oral communication modes (i.e. role play, presentation, and group discussion) ● Define social entrepreneurship and explain its significance in addressing social and environmental challenges. ● Identify and analyze community needs and social problems that can be addressed through social entrepreneurship. ● Develop innovative solutions and approaches to tackle identified social issues. ● Evaluate the ethical considerations and personal qualities required for effective social entrepreneurship.
<p>Level 5</p>	<p>By the end of Level 5, a student will be able to:</p> <p>STEM, Social Sciences, Humanities & Visual Arts tracks</p> <ul style="list-style-type: none"> ● Infer certainty, degrees of difficulty, probability, both sides of a debate, and purpose ● Take notes on key words and phrases, on supporting details, with an outline, with symbols, and mark a text ● Read to recognize quotations and reported speech, scan for details, use context clues to understand vocabulary, identify key information in charts, and identify cohesive devices of contrast ● Demonstrate correct usage of the following grammar points: modals of ability, infinitives of purpose, the use of because and even though, adverb clauses of concession, and future modals ● Engage in a variety of written communication modes (i.e. factual report, pro and con paragraph, opinion essay, and cause/effect essay) ● Comprehend and respond accurately to various question types in the Listening section ● Demonstrate improved reading comprehension skills and the ability to effectively tackle different question types in the Reading section. ● Produce well-structured graph descriptions and essays that

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	<p>meet the requirements of the Writing tasks (task achievement, coherence and cohesion, lexical resource, and grammatical accuracy).</p> <ul style="list-style-type: none"> ● Demonstrate improved fluency, coherence, pronunciation, and lexical resource in their spoken responses (role plays, mock interviews, etc.) ● Infer implied meaning from context, factual information from context, opinion from word choice, a speaker’s core belief, and contrast from context ● Take notes on main ideas with abbreviations and an outline, review and reflect on your notes, and use symbols to take notes ● Listen to recognize and understand signal words, pronoun references, opinions, and phrases that describe thoughts or feelings, and identify repetition to emphasize a point ● Speak to ask for and express opinions, make eye contact in a presentation, make suggestions, use signal words to persuade, and interrupt politely and hold the floor ● Engage in a variety of oral communication modes (i.e. discussion, presentation, interactive poster presentation, academic discussion) ● Define social entrepreneurship and explain its significance in addressing social and environmental challenges. ● Identify and analyze community needs and social problems that can be addressed through social entrepreneurship ● Develop innovative solutions and approaches to tackle identified social issues. ● Collaborate effectively with stakeholders and partners to implement social entrepreneurship initiatives. ● Evaluate the ethical considerations and personal qualities required for effective social entrepreneurship.
<p>Level 6</p>	<p>By the end of the Level 6, a student will be able to:</p> <p>STEM, Social Sciences, Humanities & Visual Arts tracks</p> <ul style="list-style-type: none"> ● Infer the meaning of idioms and expressions, the degree of support, the use of hedging, and understand assumptions ● Take notes by marking important information, on main ideas with questions, on cause and effect with a graphic organizer, and with outlining

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	<ul style="list-style-type: none">● Read to distinguish voice in quotations, to recognize positive redundancy, to organize the sequence of events in a timeline, and to recognize the role of quoted speech● Demonstrate correct usage of the following grammar points: past perfect, gerunds and infinitives, past unreal conditionals, and adjective clauses● Engage in a variety of written communication modes (i.e. summary paragraph, biographical paragraph, opinion essay, and a summary in journalistic style)● Comprehend and respond accurately to various question types in the Listening section● Demonstrate improved reading comprehension skills and the ability to effectively tackle different question types in the Reading section.● Produce well-structured graph descriptions and essays that meet the requirements of the Writing tasks (task achievement, coherence and cohesion, lexical resource, and grammatical accuracy).● Demonstrate improved fluency, coherence, pronunciation, and lexical resource in their spoken responses (role plays, mock interviews, etc.) ● Infer important ideas, the meaning of figurative language, a speaker's assumptions, and a speaker's attitude.● Take notes with bullets and dashes, key words, symbols and abbreviations, and avoid non-essential words.● Listen to recognize emphasis, distinguish main ideas from details, recognize claims and evidence, and identify parts of oral paragraphs.● Speak to give an opinion, get an audience's attention, ask for clarification, and state reasons and give support.● Engage in a variety of oral communication modes (i.e. discussion, presentation to a group, simulation of a meeting, and research presentation)● Define social entrepreneurship and explain its significance in addressing social and environmental challenges.● Identify and analyze community needs and social problems that can be addressed through social entrepreneurship● Develop innovative solutions and approaches to tackle identified social issues.● Collaborate effectively with stakeholders and partners to implement social entrepreneurship initiatives.
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	<ul style="list-style-type: none">• Evaluate the ethical considerations and personal qualities required for effective social entrepreneurship.
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Progression of Students in English from the Fall Semester to the Spring Semester Who Do NOT Achieve the Requisite Mastery of Student Learning Outcomes (SLOs)

Students in Level 4 English who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) to progress to the next course in the English sequence will retake the Level 4 English course(s) in the spring semester. These students will have mandated learning support.

Students in Level 5 English who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) to progress to the next course in the English sequence will retake the Level 5 English course(s) in the spring semester. These students will have mandated learning support.

Students in Level 6 English who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) to progress to the next course in the sequence will retake Level 6 English course(s) in the spring semester. These students will have mandated learning support.

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Math Levels

Levels of Math Courses

The Academic Bridge Program offers the following levels of Math courses.

