



## Advanced A

**Class Books:** Understanding English Grammar Vol. A, Fourth Edition - © 2009, 2002, 1989, 1981 by Betty Schramper Azar  
NorthStar Listening & Speaking Level 4, Fourth Edition - © 2015 by Pearson Education, Inc.  
Vocabulary Power Level 3 - Practicing Essential Words - © 2008 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 complex ideas and opinions spontaneously with very little effort.
2. Students can use language flexibly for a variety of interactions without obviously searching for words or expressions.
3. Students can make jokes and allusions and use emotive language effectively.
4. Students can give lengthy descriptions, narratives or presentations, develop and highlight particular points, and respond spontaneously and effortlessly to points or arguments made by others.
5. Students can overcome lexical gaps by finding another way to phrase what he or she is trying to communicate.
6. Students can debate and discuss most subject matters, even abstract, complex, or unfamiliar topics.
7. Students can follow and contribute to complex interactions during group discussions.
8. Students can describe complex subjects in a clear and detailed way.
9. Students can present a complex argument, highlighting specific points and connecting these to the central idea and can express a conclusion.
10. Students can give clear, detailed, and well-organized presentations on complex subjects.
11. Student can participate in an interview fully and expand and develop on the topic as well as respond to interjections.
12. 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 recordings of extended speech, even those not clearly structured, and even when there are implied meanings.
2. Students can restate or compare and contrast detailed ideas, opinions and information from speech on abstract, complex, or specialized topics.
3. Student can retell in detail and elaborate on narratives, opinions, or information shared during a conversation with a partner.
4. Students can summarize, evaluate, and discuss detailed content of most TV, news, and films in the standard dialect without too much effort.
5. Students can recognize a wide variety of idiomatic expressions, colloquialisms, and slang.
6. Students can identify emotive language and can provide explanations or hypothesize causes.
7. Students can follow detailed instructions or directions and can reiterate or rephrase the instructions.

#### ***Reading:***

1. Students can summarize, relay information, opinions, or arguments from, or evaluate contents of long and complex factual and literary texts, including specialized articles, even when not related to their field of work or areas of personal interest.
2. Students can understand any correspondence or text provided occasional use of the dictionary.
3. Students can summarize key points, provide justification for inferences and deductions, and identify the writer's attitudes and viewpoints in written sources, including highly specialized or complex texts.
4. Students can identify finer points of detail and implied opinions and attitudes.
5. Students can read and follow detailed, lengthy instructions or directions.

#### ***Writing:***

1. Students can express themselves in a clear, well-structured text and express points of view and explanations for them at some length.
2. Students can write about complex subject matters, expanding and upholding points of view at some length with supporting points (reasons and relevant examples), and finish with an appropriate conclusion.
3. Students can make jokes and allusions, and use emotive language effectively.
4. Students can select a style that is appropriate for the recipient of the text.
5. Students can control connectors and cohesive devices to link and organize ideas and create an effective and logical structure that makes ideas easier to follow.
6. Students can accurately use target vocabulary and grammar in their writing.