

مدرسة الاندلسية

منهاج اللغة العربية

الصف الثاني

المستوى الثاني

المحتويات

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15. 15. الأعياد الدينية الإسلامية وغير الإسلامية

توزيع الطلبة داخل الصف

Grade: _____

Group: (A) _____ (B) _____ (C) _____

School Year: _____

Level	Proficiency Level	Student	initial Score	Final Score
Level K	Low Novice			
Level 1	Low Novice			
Level 2	Mid Novice			
Level 3	High Novice			
Level 4	Low Intermediate			
Level 5	Mid Intermediate			

Level 6	High Intermediate			
Level 7	Low Advanced			
Level 8	Mid Advanced			
Level 9	High Advanced			
Level 10	Superior			
Level 11	Distinguished			
Level 12	Native			

<p>Students at this low beginning level of ESL can recognize a very limited number of common individual words and learned phrases, even in a predictable context and on everyday personal topics.</p> <ul style="list-style-type: none"> • They can understand greetings and some simple instructions, and depend on gestures and other contextual clues. • They require extensive assistance to make language comprehensible 	<p>Students demonstrate little or no functional communicative ability in English.</p> <ul style="list-style-type: none"> • They demonstrate almost no control of basic grammar structures and verb tenses, and have a very limited vocabulary. • They depend greatly on gestures in expressing meaning and may also switch to first language at times. • Their pronunciation difficulties may significantly impede communication. 	<p>Students are limited in their ability to meaningfully decode words and interpret sound-symbol relationships in English.</p> <ul style="list-style-type: none"> • They may be able to read isolated words, common phrases, and familiar public signs with visual support. 	<p>Students have few or no practical writing skills in English.</p> <ul style="list-style-type: none"> • Their limited knowledge of English and English spelling conventions limits their ability to write down unfamiliar words. • They are sometimes able to write isolated words and/or common phrases, and may be able to copy/record time, addresses, names, and numbers.
<p>Students at this mid beginning stage can understand a number of individual words, common social phrases, and simple short sentences on topics of immediate personal relevance or related to the immediate physical</p>	<p>Students can communicate in face-to-face interactions in a very limited way, using single words and short, learned phrases sufficient for meeting simple needs and for expressing basic courtesies.</p> <ul style="list-style-type: none"> • They demonstrate little control of basic grammar structures and 	<p>Students can read familiar personal and place names, common public signs, and simple texts especially if related to immediate needs. Introduction 5</p> <ul style="list-style-type: none"> • They can find information in a simple text with clear format and layout. • They can match illustrations to short sentences, 	<p>Students can write a few phrases about self and family or other highly familiar information such as a simple description.</p> <ul style="list-style-type: none"> • They have minimal practical writing skill in English, and demonstrate limited awareness of sound-letter correspondence

<p>environment.</p> <ul style="list-style-type: none"> • They can understand simple personal information questions and simple commands or directions related to the immediate context. • They continue to struggle to understand simple instructions without clear contextual clues. • Students at this stage continue to rely on visual support and other assistance. • They frequently understand some short, previously learned words or phrases, particularly through use of cognates or when the situation strongly supports understanding, although they can rarely understand an ongoing message. 	<p>verb tenses and continue to depend on gestures in expressing meaning.</p> <ul style="list-style-type: none"> • Their pronunciation difficulties may significantly impede communication. • They frequently need assistance and are often misunderstood even by attentive listeners. • Their speech is characterized by frequent pauses and occasionally by use of native language. 	<p>containing some familiar words.</p> <ul style="list-style-type: none"> • They may understand clearly related sentences when context, background knowledge, or visual information supports meaning. • Punctuation clues rarely support students' comprehension. 	<p>and mechanics.</p> <ul style="list-style-type: none"> • They can write some familiar numbers, letters, and words and can write down basic personal identification information.
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<ul style="list-style-type: none"> • They usually require repetition, rephrasing, or modified speech 			
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Andalusia School

Arabic Language Placement and Assessment Rubric

Student Name: _____ Grade: _____ Proficiency Raw Score: _____
 Percentile Score _____ Proficiency Level (total): _____
 Level Per Skill: Listening: _____ Speaking: _____ Reading: _____
 Writing: _____