- Level 1 Math
- Level 2 Math
- Level 3 Math
- Level 4 Math
- Level 5 Math
- Level 6 Math

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Courses in Math Levels

Courses in Level 1 Math

- MATH111 - College Algebra 1

Courses in Level 2 Math

- MATH112 - College Algebra 2

Courses in Level 3 Math

- MATH121 - Pre-Calculus 1

Courses in Level 4 Math

- MATH122- Pre-Calculus 2

Courses in Level 5 Math

- MATH131- Calculus 1

Courses in Level 6 Math

- MATH132- Calculus 2

Guiding Principles of Course Placement in Math

Students are placed in Math based on their Math proficiency.

Math proficiency is based on:

- The student's performance on an in-house multiple choice Math proficiency test (adopted from ACT and piloting for 2024-25 as in-house placement tes) and a diagnostic exam given to the students during the 1st week of classes.

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Placement of Students in Math in the Fall Semester

In the fall semester, students are placed in Math levels based on their Math proficiency as determined through the in-house Math placement and diagnostic tests.

The ABP offers the following Math entry points for students in the fall semester:

- Level 1 – MATH111- College Algebra I
- Level 3 – MATH121- Precalculus I
- Level 5 – MATH131- Calculus I

Level 1 Math

Students are placed in Level 1 Math who meet the following criteria:

- Students who earn between a 5 - 15 on the ACT Math placement test.

Level 3 Math

Students are placed in Level 3 Math who meet the following criteria:

- Students who earn between 16- 30 on the ACT Math placement test and/or 70% on diagnostic exam.

Level 5 Math

Students are placed in Level 5 Math who meet the following criteria:

- Students who earn more than 30 on the ACT Math placement test and/or 80% in diagnostic exam.

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Placement of New Students in Math in the Spring Semester

In the spring semester, new students are placed in Math levels based on their Math proficiency as determined through the in-house Math placement test.

The ABP offers the following Math entry points for students in the spring semester:

- Level 1 – MATH111- College Algebra I
- Level 2 – MATH112- College Algebra II
- Level 3 – MATH121- Precalculus I
- Level 4 – MATH122- Precalculus II
- Level 5 – MATH131- Calculus I
- Level 6 – MATH132- Calculus II

Level 2 Math

Students are placed in Level 2 Math who meet the following criteria:

- Students who earn between a 5 - 15 on the ACT Math placement test.

Level 3 or 4 Math

Students are placed in Level 3 or 4 Math who meet the following criteria:

- Students who earn between 16 – 30 on the ACT Math placement test and/or 70% on diagnostic exam.

Level 5 or 6 Math

Students are placed in Level 5 or 6 Math who meet the following criteria:

- Students who earn more than on the ACT Math placement test and/or 80% in diagnostic exam.

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Progression of Students in Math from the Fall Semester to the Spring Semester Who Achieve the Requisite Mastery of Student Learning Outcomes (SLOs) in Math

To progress to the next Math course in the sequence, a student must demonstrate sufficient mastery of the Student Learning Outcomes (SLOs) identified in the course syllabus.

A student who earns a 60% or above in a course is deemed to have demonstrated sufficient mastery of the Student Learning Outcomes (SLOs).

A student who earns a 60% or above in a course moves to the next level in that course in the spring semester.

A student who earns less than a 60% in a course is deemed NOT to have demonstrated sufficient mastery of the Student Learning Outcomes (SLOs).

A student who earns less than a 60% in a course must repeat the course in the spring semester.

The ABP recognizes that some students make such significant progress during a semester that it is most appropriate for them to skip a level in Math and place them 2 levels higher in the spring semester.

Level skipping is largely determined by mastery of Student Learning Outcomes (SLOs) identified in the course syllabi.

A student who earns a minimum of 90% or above in their Math course is deemed to be a good candidate to skip a level and progress to a course 2 levels up in the spring semester.

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Student Learning Outcomes in Math	
Level 1 Math MATH111	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Define, use and spell mathematical terminology and notation, such as number sets, polynomial and rational expressions, linear and quadratic equations, inequalities, exponents, and radicals ● Read and comprehend math in English. ● Analyze, evaluate and synthesize information from a variety of sources. ● Use mathematics to model real world behaviors and apply mathematical concepts to solve real-life problems and determine if the solutions are reasonable. ● Make meaningful connections between mathematics and other disciplines. ● Reach sufficient English language proficiency in order to gain admission to university programs and to develop a working knowledge of the subject matter so that they can: <ul style="list-style-type: none"> ○ Perform the essentials of Algebra manipulations. ○ Solve and Interpret linear equations and inequalities ○ Use Quadratic equations and explain their applications.
Level 2 Math MATH112	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Sketch graphs of basic models ● Demonstrate understanding of the basic properties of linear, quadratic, exponential and logarithmic functions. ● Draw graphs of transformations of functions ● Find inverse functions, from a table, graph, or an equation. ● Use right triangle trig and apply properties of trig functions in solving problems. ● Use the law of sine and cosine when solving triangles ● Solve systems of linear equations ● Solve problems involving arithmetic and geometric sequences and series
Level 3 Math MATH121	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Define, use and spell mathematical terminology and notation. ● Read and comprehend math in English. ● Use mathematics to solve problems and determine if the solutions are reasonable. ● Use mathematics to model real world behaviors and apply mathematical concepts to the solution of real-life problem solving.

