



## Advanced B

**Class Books:** Understanding English Grammar Vol. B, Fourth Edition - © 2009, 2002, 1989, 1981 by Betty Schramper Azar  
NorthStar Listening & Speaking Level 5, Fourth Edition - © 2015 by Pearson Education, Inc.

### 9 Weekly Grades:

- In each area: Speaking, Listening, Reading, Writing, Grammar, Vocabulary, Participation, Cooperation & Homework.
- Show your progress in each of these areas. If you have any concerns regarding your progress, speak with your teacher and/or your academic advisor.
- Come from numerical scores (0-100%) received on the weekly progress assessments. See assessment days on the block schedule located on the cork board in your classroom. If you are absent and want to schedule a make-up assessment, please speak with your teacher.
- Grades of 70% or higher represent normal progress. If most of your grades are 90% or higher, this could show that it's time to move up (see Level Up below).
- Will be posted on your CEL App 7-13 days after. You must speak with the Student Services Team within 4 weeks if you see a mistake in your grades.

**Level Grades:** Students who are at CEL for eight or more weeks will receive a transcript on their last week.

Represent the sum of your weekly grades at the level and will be given as letters according to the scale below. If you have any concerns about the grades on your transcript, please speak with your academic advisor.

Letter Grade	Percentage Points %	Letter Grade	Percentage Points %	Letter Grade	Percentage Points %
A+	97-100	B	83-86	C-	70-72
A	93-96	B-	80-82	D	60-69
A-	90-92	C+	77-79	F	Below 60
B+	87-89	C	73-76		

**Level Progression:** Average time to complete each level is between 8-12 weeks.

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### Student Learning Outcomes:

#### *Speaking (Interaction and Production):*

1. Students can communicate spontaneously and effortlessly in any conversation or discussion even when slang, idiomatic expressions and colloquialisms are used.
2. Students can converse comfortably and appropriately with no linguistic limitations, making jokes and allusions, and using emotive language as a native speaker would.
3. Students can express themselves fluently, convey finer shades of meaning precisely, and are able to restructure around language difficulties so other people are hardly aware of them.
4. Students can present a clear, well-organized, and elaborate description or complex argument that effectively highlights the significant points.
5. Students can spontaneously adapt their discourse to be appropriate for the audience and context in which it is spoken.
6. Students can employ a wide range of modification devices such as backtracking, circumlocution, and restructuring in order to create smooth, flowing speech.
7. Students can accurately use target vocabulary and grammar when speaking.

#### *Listening:*

1. Students can answer questions, justify inferences and deductions, identify implicit attitudes or relationships between speakers, summarize key points or otherwise demonstrate comprehension of spoken language even when spoken at a fast, native speed.
2. Students can restate or compare and contrast information, viewpoints, and opinions from specialized lectures or presentations even when not in the standard dialect.
3. Students can understand most dialect variations after some time is spent adjusting to the new accent.
4. Students can answer questions and make accurate inferences and deductions about any movie and TV content, even when laden with colloquialisms and slang.

#### *Reading:*

1. Students can summarize and restate all information, opinions, or arguments and evaluate contents of all forms of written language with ease, including abstract, complex, and linguistically challenging texts and literary works.
2. Students can analyze the text to interpret implicit and explicit meanings as well as infer style and intended audience.
3. Students can detect emotive language used and subtle distinctions in style as well as discuss semantics to support their reasoning.
4. Students can read and follow detailed, lengthy instructions or directions.

#### *Writing:*

1. Students can write clear, smooth, flowing and well-organized texts in an appropriate style.
2. Students can write about complex viewpoints or cases in well-structured texts.
3. Students can write summaries or reviews.
4. Students can write engrossing stories and descriptions of experiences in a natural, effective style appropriate to the intended reader and genre adopted.
5. Students can accurately use target vocabulary and grammar in their writing.
6. Students can use connectors and cohesive devices fully and appropriately.