####  **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