ABP Achievement Scale & Interpretation of that Scale

	<ul style="list-style-type: none"> ● Make meaningful connections between mathematics and other disciplines. ● Reach sufficient proficiency in order to develop a working knowledge of the subject matter so that they can: <ul style="list-style-type: none"> ○ Compute equations of lines and circles ○ Apply functions and their graphs ○ Demonstrate understanding of linear functions and their applications ○ Solve quadratic functions and their applications ○ Demonstrate understanding of polynomial and rational functions ○ Demonstrate understanding of exponential and logarithmic functions ○ Implement modeling using functions
<p>Level 4 Math MATH122</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Write definitions and explain Math vocabularies in correct and complete sentences. ● Prepare visuals and present information on selected Math topics. ● Define (using the unit circle), graph, and use all trigonometric functions of any angle. ● Calculate arc lengths in given circles. ● Recognize basic properties of the inverse trigonometric functions including their domains, ranges and graphs. ● Solve trigonometric equations using basic identities and inverse trigonometric functions. ● Use sigma and factorial notation. ● Write an expression for the nth term of an arithmetic, geometric, or recursively defined sequence. ● Compute the sums of infinite geometric series. ● Use the binomial theorem to find terms in the expansion of a binomial. ● Find limits of polynomials, powers and roots either algebraically or by using tables and graphs. ● Find the average rate of change, the instantaneous rate of change and the derivative of polynomial functions.
<p>Level 5 Math MATH131</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Define and accurately use all the relevant Math vocabulary terms in written and oral communication. Apply appropriate Math vocabulary and definitions in solving mathematical problems. Demonstrate proficiency in spelling all the relevant Math vocabulary terms and notations.

ABP Achievement Scale & Interpretation of that Scale

	<ul style="list-style-type: none"> ● Effectively analyze, evaluate, and synthesize information from diverse sources, demonstrating proficiency in information integration ● Use Mathematics to solve problems, use Mathematics to model real world behaviors, apply mathematical concepts to solve real-life problems and determine if the solutions are reasonable ● Use technology for mathematical reasoning and problem solving ● Use Functions and Their Representations ● Find Limits and Continuity of functions ● Find Derivatives and Rates of Change ● Use Differentiation Rules ● Apply Related Rates of change ● Apply Derivatives of Logarithmic and Exponential Function ● Apply Derivatives of Inverse Trigonometric Functions ● Find Maximum and Minimum Values ● Apply Derivatives in curve sketching ● Solve Optimization Problems ● Apply Indeterminate Forms and L'Hopital's Rule in finding limits
<p>Level 6 Math MATH132</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Write definitions and explain Math vocabularies in correct and complete sentences, ● Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications. ● Write the definition of an improper integral, ● Determine convergence or divergence of sequences and series, ● Write explanations of how to solve problems. ● Use Integrals and the concepts of Integration to solve problems; ● Use substitution, integration by parts, trigonometric substitution, partial fractions, and tables of antiderivatives to evaluate definite and indefinite integrals. ● Apply the concepts of limits, convergence, and divergence to evaluate some classes of improper integrals ● Use Taylor and MacLaurin series to represent functions

ABP Achievement Scale & Interpretation of that Scale

Progression of Students in Math from the Fall Semester to the Spring Semester Who Do NOT Achieve the Requisite Mastery of Student Learning Outcomes (SLOs) in Math

Students in Level 1 Math who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) in Math to progress to the next course in the Math sequence will retake the Level 1 Math in the spring semester. These students will have mandated learning support.

Students in Level 3 Math who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) in Math to progress to the next course in the Math sequence will retake the Level 3 Math in the spring semester. These students will have mandated learning support.

Students in Level 5 Math who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) in Math to progress to the next course in the sequence will retake Level 5 Math in the spring semester. These students will have mandated learning support.

ABP Achievement Scale & Interpretation of that Scale

Science Courses are only taken by students in the Stem Track

Science Levels

Levels of Science Courses

The Academic Bridge Program has the following levels of Science courses.

- Level 1 Science
- Level 2 Science

Courses in Science Levels

Courses in Level 1 Science

- Introduction To Biology - BIOL101
- Introduction To Chemistry – CHEM101
- Introduction To Physics – PHYS101

Courses in Level 2 Science

- Biology - BIOL102
- Chemistry – CHEM102
- Physics – PHYS102

Courses in Science Levels. Stem Track

Fall Semester

Courses in Level 1 Science

- Introduction To Biology
- Introduction To Chemistry
- Introduction To Physics

Spring Semester

Courses in Level 1 Science

- Introduction To Biology
- Introduction To Chemistry
- Introduction To Physics

Courses in Level 2 Science

- Biology
- Chemistry
- Physics

ABP Achievement Scale & Interpretation of that Scale

Guiding Principles of Course Placement in Science Courses

Students are placed in Science courses based on the following criteria:

- English proficiency
- Math proficiency
- Course preferences at University Level

ABP Achievement Scale & Interpretation of that Scale

Placement of Students in Science Levels in the Fall Semester

In the fall semester, students are placed in Science courses based on the following criteria:

- English proficiency
- Math proficiency
- Course preferences at University Level

The ABP offers the following Science entry points for students in the fall semester:

- Level 1 Science

Level 1 Science

Students are placed in Level 1 Science who meet the following criteria:

- Student is in Levels 4 or 5 English

Placement of New Students in Science in the Spring Semester

In the spring semester, new students are placed in Science courses based on the following criteria:

- English proficiency
- Math proficiency
- Course preferences at University Level

The ABP offers the following Science entry points for students in the Spring semester:

- Level 1 Science
- Level 2 Science

ABP Achievement Scale & Interpretation of that Scale

Students with limited levels of English in the Spring semester do not have the English proficiency to achieve the Student Learning Outcomes of Level 2 Science.