171 Total Points	Listening	Speaking	Reading	Writing
Low Beginning (12)	Students at this low beginning level of ESL can recognize a very limited number of common individual words and learned phrases, even in a predictable context and on everyday personal topics. <ul style="list-style-type: none"> • They can 	Students demonstrate little or no functional communicative ability in English. <ul style="list-style-type: none"> • They demonstrate almost no control of basic grammar structures and verb tenses, and have a very limited vocabulary. 	Students are limited in their ability to meaningfully decode words and interpret sound-symbol relationships in English. <ul style="list-style-type: none"> • They may be able to read isolated words, common phrases, and familiar 	Students have few or no practical writing skills in English. <ul style="list-style-type: none"> • Their limited knowledge of English and English spelling conventions limits their ability to write down unfamiliar words. • They are

	<p>understand greetings and some simple instructions, and depend on gestures and other contextual clues.</p> <ul style="list-style-type: none"> • They require extensive assistance to make language comprehensible 	<ul style="list-style-type: none"> • They depend greatly on gestures in expressing meaning and may also switch to first language at times. • Their pronunciation difficulties may significantly impede communication. 	<p>public signs with visual support.</p>	<p>sometimes able to write isolated words and/or common phrases, and may be able to copy/record time, addresses, names, and numbers.</p>
<p>Mid Beginning (19)</p>	<p>Students at this mid beginning stage can understand a number of individual words, common social phrases, and simple short sentences on topics of immediate personal relevance or related to the immediate physical environment.</p> <ul style="list-style-type: none"> • They can understand simple personal information questions and simple commands or directions related to the immediate context. • They continue to struggle to understand simple instructions 	<p>Students can communicate in face-to-face interactions in a very limited way, using single words and short, learned phrases sufficient for meeting simple needs and for expressing basic courtesies.</p> <ul style="list-style-type: none"> • They demonstrate little control of basic grammar structures and verb tenses and continue to depend on gestures in expressing meaning. • Their pronunciation difficulties may significantly impede communication. • They frequently need assistance and are often 	<p>Students can read familiar personal and place names, common public signs, and simple texts especially if related to immediate needs. Introduction 5</p> <ul style="list-style-type: none"> • They can find information in a simple text with clear format and layout. • They can match illustrations to short sentences, containing some familiar words. • They may understand clearly related sentences when context, background knowledge, or visual information supports meaning. • Punctuation clues rarely support students' 	<p>Students can write a few phrases about self and family or other highly familiar information such as a simple description.</p> <ul style="list-style-type: none"> • They have minimal practical writing skill in English, and demonstrate limited awareness of sound-letter correspondence and mechanics. • They can write some familiar numbers, letters, and words and can write down basic personal identification information.

	<p>without clear contextual clues.</p> <ul style="list-style-type: none"> • Students at this stage continue to rely on visual support and other assistance. • They frequently understand some short, previously learned words or phrases, particularly through use of cognates or when the situation strongly supports understanding, although they can rarely understand an ongoing message. • They usually require repetition, rephrasing, or modified speech 	<p>misunderstood even by attentive listeners.</p> <ul style="list-style-type: none"> • Their speech is characterized by frequent pauses and occasionally by use of native language. 	<p>comprehension.</p>	
High Beginning (21)	<p>Students can understand key words, formulaic phrases, and most short sentences in simple, predictable conversations on topics of immediate personal relevance.</p> <ul style="list-style-type: none"> • They understand questions related to personal experience and requests related to the immediate context. 	<p>Students can communicate basic immediate needs and simple personal experiences with some difficulty, in short informal face-to-face conversations.</p> <ul style="list-style-type: none"> • They can describe a situation or tell a simple story, using a variety of short sentences. • They demonstrate some control of basic grammar and can use basic 	<p>Students usually read slowly, word by word.</p> <ul style="list-style-type: none"> • They understand many common words and/or phrases and can phonetically decode familiar and some unfamiliar words. • They sometimes understand new words and phrases in context or through cognates. • They sometimes understand common 	<p>Students have gained some practical writing skill in English, yet have limited independent expression.</p> <ul style="list-style-type: none"> • They demonstrate some awareness of sound-letter correspondence and mechanics and can produce sentences and short phrases that have been previously learned or that relate to familiar topics.

