

ADVANCED	ADVANCED HIGH
<ul style="list-style-type: none"> <li>(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;</li> <li>(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and</li> <li>(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.</li> </ul>	<ul style="list-style-type: none"> <li>(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;</li> <li>(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and</li> <li>(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.</li> </ul>
<ul style="list-style-type: none"> <li>(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;</li> <li>(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;</li> <li>(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;</li> <li>(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and</li> <li>(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.</li> </ul>	<ul style="list-style-type: none"> <li>(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;</li> <li>(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;</li> <li>(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;</li> <li>(iv) make few second language acquisition errors that interfere with overall communication; and</li> <li>(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.</li> </ul>
<ul style="list-style-type: none"> <li>(i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts: <ul style="list-style-type: none"> <li>(I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;</li> <li>(II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and</li> <li>(III) understand multiple meanings of commonly used words;</li> </ul> </li> <li>(ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;</li> <li>(iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and</li> <li>(iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>(i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;</li> <li>(ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;</li> <li>(iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and</li> <li>(iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.</li> </ul>
<ul style="list-style-type: none"> <li>(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and</li> <li>(iii) exhibit writing features typical at this level, including: <ul style="list-style-type: none"> <li>(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;</li> <li>(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;</li> <li>(III) use of a variety of common cohesive devices, although some redundancy may occur;</li> <li>(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;</li> <li>(V) occasional second language acquisition errors; and</li> <li>(VI) communications are usually understood by individuals not accustomed to the writing of ELLs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;</li> <li>(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and</li> <li>(iii) exhibit writing features typical at this level, including: <ul style="list-style-type: none"> <li>(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;</li> <li>(II) occasional difficulty with naturalness of phrasing and expression; and</li> <li>(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.</li> </ul> </li> </ul>