Level 1 Science

Students are placed in Level 1 Science who meet the following criteria:

- Student in Level 5 English

Level 2 Science

- Students are in Level 6 English
- Students in Level 2 Math or higher take Biology
- Students in Level 3 Math or higher take Chemistry
- Students in Level 5 Math or higher take Physics
- Students who indicate that they want to take Biology or Chemistry or Physics

Progression of Students in Science from the Fall Semester to the Spring Semester Who Achieve the Requisite Mastery of Student Learning Outcomes (SLOs) in Science

To progress to the next Science course in the sequence, a student must demonstrate sufficient mastery of the Student Learning Outcomes (SLOs) identified in the course syllabus.

A student who earns a 60% or above in a course is deemed to have demonstrated sufficient mastery of the Student Learning Outcomes (SLOs).

A student who earns a 60% or above in Level 1 can move to another course in Level 1.

A student who earns a 60% or above in Level 1 and who moves to Level 6 in English can move to Level 2 Science in the spring semester.

A student who earns a 60% or above in Level 2 can move to another course in Level 2 in the spring semester.

A student who earns less than a 60% in a course is deemed NOT to have demonstrated sufficient mastery of the Student Learning Outcomes (SLOs).

A student who earns less than a 60% in a course must repeat the course in the spring semester. Students who advance to Level 6 in English in the spring semester are deemed to have the English proficiency for Level 2 Science. To be placed in Level 2, though, the student must also meet the other requirements for placement in those Science courses.

ABP Achievement Scale & Interpretation of that Scale

Student Learning Outcomes in Science	
<p>Level 1 Introduction to Biology BIOL101</p>	<p style="text-align: center;">By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Acquire, understand, spell, and use all the appropriate key academic vocabulary. ● Demonstrate reading fluency, comprehension, and data analysis skills. ● Research and evaluate sources of scientific information. ● Develop reading, comprehension, analytical, and evaluative skills by making use of a variety of sources. ● Identify laboratory equipment and recognize their correct use. ● Follow multi-step methods and record detailed observations during experiments. ● Develop skills in identifying variables and their correct units from text. ● Distinguishing between inferences and observations from a given passage or text. ● Recognize and apply the scientific method when writing lab reports as demonstrated by writing a correctly structured hypothesis. ● Present raw data in the correct tabular and graphical form. ● Construct scientifically correct conclusions based on the correct format and evaluate experimental procedures and results. ● Recall and identify the seven common life processes and the hierarchy of living organisms. ● Understand the basic principles of Cells and their organelles in terms of their structures and functions. ● Compare and contrast animal and plant cells based on their structure and function. ● Model abstract scientific ideas creatively. ● Develop laboratory skills, including techniques in microscopy. ● Distinguish and be able to give examples of the three main classes of carbohydrates in terms of their structures and functions in living organisms. ● Distinguish and be able to give examples of the three main families of lipids in terms of their structures and functions in living organisms. ● Describe the structures and functions of protein in terms of their monomers and evaluate the differences between animal and plant-based sources. ● Conduct laboratory based biochemical exams on food samples and describe the method and reagents used. ● Research a variety of science related topics. ● ● Understand the structure and functioning of the digestive system and processes involved. ● Identify the different types of mammalian teeth and compare in terms of their structure and functions. ● Describe dental decay in terms of tooth decay and gum disease and suggest ways of preventing these diseases. ● Critically peer assess and present poster presentations of their research.

ABP Achievement Scale & Interpretation of that Scale

	<ul style="list-style-type: none"> ● Use and understand key genetic terminology correctly and predict results of simple monohybrid crosses. ● Understand modes of inheritance limited to multiple alleles as demonstrated by ABO blood groups in humans. ● Use and understand key ecological vocabulary. ● Appreciate how energy is transferred in ecosystems as exemplified by food chains, food webs and pyramids of number, biomass and energy. ● Prepare and deliver presentations of their research on academic topics using a variety of methods.
<p>Level 1 Introduction to Chemistry CHEM101</p>	<p style="text-align: center;">By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Acquire, understand, spell, and use all the appropriate key academic vocabulary. ● Demonstrate reading fluency, comprehension, and critical analysis of academic text. ● Locate and collect relevant information, read critically, and evaluate information. ● Develop reading, comprehending, analytical, and evaluative skills by making use of a variety of sources. ● Demonstrate an understanding of the nature of science and technology. ● Demonstrate the need for environmental conservation and sustainability. ● Appreciate the relationship between human activity and the environment. ● Recognize the impact of chemical technology on the environment and on society. ● Recognize, use, and apply the scientific method when writing lab reports. ● Identify and use laboratory equipment. ● Write a comprehensive report on a scientific investigation. ● Use laboratory equipment competently and safely and to follow laboratory procedures. ● Follow multi-step methods and record detailed observations during experiments. ● Research a variety of science related topics. ● Understanding key scientific terminology and scientific facts. ● Model the structure of atoms. ● Explain the arrangement of the periodic table of elements in terms of their chemical, and physical properties. ● Explain and describe why and how atoms combine. ● Describe the properties and uses of various elements. ● Distinguish between compounds and mixtures based on their chemical and physical properties. ● Compare and Contrast chemical and physical changes. ● Develop competency in balancing chemical equations. ● Distinguish between acids and bases based on their physical properties and identify acids and bases in common household chemicals. ● Prepare and deliver presentations of their research on academic topics using a variety of methods.