	<ul style="list-style-type: none"> • They frequently need assistance to comprehend meaning and sometimes may understand the main idea of short simple speech on familiar topics. <p>4 Learning Standards for ESL</p> <ul style="list-style-type: none"> • They can sometimes understand an ongoing message but still often require repetition, rephrasing, or modified speech. 	<p>time expressions to communicate past events with limited accuracy.</p> <ul style="list-style-type: none"> • They demonstrate adequate vocabulary for routine everyday communication that relates to familiar topics. • They can ask and answer simple questions and initiate and respond to simple statements. • They can sometimes recombine learned material in original ways, although with limited grammatical accuracy. • They are sometimes misunderstood even by attentive listeners 	<p>sentence connectors.</p> <ul style="list-style-type: none"> • Students can sometimes locate facts and specific details in short, simple texts with clear layout. • They often understand related sentences when context, prior knowledge, or visual information supports meaning. • Punctuation clues begin to support students' comprehension. 	<ul style="list-style-type: none"> • They use simple vocabulary and sentence structure, and their writing is often characterized by errors not made by native English writers.
Low Intermediate (19)	<p>Students can recognize many topics by familiar words and phrases.</p> <ul style="list-style-type: none"> • They understand simple, short, direct questions related to personal experience and general 	<p>Students can maintain a face-to-face conversation on a familiar topic, using a variety of simple structures and even some complex ones.</p> <ul style="list-style-type: none"> • Their speech demonstrates a range of common words, some 	<p>Students can typically read a simple two- to three-paragraph text within a mostly familiar, mostly predictable context of daily life and experience, or a simple narrative,</p>	<p>Students can write simple descriptions and narrations of events, stories, plans about self and family, or other highly familiar topics.</p> <ul style="list-style-type: none"> • They use familiar vocabulary and

	<p>knowledge and can understand many common everyday instructions and directions related to the immediate context.</p> <p>6 Learning Standards for ESL • With strong support and clear context, students often understand new information.</p> <ul style="list-style-type: none"> • They can sometimes identify the main idea and details when listening to extended speech on a familiar topic. • They benefit from repetition or rephrasing. 	<p>low-frequency vocabulary, and a limited number of idioms, although they may avoid topics with unfamiliar vocabulary.</p> <ul style="list-style-type: none"> • Their speech may include occasional word-for-word translations, and they sometimes have to repeat themselves to be understood by the general public. • They correctly use a limited range of grammatical structures, and grammar and pronunciation errors are frequent and sometimes impede communication. • They occasionally express original ideas with limited grammatical accuracy and much circumlocution regarding low-frequency vocabulary. • Students continue to employ use of gestures and rely less frequently on visuals to 	<p>occasionally understanding the main idea of a text when content and language are familiar.</p> <ul style="list-style-type: none"> • They read word by word or in short phrases, and can understand most common words and/or phrases. • They can often locate facts and some details in short, simple texts, and sometimes understand new information from texts with familiar language. • They occasionally understand common cultural references. 	<p>structures and often exhibit a lack of control over grammar, vocabulary, punctuation, and spelling.</p> <ul style="list-style-type: none"> • They can write original short texts and demonstrate some evidence of organizational ability in their writing. • They can write on some concrete and familiar topics and write short messages such as postcards, notes, directions, and letters.
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		communicate.		
Mid Intermediate (26)	<p>Students can understand with some effort the overall message of oral discourse in moderately demanding contexts, including media broadcasts, and personally relevant topics.</p> <ul style="list-style-type: none"> • They may require repetition, rephrasing, or some modifications of speech for unfamiliar topics. • They can understand a range of common vocabulary and a very limited number of idioms. • They can understand simple, short, predictable phone messages, but have limited ability to understand extended speech on the phone and sometimes in person. • They sometimes understand new information in brief personal interactions. • They can often identify details 	<p>Students can communicate in social situations and in some less routine situations on familiar topics of personal relevance.</p> <ul style="list-style-type: none"> • They can communicate facts and ideas in some detail, adding detail or rephrasing messages to facilitate conversation. • They can use a variety of structures with some omission or reduction of elements such as articles. • Grammar and pronunciation errors are still common and may sometimes impede communication, especially when the students are speaking about academic topics. • They demonstrate a range of everyday vocabulary, and some common phrases and idioms. • Their use of more academic vocabulary may be characterized 	<ul style="list-style-type: none"> • Students can understand the purpose, main ideas, and some details in some shorter authentic and academic texts. • They can find specific, detailed information in prose texts, and get specific details from routine texts, such as a set of instructions. • They can read text with language that is mostly concrete and factual, with some abstract, conceptual, and technical vocabulary items. <p>8 Learning Standards for ESL</p> <ul style="list-style-type: none"> • They can read with some fluency and speed, but often need to reread to clarify. • They sometimes understand the meaning of new words, phrases, or idioms from context, and can sometimes distinguish between main and supporting ideas. 	<p>Students can effectively convey an idea, opinion, feeling, or experience in a simple paragraph, though their writing often exhibits a lack of strong control over grammar, vocabulary, punctuation, and spelling.</p> <ul style="list-style-type: none"> • They can write short letters and notes on a familiar topic and reproduce in writing simple information they have received orally or visually. • They demonstrate some effective control over writing when reproducing information. • When creating their own texts, their language remains simple, and some phrases may be characterized by nonnative English word combinations. • They can write on a variety of familiar topics and write original

