

**Excellence in Action**  
**Award Application**  
**Supporting**  
**Documentation**

Carl Wunsche Sr. High School  
Veterinary Science Program

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News Articles  
Pertaining to the  
Program

## News Article #1

### Animal Science Day at Nagy Pavilion Draws Students Out of the Classroom for Hands - On Learning Experience

Prairie View A&M Research Scientist Shaye Lewis, from left, displays specimens to A.J. Ollis, Mario Castellanos and Karina Montano.



HOUSTON - A group of district high school students and faculty took advantage of almost fall- like weather last Thursday, Oct. 27, to get outside at Nagy Pavilion and participate in an Animal Science Day offering hands-on learning opportunities, demonstrations and expert presentations. As part of a range of science themed

events throughout the morning, students got an up-close opportunity to study the digestive tract and internal organs of a goat, participated in a case study exercise on the death of a calf, and even practiced their forensic puzzle-solving skills while examining and reconstructing the skeleton of a full-grown cow that had died at a local farm just a few weeks earlier. Later in the day, a presentation on the important roles played by service animals and professional working animals was given by Spring ISD Police Officer Fuentes and featuring special guest K-9 Officer Paco, the district's narcotic detector dog. Students also participated in a small group presentation and discussion with Dr. Shaye Lewis, Prairie View A&M University Cooperative Agricultural Research Center research scientist. He spoke about animal fertility issues and the process of breeding for the selection of desirable characteristics in the field of commercial animal husbandry. Lewis, whose research at Prairie View is focused primarily on reproductive physiology, pointed out that studies on large-animal reproductive biology – such as his department's work with goats at Prairie View – can shed important light on the understanding of human reproductive biology. In talking with students at Nagy Pavilion, he encouraged them to get excited about science, study hard and always be on the lookout for fresh insights and ideas. Open to all of the district's high schools, the Animal Science Day activities drew students from Spring High School and Carl Wunsch Sr. High School, including a number of students enrolled in Wunsch's Veterinary Science Pathway, under the direction of teachers Jessica Graham and Carling Loulis, who together planned and arranged last Thursday's activities at the pavilion.

## News Article #2

Wunsche Pet Clinic paves way for student success

Houston Chronicle

<http://www.chron.com/neighborhood/spring/news/article/WunschePetClinicpaveswayforstudentsuccess9860474.php> 1/3

### Wunsche Pet Clinic paves way for student success

Dozens of Spring ISD students are paving the way for professional and technical careers in the veterinary field inside the pet clinic at Carl Wunsche Sr. High School. One classroom where most of the technical teaching and training takes place is that of Jessica Graham, a veterinary science teacher and registered veterinary technician.

Graham's classroom is unlike any other at Wunsche. The class's layout is designed more like a clinic where students get the full hands-on experience, learning through lectures and labs and by applying the skills they learn on real pets brought in by community members.

"They didn't have this type of high school program when I was young and where I come from," said Graham. "Students usually would have to attend a vet tech school, a community college or get some type of field experience to even get started. The hands-on career experience is great for all students."

Thanks to the veterinary studies program at Wunsche, students are studying and developing the skill set needed to become certified veterinary assistants.

"Students in the veterinary studies program are able to learn what is needed to work in a real clinic, and they also have the opportunity to work with actual patients," adds Graham. "They get to examine dogs, cats, guinea pigs and the occasional rescue and exotic pet, all thanks to this program."



Students enrolled in veterinary studies at Carl Wunsche Sr. High School, Cheyenne Apperson, from left, and Javier Hernandez, perform routine pet services on Dexter in the Wunsche Pet Clinic.

Plus, with the coherent course sequence at Wunsche, Graham offers her students the opportunity to test for certification as veterinary assistants for levels I and II, as well as a chance at great internship opportunities at other veterinary clinics while in high

school. Based on Wunsche's structured career veterinary pathway, students are able to learn numerous techniques enabling them to step out of Wunsche and walk into a clinic able to perform a job immediately.

One of those students is senior Cheyenne Apperson, a certified veterinary assistant level I student at Wunsche who is on track to get her level II certification. "I signed up for this career track because I love working with animals. I grew up with various pets and around my aunt's pet grooming boutique," said Apperson. "We get to do pretty much all the clinic duties from the intake paperwork, to grooming, to clinic testing. It is a great program."

For a small fee, clients can bring their pets in for veterinary services, basic grooming, monthly and yearly exams, as well as a day in the pet spa. Dogs, cats, birds and other animals are welcome. For an appointment or more information, pet owners can call 281-891-7650. "We have seen a little bit of everything and anything," said Graham. "This career track and the pet clinic really open up the eyes, doors and career options for our students. Some students sign up for this career track because they love animals. So once they are here they are able to see what specialty they would like to go into. Whether it's performing pet grooming or patient care, the student doesn't see this as a course because to them it doesn't feel like school, it feels like their career."