ABP Achievement Scale & Interpretation of that Scale

<p>Level 1 Introduction to Physics PHYS101</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none">● Develop skills in reading and understanding basic science textbooks, or other sources.● Demonstrate an understanding of scientific vocabulary and scientific facts.● Apply a variety of methods to present scientific information.● Analyze and evaluate information from a variety of sources.● Demonstrate an understanding of methods used for scientific investigations.● Develop a more responsible attitude toward self and society through the study of science.● Construct tables, graphs, and diagrams to illustrate trends or concepts.● Interpret and analyze patterns in graphs and diagrams.● Apply safety procedures in the science laboratory.● Calculate the basic mathematical equations (average, metric conversions) used in scientific processes.● Demonstrate mastery of English language speaking skills by preparing and giving a live oral presentation on different aspects of physics involved (laws, principles, theory and any physics concepts) in a chosen sport.● Demonstrate an awareness of how science is applied to the world around them through written and spoken tasks.● Evaluate a hypothesis by designing experiments and interpreting data according to the scientific method.● Describe and articulate observations, conclusions, and predictions in formats ranging from informal discussion to a formal laboratory report.● Understand the general relationships among position, velocity, and acceleration for the motion of a particle along a straight line.● Construct, analyze and solve problems based on x-t, v-t and a-t graphs.● Add and resolve displacement, velocity, and vectors in general.● Understand the general motion of a particle in two dimensions so that, given functions $x(t)$ and $y(t)$ which describe this motion, they can determine the components, magnitude, and direction of the particle's velocity and acceleration as functions of time.● Analyze situations in which a particle remains at rest, or moves with constant velocity, under the influence of several forces.● Understand the relation between the force that acts on an object and the resulting change in the object's velocity.● Apply Newton's laws of motion in day-to-day life examples and solve mathematical problems using these laws.● Understand the significance of the coefficient of friction and analyze under what circumstances an object will start to slip, or to calculate the magnitude of the force of static friction.● Understand and apply the concept of centripetal force.● Understand Newton's law of gravitation and solve problems based on it.● Calculate the work done by a specified constant force on an object that undergoes a
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ABP Achievement Scale & Interpretation of that Scale

	<p>specified displacement.</p> <ul style="list-style-type: none"> ● Apply the work-energy theorem to determine the change in an object’s kinetic energy and speed that results from the application of specified forces. ● Apply linear momentum conservation to one-dimensional elastic and inelastic collisions. ● Analyze situations in which an object moves with specified acceleration under the influence of one or more forces so they can determine the magnitude and direction of the net force, or of one of the forces that makes up the net force. ● Understand the concept of equilibrium and conditions for equilibrium in analyzing the equilibrium of a rigid object under the combined influence of two or three coplanar forces applied at different locations. ● Understand the concept of electric charge conservation. ● Understand and apply Coulomb’s Law and the principle of superposition on two charge systems. ● Understand the concept of electric field and solve problems related to electric field. ● Apply Ohm’s law to direct-current circuits. ● Calculate the voltage, current, energy and power dissipation for any resistor in such a network of resistors connected to a single power supply. ● Understand the properties of waves including wavelength, frequency, amplitude, and wave speed. ● Differentiate between transverse and longitudinal waves. Identify examples of waves in various contexts. ● Describe the characteristics and behavior of sound waves. Explain how sound waves travel through different mediums. ● Discuss the properties and behaviors of light waves. Recognize the interaction of light waves with different materials and surfaces.
<p>Level 2 Science</p> <p>Biology</p> <p>BIOL102</p>	<p style="text-align: center;">By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Define, spell, and apply appropriate key academic and scientific vocabulary in their assignments ● Develop and apply sufficient language proficiency to understand and safe lab practices and lab procedures. ● Develop accuracy in written work, with an emphasis placed on the correct spellings of keywords, use of punctuation and grammar needed to communicate scientific ideas. ● Develop competency in experimental skills, handling equipment, and making observations and measurements ● Demonstrate comprehension of academic text involving biological ideas and concepts. ● Demonstrate an understanding of scientific terminology and scientific facts ● Analyze, evaluate, and synthesize information from a variety of sources ● Sort, classify, sequence, compare information

ABP Achievement Scale & Interpretation of that Scale

- **Develop** and **apply** appropriate communication of experimental observations and data, by the competent preparation of tables, graphs, descriptive paragraphs, using the correct form and content.
- **Develop** oral and written reasons for hypothesis and predictions
- **Develop and apply** investigative enquiry skills,
- **Construct** tables, graphs, and diagrams to illustrate trends or concepts through laboratory assignments, or other data related tasks.
- **Interpret** and **analyze** patterns in graphs and diagrams from scientific investigations or from their own lab work.
- **Develop** critical thinking skills and skills in application of knowledge and experimental design.
- **Develop competency** in methods of scientific investigation, planning, and carrying out experiments to test hypotheses.
- **Develop competency** in methods of scientific investigation and evaluating investigations/experiments.
- **Develop** investigative skills by considering conclusions and evaluations of practical methods and the data collected from experiments.
- **Present** an articulate report of observations, conclusions, and predictions in formats ranging from informal discussion to descriptive paragraphs.
- **Prepare** and **deliver** oral/multimedia presentations based on their own research on an academic topic.
- **Understand** the molecular organization of living organisms and the chemistry required for an understanding of biological processes.
- **Describe** the structure of organic compounds and correlate structure with function.
- **Describe** the typical cell structures in prokaryotes and eukaryotes and their relationship to cellular function.
- **Understand** the basic principles of light microscopy, and electron microscopy.
- **Calculate** the linear magnification of drawings, the actual size of specimens in images of known magnifications and the magnification of an electron micrograph given a scale bar.
- **Describe** the processes by which material is transported across cell membranes.
- **Describe** enzyme activity, and its regulation in living organisms and biotechnology.
- **Describe** the structure of nucleic acids and relate to roles in protein synthesis.
- **Explain** the basic principles of heredity and human genetics.

