#### **Define:**

1. Emerging use of English vocabulary and structure  
   ‐ Beginning to use English to express ideas in writing  
   ‐ Use pictorial or graphic demonstrations to show events, plot, or key ideas  
   ‐ Can label, list & copy, write using high‐ frequency, memorized or familiar words, usually in present tense  
   ‐ L1 language words, invented or unique spelling patterns, word order, literal translations may be present in writing samples
2. Emerging ability to speak English  
   ‐ Speak in single words/short phrases of practiced or memorized words for immediate needs  
   ‐ May require longer wait time or peer/instructor support to process and respond to oral language prompts  
   ‐ Tend to use high‐frequency, high‐need, concrete words  
   ‐ Tend to use simple grammar structures or phrases, begin to build complete sentences  
   ‐ Second language acquisition development hinder communication  
   ‐ Pronunciation may still mirror the student's first language
3. Emerging ability to read English  
   ‐ Read recently practiced, memorized, familiar words including environmental print, high‐ frequency words, & concrete words (pictures)  
   ‐ Read at a slower pace, allowing for decoding and processing time  
   ‐ Comprehend isolated familiar words & some sentences in routine or familiar texts  
   ‐ Depend on visuals, prior knowledge, and/or life experiences to derive meaning from text
4. Understand simple, high‐frequency spoken English in routine settings  
   ‐ Understand simple conversations & directions ‐ Require visuals, slower speech & verbal cues for unfamiliar topics  
   ‐ Often identify key words & phrases to understand meaning  
   ‐ Can independently seek clarification in English

#### **Matching questions**

1. Advanced High Listen
2. Advanced Speak
3. Advanced Write
4. Advanced Listen
5. Write in English with some support  
   ‐ English writing needs support when topics are abstract, unfamiliar or academically challenging ‐ Uses basic verbs, tenses, grammar features & sentence patterns with some more complex  
   ‐ Writes with some academic tone & common cohesive devices  
   ‐ Writing includes more detail, which declines if abstract, academically challenging or unfamiliar ‐ Understood by those not used to ELLs
6. Speak English with some support  
   ‐ Discuss familiar topics comfortably in some detail with some pauses, using content terms & common vocabulary  
   ‐ Can use grammar to narrate, use past, present & future tense, and begin to use complex sentences  
   ‐ Can mostly use complex grammar, long sentences & strange words & phases  
   ‐ Pronunciation can be understood by most people in the school setting
7. Understand spoken English with some support  
   ‐ Understand longer conversations & directions, with some processing time, visuals, verbal cues & gestures  
   -Understand most main points, details & implicit information  
   ‐ Occasionally asks the speaker to repeat, slow down, or rephrase
8. Understand spoken English comparably to grade‐ level peers with minimal support  
   ‐ Understand longer conversations & directions with occasional need for processing time, visuals, verbal cues & gestures  
   ‐ Understand main points, details and implicit information comparably to grade‐level peers ‐ Rarely asks speaker to repeat, slow down or rephrase

#### **Multiple choice questions**

1. Write in English with minimal support  
   ‐ Writing clear & precise, similar to peers, unless academically complex, abstract or low‐frequency vocabulary  
   ‐ Some trouble with naturalness  
   ‐ Second language
   * A. Advanced High Listen
   * B, Advanced High Write
   * C. Advanced High Read
   * D. Advanced High Speak
2. ‐ Uses English to express ideas in writing when topics are familiar & concrete; may use high‐ frequency English  
   ‐ Writes simple messages with short sentences and some errors  
   ‐ Writing sounds like speaking, with repetition coming from lack of vocabulary  
   ‐ Accurately uses present tense, with some past & future tense  
   ‐ Struggles with abstract ideas, lacks detail  
   ‐ Primary language features show up  
   ‐ Understood only by those used to ELLs
   * A. Intermediate Speak
   * B. Intermediate Read
   * C. Intermediate Write
   * D. Advanced High Read
3. Read English comparably to grade‐level peers with minimal support  
   ‐ Read comparably to L1 English peers including low‐frequency, specialized words with support ‐ Read at an appropriate rate with intonation and expression  
   ‐ Construct meaning using English language structures comparable to L1 English peers  
   ‐ Demonstrate range of higher‐order comprehension skills independently and/or comparably to their peers
   * A. Advanced High Read
   * B. Advanced High Listen
   * C. Intermediate Speak
   * D. Advanced High Speak
4. Read simple, high‐frequency English in routine contexts with moderate support  
   ‐ Read on a range of topics using everyday oral language, literal meanings of common words, routine academic language, common abstract language like basic feelings  
   ‐ Read at a slower pace, in short phrases, may re‐ read to clarify  
   ‐ Understand basic high‐frequency English grammar structures  
   ‐ Understand simple sentences in short texts, and rely on visual cues, topic familiarity, pre‐ taught vocabulary, story predictability & teacher/peer assistance  
   - Begin to read independently  
   ‐ Begin to apply a range of higher‐order comprehension skills with moderate suppor
   * A. Intermediate Read
   * B. Intermediate Listen
   * C. Intermediate Write
   * D. Intermediate Speak

#### **True/False questions**

1. Speak English with moderate support  
   ‐ Express simple, original messages in sentences. ‐ May require wait time to process and respond to oral language prompts  
   ‐ Emerging grammar knowledge using simple sentences, often present tense  
   ‐ Second language acquisition differences may be present in more complex or unfamiliar English communication  
   ‐ Pronunciation can be understood by people who interact frequently with the student → Intermediate Write
2. Emerging ability to understand spoken English  
   ‐ Begin to construct simple conversations  
   ‐ Begin to identify words & phrases  
   ‐ Use sentence stems or frequent formulaic phrases to seek clarification → Beginning Listen
3. Speak English comparably to grade‐level peers with minimal support  
   ‐ Discuss a variety of topics with occasional pauses  
   ‐ Communicate abstract vocabulary using some low‐frequency and academically demanding words.  
   ‐Uses idioms and colloquialism comparable to peers  
   ‐ Grammar structures used include varied, genre‐ or discipline‐specific nearly comparable or comparable to peers  
   ‐ Pronunciation enables communication with many people across the school setting → Advanced High Speak
4. Read English with some support  
   ‐ Read a variety of English words, including concrete and abstract words, require peer/teacher support with uncommon words  
   ‐ Begin to understand past literal meanings & understand multiple meanings of some words  
   ‐ Read longer phrases & simple sentences at an appropriate rate  
   ‐ Understand English language structures to construct meaning from text  
   ‐ Applies a range of higher‐order comprehension skills with some support like visuals, teacher/peer assistance & other linguistically accommodated text features, particularly for unfamiliar topics → Advanced Speak