Photographs  
Pertaining to the  
Program



CWHS Veterinary Science Field Experiences



CWHS Veterinary Science Experiences



CWHS Veterinary Program Experiences

Photographs  
Pertaining to the  
CTSO of the  
Program



Wunsche FFA Experiences



Wunsche FFA Experiences

Letter of Support  
Educational Partner



**Sam Houston State University**  
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM  
DEPARTMENT OF AGRICULTURAL SCIENCES

October 29, 2017

RE: Excellence in Action Award – Carl Wunsche Sr. High School

To Whom It May Concern:

I have been asked to write a letter of support for the Carl Wunsche Sr. High Schools Excellence in Action Award with the National Association of State Directors of Career and Technical Education Consortium, and I am more than happy to do so. My knowledge of the Veterinary Sciences / Agricultural Sciences Program, specifically the focus upon veterinary and animal science application began many year ago when I was a member of the districts Career and Technology Advisory Program. Although my time on that committee ended my interactions with the Agricultural Science teachers and the students in that program through FFA has continued to the present.

As a faculty member at Sam Houston State University in the Department of Agricultural Sciences, I manage the advising for most of our new students and with our outreach to Agricultural Education and FFA programs. In that role, I have worked with several students from their programs throughout the years. Nearly 60% of their graduates move from the high school setting to various higher education opportunities and over 12% work actively in the veterinary field. My experience with students from this program are very positive and almost all student coming to Sam Houston State University enroll in one of the disciplines in my department, particularly the Bachelor of Science in Animal Science and a Pre-Veterinary Medicine concentrations.

Historically, Wunche FFA has been active in Career Development Events in Livestock, Poultry and Horse Judging, as well as in Entomology, Floriculture, Milk Quality & Products and in the Vet Science FFA competitions. In addition, the Wunsche FFA has be active in Leadership Development Events including, Greenhand Creed Speaking, Public Relations, Job Interview, Greenhand and Senior Quiz and Radio Broadcasting. This is notable as the program was managed by two teachers, Jessica Graham and Carling Ludwig, and most chapters with that level of student participation have three or more teachers. In addition to Career and Leadership Development Events, the Carl Wunsche FFA Chapter is quite active throughout the year at Greenhand and Chapter Leadership Camps, District, Area and State FFA Conventions and they have success with students participating in the Exxon Mobile Leadership Conference.

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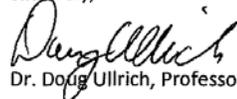
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Huntsville, Texas 77341-2088 • 936.294.1215 • Fax 936.294.1232 • [shsu.edu/agr](http://shsu.edu/agr)

I have personal knowledge of the teachers professional development efforts. Jessica Graham was instrumental in assisting with the creating of the Advanced Animal Science Professional Development materials for use by all Agricultural Teachers in Texas. She was on the advisory and review board as we developed the materials and the Project Share [now Texas Gateway] site for teachers in Texas. She has also presented Veterinary Science and Advanced Animal Science educational materials to over 400 teachers each year for the past six years as we prepared for quality teaching of that new curriculum. I have no doubt that the Carl Wunsche High School Veterinary Science / Animal Science Program is exemplary and that the students completing the program are well prepared, for the world of work and for various higher education endeavors. I give the program my highest recommendation and praise for a job well done in the past and an understanding that those efforts will continue for many years to come.

If you have any questions or concerns, please do not hesitate to contact me at your convenience.

Sincerely,

A handwritten signature in cursive script, appearing to read "Doug Ullrich".

Dr. Doug Ullrich, Professor – Agricultural Education  
BAAS Program Coordinator

Letter of Support  
Business Partner



**CONROE VETERINARY CLINIC, Inc.**

201A Porter Road  
Conroe, Texas 77301  
Telephone: (936) 756-5233

November 2, 2017

National Association of State Directors of Career and Technical Education Consortium  
Re: Excellence in Action Award  
Carl Wunsch Sr. High School, A Career Academy in Spring ISD  
Veterinary Science Program

To Whom It May Concern:

I am writing to recommend the Carl Wunsch Sr. High School Veterinary Science Program for the Excellence in Action Award with the National Association of State Directors of Career and Technical Education Consortium. This program is one that provides students with the knowledge and skills to be successful in higher education and/or in the field of veterinary medicine.

For a number of years I have worked with this program to provide field experiences, guest speaker experiences, and internship opportunities for the students in this program. Through these experiences, I have witnessed the caliber of students that this program produces with regard to their knowledge of the field of veterinary medicine, as well as the skills that they possess for working in a veterinary clinic. It is evident that the instructors for this program are knowledgeable of the industry expectations and ensure that their students are prepared for college coursework or a career in veterinary medicine.

It is my pleasure to recommend the Carl Wunsch Sr. High School Veterinary Science Program for this prestigious award. This program sets the standard that all other veterinary science programs should strive to meet to ensure that they are producing qualified, knowledgeable students like the Veterinary Science Program at Carl Wunsch Sr. High School does. Thank you for your time.