ABP Achievement Scale & Interpretation of that Scale

<p>Level 2 Science</p> <p>Chemistry</p> <p>CHEM102</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none">● Write accurately about chemistry concepts with emphasis placed on the correct spellings of keywords, use of punctuation and grammar in labs and when describing and explaining chemical concepts;● Develop and apply sufficient language proficiency to perform safe lab practices and lab procedures;● Demonstrate comprehension of academic text involving chemical ideas;● Collect and evaluate data in experiments using the appropriate number of digits based on the rules of significant figures.● Develop investigative skills by considering conclusions and evaluations of practical methods and the data collected from experiments;● Explain in writing and orally the reasons for experimental results.● Evaluate experimental data, considering its validity; and suggesting reasons for experimental errors.● Develop attitudes relevant to chemistry, such as: a concern for accuracy and precision; objectivity; initiative and integrity● Describe and articulate predictions, observations, and conclusions, in formats ranging from informal discussion to a formal laboratory report.● Apply experimental and investigative enquiry skills in a given context;● By the end of the semester, the student will be able to:● Demonstrate appropriate and competent writing of laboratory reports by using the correct content and form;● Analyze and evaluate information from a variety of sources;● Develop and apply sufficient language proficiency to describe and illustrate the physical and chemical properties of matter;● Develop and apply sufficient language proficiency to describe and illustrate the atomic theory, isotopes and ions;● Develop and apply sufficient language proficiency to explain periodicity;● Develop and apply sufficient language proficiency to distinguish between ionic and covalent bonding based on transfer or sharing of electrons and electronegativity values;● Develop and apply sufficient language proficiency to appropriately write using words and chemical formulas both ionic and molecular compounds;● Develop and apply sufficient language proficiency to apply the mole concept and use molar masses in conversion calculations;● Develop and apply sufficient language proficiency to distinguish between empirical and molecular formulas and calculate these formulas from either percent composition or masses provided;● Develop and apply sufficient language proficiency to classify and identify general chemical reactions;● Develop and apply sufficient language proficiency to predict products in chemical reactions and balance the final chemical equation;
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ABP Achievement Scale & Interpretation of that Scale

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| | <ul style="list-style-type: none">• Develop and apply sufficient language proficiency to demonstrate formation of solutions;• Develop and apply sufficient language proficiency to describe the different types of acids and bases, as well as the neutralization reactions between acids and bases; |
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ABP Achievement Scale & Interpretation of that Scale

<p>Level 3 Science</p> <p>Physics</p> <p>PHYS102</p>	<ul style="list-style-type: none"> ● By the end of the level, a student will be able to: ● Develop and improve their vocabulary acquisition and reading skills. ● Define, spell, and apply appropriate key academic and scientific vocabulary to their assignments. ● Construct tables, graphs, and diagrams to illustrate trends or concepts through laboratory assignments, or other data related tasks. ● Interpret and analyze patterns in graphs and diagrams found from their own scientific investigations, or from those completed by others. ● Compare, contrast information, and transform equations. ● Demonstrate orally and through written work, explanations for their scientific ideas, relating this to predictions in scientific investigations. ● Apply appropriate key academic and appropriate key scientific vocabulary to their assignments. ● Generate scientific ideas about their own experimental work, or experiments completed by others. ● Apply appropriate language for reporting observations and conclusions through their own experimental work, or experiments completed by others. ● Demonstrate an awareness of how science is applied to the world around them through written and spoken tasks. ● Evaluate a hypothesis by designing experiments and interpreting data according to the scientific method. ● Describe and articulate observations, conclusions, and predictions in formats ranging from informal discussion to a formal laboratory report. ● Interpret and analyze graphs by linearizing data. ● Apply fundamental laws to analyze physical situations in different contexts. ● Understand the general relationships among position, velocity, and acceleration for the motion of a particle along a straight line. ● Construct, analyze and solve problems based on x-t, v-t and a-t graphs. ● Add, subtract, and resolve displacement, velocity, and vectors in general. ● Understand the general motion of a particle in two dimensions so that, given functions $x(t)$ and $y(t)$ which describe this motion, they can determine the components, magnitude, and direction of the particle's velocity and acceleration as functions of time. ● Analyze situations in which a particle remains at rest, or moves with constant velocity, under the influence of several forces. ● Understand the relation between the force that acts on an object and the resulting change in the object's velocity. ● Apply Newton's laws of motion in day-to-day life examples and solve mathematical problems using these laws. ● Understand the significance of the coefficient of friction and analyze under what circumstances an object will start to slip, or to calculate the magnitude of the force of static friction. ● Understand and Apply the concept of centripetal force.
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ABP Achievement Scale & Interpretation of that Scale