	<p>when listening to extended speech and usually understand natural speech when the situation is familiar or fulfills immediate needs.</p>	<p>by inappropriate word choice and awkward phrasing.</p> <ul style="list-style-type: none"> • Their discourse is reasonably fluent, but hesitations and pauses are still frequent. • They may over rely on familiar grammatical structures and vocabulary to communicate message. 	<ul style="list-style-type: none"> • They rarely understand texts that are grammatically complex or on unfamiliar topics. 	<p>short texts, using familiar vocabulary and structures.</p> <ul style="list-style-type: none"> • They demonstrate some evidence of organizational ability.
High Intermediate 26)	<p>Students can usually understand main ideas and identify key words and important details in oral discourse in sustained personal interactions.</p> <ul style="list-style-type: none"> • Students understand language in moderately demanding contexts, such as audiotapes and media broadcasts on everyday topics. • They can understand a range of common vocabulary and a limited number of idioms. • They comprehend contextualized, 	<p>Students can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal conversations and some formal conversations with some confidence.</p> <ul style="list-style-type: none"> • They can speak on familiar concrete and academic topics at a descriptive level, using a variety of vocabulary resources, although sometimes inappropriately. • Grammar and pronunciation errors are 	<p>Students can understand main ideas, key words, and important details in lengthier social and academic texts.</p> <ul style="list-style-type: none"> • They can read printed or handwritten notes, letters, and schedules. • They can often get new information about familiar topics from reading texts with clear organization. • They can read simple texts on familiar academic topics with some fluency and speed, often understanding the meaning of new words from 	<p>Students can effectively convey familiar information in familiar standard formats.</p> <ul style="list-style-type: none"> • They can effectively reproduce information received orally or visually, and can take simple notes from short oral presentations or from reference materials. • They demonstrate good control over simple structures, but have difficulty with some complex structures and produce some nonstandard word combinations. <p>Introduction 9•</p>

	<p>short sets of instructions and directions, but may still need repetition.</p> <ul style="list-style-type: none"> • They can understand simple, short, predictable phone messages. • They sometimes understand speech on abstract or academic topics, although this understanding is often affected by length, topic familiarity, and cultural knowledge. • They show evidence of understanding inferences. 	<p>relatively frequent, but rarely impede communication.</p> <ul style="list-style-type: none"> • Their discourse is reasonably fluent, but with frequent self-corrections and/or rephrasing to facilitate communication. • They demonstrate control over most basic and many complex grammatical structures and have a growing inventory of common idiomatic language. • Students at this stage can usually be understood by attentive listeners. 	<p>context.</p> <ul style="list-style-type: none"> • They can usually distinguish between main and supporting ideas in texts that are accessible because of familiar content and/or language. • They sometimes understand texts that are grammatically complex or deal with unfamiliar topics. • They often understand common cultural references in texts. 	<p>They can write about topics relating to personal and academic interests, and show some ability to write organized and developed text.</p> <ul style="list-style-type: none"> • They use some cohesive devices appropriately and display some control of sentence structure and punctuation to indicate sentence boundaries and separation of ideas. • They sometimes use inappropriate vocabulary and word forms.
Low Advanced (26)	<p>Students can usually comprehend main points and most important details in oral discourse in moderately demanding language contexts, including media broadcasts.</p> <ul style="list-style-type: none"> • They often cannot sustain understanding of 	<p>Students can communicate effectively in most daily social and school situations.</p> <ul style="list-style-type: none"> • They can initiate and participate in conversations with confidence, speaking on familiar social and academic topics. • They can provide more nuanced descriptions, 	<p>Students can understand main ideas, key words, and important details in lengthier passages in a wider range of personal and academic texts.</p> <ul style="list-style-type: none"> • They can usually adjust reading rate according to the content of the text, are able to use a wide 	<p>Students can construct coherent paragraphs on familiar concrete topics, with clear main ideas and some supporting details, and with a developing sense of audience.</p> <ul style="list-style-type: none"> • They can effectively join two or three paragraphs into a