	<ul style="list-style-type: none">● Understand Newton's law of gravitation and solve problems based on it.● Calculate the work done by a specified constant force on an object that undergoes a specified displacement.● Apply the work-energy theorem to determine the change in an object's kinetic energy and speed that results from the application of specified forces.● Apply conservation of energy in analyzing the motion of objects that move under the influence of other non-constant one-dimensional forces.● Apply linear momentum conservation to one-dimensional elastic and inelastic collisions.● Analyze situations in which an object moves with specified acceleration under the influence of one or more forces and determine the magnitude and direction of the net force, or of one of the forces making up the net force.● Apply the conditions for equilibrium in analyzing the equilibrium of a rigid object under the combined influence of several coplanar forces applied at different locations.● Understand the concept of electric charge conservation.● Understand and apply Coulomb's Law and the principle of superposition.● Understand the concept of electric field and solve problems related to electric field using the principle of superposition.● Apply Ohm's law to direct-current circuits.● Calculate the voltage, current, energy and power dissipation for any resistor in such a network of resistors connected to a single or multiple power supply.● Understand what is meant by renewable and nonrenewable energy sources and relate it to local and global context.● Develop the skill to assess the validity of statements on physical phenomena, evaluate an equation using dimensional analysis and derive equations using algebra.
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Progression of Students in Science from the Fall Semester to the Spring Semester Who Do NOT Achieve the Requisite Mastery of Student Learning Outcomes (SLOs) in Science

Students in a Level 1 Science who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) will retake the Level 1 Science in the spring semester. These students will have mandated learning support.

Students in Level 2 Science who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) will retake the Level 2 Science in the spring semester. These students will have mandated learning support.

ABP Achievement Scale & Interpretation of that Scale

Computer Levels

The Academic Bridge Program has the following levels of Computers:

ABP Achievement Scale & Interpretation of that Scale

- Level 1 Computers
- Level 2 Computers
- Level 3 Computers
- Level 4 Computers

ABP Achievement Scale & Interpretation of that Scale

Courses in Computer Levels

Courses in Level 1 Computers

- COMP101 – Computer Skills 1

Courses in Level 2 Computers

- COMP102 – Computer Skills 2

Courses in Level 3 Computers

- COMP202- Programming with Python

Courses in Level 4 Computers

- COMP302- Storytelling with Digital Media

Guiding Principles of Course Placement in Computers

Students are placed in Computers based on their Computer proficiency.

Computer proficiency is based on:

- The student's performance on math placement test, their choice of track and university they intend to apply to.

ABP Achievement Scale & Interpretation of that Scale

Placement of Students in Computers in the Fall Semester

In the fall semester, all ABP students will take Computer COMP101.

The ABP offers the following Computer entry points for students in the fall semester:

- Level 1 COMP101 Computer Skills 1

All ABP students, regardless of their track will be taking Computer Skills 1 course in the fall.

ABP Achievement Scale & Interpretation of that Scale

Placement of New Students in Computers in the Spring Semester

In the spring semester, new students will be placed in Computer levels based on their choice of university and track.

The ABP offers the following Computer entry points for students in the spring semester:

- Level 2 COMP 102 – Computer Skills 2
- Level 3 COMP 202 – Programming with Python
- Level 4 COMP 302- Storytelling with digital Media

Level 2 Computers

ALL ABP Students will take Computer Skills 2 course except for the ones who will opt for COMP 202 or COMP 302

Level 3 Computers

Students are placed in Level 3 Computers who opt for STEM track and want to opt for Information systems, computer sciences or cyber security etc.

Level 4 Computers

Students are placed in Level 4 Computers who opt for Humanities & Visual Arts track.

Progression of Students in Computers from the Fall Semester to the Spring Semester Who Achieve the Requisite Mastery of Student Learning Outcomes (SLOs) in Computers

To progress to the next Computer course in the sequence, a student must demonstrate sufficient mastery of the Student Learning Outcomes (SLOs) identified in the course syllabus.

A student who earns a 60% or above in a course is deemed to have demonstrated sufficient mastery of the Student Learning Outcomes (SLOs).

A student who earns a 60% or above in a course and is interested in taking CS or any related major at the university are moved to level 2.

There is no progression for Computer course in programming with Python and Storytelling with Digital Media course.

ABP Achievement Scale & Interpretation of that Scale

Student Learning Outcomes in Computers	
<p>Level 1 Computers COMP101</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● Recognize and use most of the features of MS. Office. ● To enable students to present research on a specific topic using knowledge from commonly used office applications. ● Create and format documents using MS Word 2016. ● Know and to use key features of MS Word, such as, tabs, groups, ribbon, status bar, etc. ● Locate and identify the rudimentary elements of the word processing software’s ribbon, tabs, and groups. ● Use a document template, format text using the mini toolbar and the ribbon and navigate a document. ● Find and replace text, add hyperlinks and work with document properties. ● Use format painter, work with tabs, add bullets and numbering and work with indents. ● Set document margins and create sections and columns. ● Add header and footers, insert tables, add footnotes and endnotes, insert citations and manage and create a bibliography. ● Insert a table and insert and delete rows and columns in the table. ● Sort table data and split and merge cells. ● Apply a table style and customize a table format. ● Perform calculations in tables. ● Create and format their resumes.
<p>Level 2 Computers COMP102</p>	<ul style="list-style-type: none"> ● Define key spreadsheet and PowerPoint terminology i.e. cells, functions, arguments, etc. ● Explain 2-3 important uses of spreadsheet software within academia, business, or another profession ● Locate and identify the rudimentary elements of the spreadsheet ribbon, tabs, and groups ● Describe the difference between labels and values ● Apply basic elements of conditional formatting and other formatting features to a spreadsheet to enhance or highlight pertinent data ● Demonstrate the ability to create a relative and absolute cell reference formula and determine when each is needed ● Explain the use of arguments within functions and formulas and use that knowledge to create and edit simple and complex formulas ● Demonstrate function tool to calculate simple math equations within a worksheet environment ● Use the drawing tools to annotate a chart to highlight important data ● Create and format a variety of charts and graphs and analyze its data ● Analyze and evaluate chart and table data to make predictions

ABP Achievement Scale & Interpretation of that Scale

	<ul style="list-style-type: none"> ● Insert and format images within an excel and PowerPoint document ● Use planning strategies such as the outline tool, to create an effective PPT that meets the criteria of an effective presentation ● Demonstrate the ability to add, edit, move, and delete slides, text, and graphics ● Compare and contrast PPT presentation views to determine the appropriate use ● Demonstrate different ways to present their project by integrating variety of software ● Create software-based integrated projects that appeal to the variety of audiences i.e. visual and auditory etc. ● Construct and present a 10-15 slide PPT on a specific topic (science, math, English) that meets certain presentation criteria, i.e. communication skills, content of slides, etc ● Apply transitions and animations effects to text, graphics, and slides ● Use wide range of print options in Excel and PowerPoint ● Create project that meets the specific criteria for a variety of audiences ● Acquire the ability to accurately enter data, using the data to generate the final project
<p>Level 3 Computers COMP202</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● - Understand the basics of data science and artificial intelligence. ● - Demonstrate proficiency in Python programming for data manipulation and analysis. ● - Utilize Python libraries such as Pandas, NumPy, and Matplotlib for data visualization. ● - Apply basic machine learning algorithms for classification and regression tasks. ● - Develop the ability to interpret and communicate results from data analysis and AI models. ● - Collaborate effectively in group projects to solve data science and AI challenges.
<p>Level 4 Computers COMP302</p>	<p>By the end of the level, a student will be able to:</p> <ul style="list-style-type: none"> ● ● Consider the ways in which emergent communication

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	<p>technologies are affecting ideas and expectations of continuity, interactivity, and context in digital narratives.</p> <ul style="list-style-type: none">● ● Explore an array of digital tools, platforms, and interfaces to see how they open up specific types of interactive behaviors that can be incorporated into narratives.● ● Create digital stories using a range of digital media.● ● Develop an online identity that will be used to narrate their process as a creative/critical practitioner and network with a community of peers to support their growth.
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**Progression of Students in Computers from the Fall Semester to the Spring Semester
Who Do NOT Achieve the Requisite Mastery of Student Learning Outcomes (SLOs) in Computers**

Students in Level 1 Computers who do NOT achieve the minimum mastery of Student Learning Outcomes (SLOs) in Computers will not be eligible to take COMP202 and COMP 302

ABP Achievement Scale & Interpretation of that Scale

ENGLISH

	Level 4	Level 5	Level 6
Course name	Reading & Writing 4 Listening & Speaking 4 IELTS Test Preparation (embedded) 4 Introduction to Social Entrepreneurship 4	Reading & Writing 5 Listening & Speaking 5 IELTS Test Preparation (embedded) 6 Social Entrepreneurship 6	Reading & Writing 6 Listening & Speaking 6 IELTS Test Preparation (embedded) 6 Social Entrepreneurship 6 Academic Composition Academic Communication Academic Literature
To advance to the next course in the sequence	Successful completion of the learning outcomes in the English courses (60% or above in the courses)	Successful completion of the learning outcomes in the English courses (60% or above in the courses)	Successful completion of the learning outcomes in the English courses (60% or above in the courses)
To skip a course and move 2 levels in the sequence	Strong mastery of learning outcomes in all English courses (90% or above in all English courses) + At least a 0.5 improvement in the IELTS	Strong mastery of learning outcomes in all English courses (90% or above in all English courses) + At least a 0.5 improvement in the IELTS	

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MATH

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Course name	College Algebra 1	College Algebra 2	Pre-Calculus 1	Pre-Calculus 2	Calculus 1	Calculus 2
To advance to next course in the sequence	Successful completion of learning outcomes in the Math course (60% or above in the course)	Successful completion of learning outcomes in the Math course (60% or above in the course)	Successful completion of learning outcomes in the Math course (60% or above in the course)	Successful completion of learning outcomes in the Math course (60% or above in the course)	Successful completion of learning outcomes in the Math course (60% or above in the course)	

A student who earns a minimum of 90% or above in their Math course is deemed to be a good candidate to progress to a course 2 levels up in the spring semester.

COMPUTERS

	Level 1	Level 2	Level 3	
Course name	Computer Skills 1	Computer Skills 2	Programming with Python	Digital Storytelling
To advance to next level	Successful completion of learning outcomes in the Computer course (60% or above in the course)	Successful completion of learning outcomes in the Computer course (60% or above in the course)	Successful completion of learning outcomes in the Computer course (60% or above in the course) Interest in Computer Major	Successful completion of learning outcomes in the Computer course (60% or above in the course) Interest in Media and Visual Arts

SCIENCE

	Level 1	Level 2
Course name	Introduction to Biology Introduction to Chemistry Introduction to Physics	Biology Chemistry Physics
To advance to next level in Spring Semester	Successful completion of learning outcomes in the Science course (60% or above in the course) and: is placed to Level 6 English	