	<p>conceptually or linguistically complex speech and require slower speech, repetitions, and rewording.</p> <ul style="list-style-type: none"> • They often understand implications beyond surface meaning. • They recognize but do not always understand an expanded inventory of concrete and idiomatic language. • They can understand more complex indirect questions about personal experience, familiar topics, and general knowledge. • They can understand short, predictable phone messages on familiar matters, but have problems understanding unknown details on unfamiliar matters. • They have some difficulty following a faster conversation between native speakers. 	<p>opinions, and explanations, using a wide variety of concrete and abstract vocabulary and some technical vocabulary.</p> <ul style="list-style-type: none"> • They attempt to use precise word choice to communicate shades of meaning. • Grammar and pronunciation errors still arise but rarely impede communication. • Their speech is reasonably fluent and they are usually easily understood by native English speakers. <p>10 Learning Standards for ESL</p> <ul style="list-style-type: none"> • They have control over most basic and complex grammatical structures and demonstrate increased understanding of use of situational and culturally appropriate language. 	<p>range of complex textual cues to comprehend the meaning and structure of a text, including punctuation clues.</p> <ul style="list-style-type: none"> • They can understand most new words, given a clear context. • They usually make appropriate low-level inferences, understand figurative language, and usually understand the author’s purpose, point of view, and tone. • They often understand texts that are either conceptually or linguistically complex 	<p>larger text.</p> <ul style="list-style-type: none"> • They sometimes produce written discourse patterns in lengthier texts that are typical for their first language rather than typical for English. • They can write effectively about a variety of topics, including academic topics, and usually display clear organization and development. <p>Introduction 11</p> <ul style="list-style-type: none"> • They display an awareness of audience and purpose. • They demonstrate control of most kinds of sentence structure, yet continue to make some errors in grammar, vocabulary, and punctuation. • These errors, however, rarely interfere with communication.
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	<ul style="list-style-type: none"> • Their understanding of speech continues to be affected by length, topic familiarity, and cultural knowledge. 			
High Advanced (22)	<p>Students can comprehend many important aspects of oral language on social and academic topics, such as main points, most details, speaker’s purpose, attitudes, levels of formality, and inferences.</p> <ul style="list-style-type: none"> • They can comprehend an expanded range of concrete, abstract, and conceptual language and can sustain understanding of conceptually or linguistically complex speech. • They can understand sufficient vocabulary, idioms, colloquial expressions, and cultural references to understand detailed stories of 	<p>Students can confidently make prepared academic presentations.</p> <ul style="list-style-type: none"> • Their speech is fluent; they use a sophisticated range of vocabulary, including technical vocabulary, in both formal and informal settings. • They demonstrate mastery of almost all grammatical structures. • Grammar, vocabulary, and pronunciation errors very rarely impede communication. • They usually use precise word choice to communicate shades of meaning. • They can actively and effectively engage in extended discussions in most social 	<p>Students can grasp main ideas, key words, and important details in a wide range of authentic social and academic texts.</p> <ul style="list-style-type: none"> • They read most texts, including grade-appropriate academic texts, fluently, adjusting reading rate according to the text. • They usually understand texts that are conceptually and/or linguistically complex, and make appropriate inferences when necessary. • They understand the author’s purpose, point of view, and tone, and often understand figurative language. 	<p>Students can link sentences and paragraphs to form coherent texts to express ideas on familiar concrete and abstract topics, with clear main ideas, and with an appropriate sense of audience.</p> <ul style="list-style-type: none"> • They demonstrate good control over common sentence patterns, coordination, subordination, spelling, and mechanics. • They continue to have occasional difficulty with some complex structures, with naturalness of phrases and expressions, with organization, and with style. • They can write about a variety of topics, and use a

	<p>general popular interest.</p> <ul style="list-style-type: none">• They often have difficulty following rapid, colloquial, or idiomatic speech between native English speakers.• Their understanding of English is much less frequently affected by length, topic familiarity, and cultural knowledge.	<p>and academic situations.</p> <ul style="list-style-type: none">• They use greater language resources to analyze, problem solve, and make decisions.• They are easily understood by native speakers of English.		<p>variety of sentence structures for stylistic purposes.</p> <ul style="list-style-type: none">• They make some errors in grammar, vocabulary, and punctuation, but these do not interfere with communication.
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