Sincerely,

Dr. Dennis Umlang, DVM  
Veterinarian  
Conroe Veterinary Clinic  
Conroe, Texas

Letter of Support  
Community Partner

## Spring Independent School District - Police Department

210 North Forest Blvd. • Houston, Texas 77060 • Phone: 281-255-5111



October 30, 2017

### Excellence in Action Award Nomination

**To: National Association of State Directors of Career and Technical Education Consortium:**

I, Officer David Fuente, am nominating The Spring ISD Carl Wunsche Sr. High School Veterinary Science Program to receive the prestigious Excellence in Action Award with the National Association of State Directors of Career and Technical Education Consortium.

This Veterinary Science Program, I feel, has a great impact on the students as it provides the highest quality and superior education for the students, as well as the services it offers our community. Once the students have learned and obtained the knowledge in the Veterinary Science Program, the students proceed to gain their experience through Carl Wunsche High School's internship program. Carl Wunsche High School Veterinary Science facility is the best in that it furnishes the ability for students to provide veterinary service, as well grooming services, as part of their education.

As the K-9 Unit for the Spring ISD Police Department, I have seen the services that they provide. Under the supervision of their teachers and trained certified professionals, these students perform the services that are provided in professional grooming and veterinary clinics. For years they have provided grooming services for our district K-9. The students have been successful enough that the school now has extended their services to the local community. The Spring ISD Police Department has endorsed and given this program the opportunity to network and publicize their services at our annual National Night Out community event. The school charges a minimal fee that is placed into the program funds. As teacher Jessica Graham stated to me, these funds have provided the opportunity to create scholarships for the students, as well as make necessary purchases for school materials and equipment. This program has evolved into a non-traditional learning method where the students now are given the ability to learn in a practical environment as well as learn to interact and provide customer service to our community who comes to them for veterinary and grooming services.

Under the direction of their teacher Jessica Graham, I have seen this program evolve into what I perceive as the model for all Veterinary Science Programs, as it greatly inspires and motivates all students into a higher quality of education.

Officer David Fuente

Spring ISD Police K-9 Unit

Letter of Support  
Alumni Student

November 7, 2017

To Whom It May Concern:

In Regards to Excellence in Action Award for Wunsche CTE Veterinary Science Program.

As you walk in to Carl Wunsche Sr High School there is something different in the air. Every individual in the building has something that is lacking in today's education system, dedication. It is clear to see that each program is specifically designed to benefit the students. One of the larger programs at Wunsche, is the Veterinary Science program, and having been a part of the program, I know what it can do for its students. As with every student at Wunsche, I wanted something greater than what an average high school could offer me, I wanted to be surrounded by students and staff that were just as dedicated as I am. I wanted teachers that loved what they were teaching, and students that loved what they were learning. I wanted hands on experience that would last a life time. I got all of that and more.

During my time, and still currently, the program was under the direction of Jessica Graham, LVT. She is an individual that was very committed to the betterment of her students. Through her teachings and her constant work with the program, I was able to obtain my Certified Veterinary Assistant (CVA) Level 1 and work with many veterinary clinics and with the community for hands on experience. The curriculum was career driven in order to better prepare us for college and the working world. We were encouraged to reach out to our community in order to find ways to get involved. Over three years, I worked with multiple veterinarians that came into the school and made use of the surgical suite. These surgeries were used to help people realize from first-hand experience exactly what it is that veterinarians do. The students and educators worked together in order to make the program successful.

The Veterinary Science program at Wunsche has taught me how to be a strong leader and has given me skills that I still use today. I am able to take the experiences that I have been given and apply them to both everyday life and to the growth of my career. Although I have chosen not to pursue a career in the animal science pathway, it was because of this program that I have decided to become an educator myself. The dedication that the program has taught me and the way it has made me a more well rounded individual has helped me in more ways than I can count, and I cannot wait to be able to give back to others and help them realize their full potential.

Sincerely,

Delano Stepp  
Carl Wunsche Sr High School Graduating Class of 2014

Letter of Support  
Wunsche Pet Clinic  
Client

**TeKedra Pierre**

8011 Durklyn Lane  
Houston, TX 77070

November 6, 2017

To Whom It May Concern,

I am writing this letter of support for the Wunsche Pet Clinic and the Veterinary Science pathway at Carl Wunsche Sr. High School. I have been a client of the Wunsche Pet Clinic for three years and have yet to be disappointed with the service and quality of care my pet received. The students are very knowledgeable and well trained to provide high quality customer service and strict attention to safety and sanitation while performing an array of services.

My dog Conner, an 80 lb yellow lab, was introduced to the Wunsche Pet Clinic as a 3 month old puppy. He received his puppy vaccinations and puppy wellness checks throughout his first year. Now as a full grown dog he receives other services such as: physical exam, general grooming, teeth cleaning, nail trimming/filing, heartworm testing, fecal analysis, and ear care. I am always impressed with the depth of knowledge and skill these veterinary students have. They are able to talk me through the procedures and explain their findings, as well as any recommendations for further care or treatment needed.

Wunsche High School provides an amazing opportunity for these students to study in their career field of choice. I believe the educators, administrators and other staff provide concrete instruction and support to ensure their students are prepared and successful for whatever career they choose. I firmly believe the Wunsche Veterinary Science program prepares its students to reach their career goals; this is why I strongly recommend them for this award.

Sincerely,

TeKedra Pierre

Achieve Texas  
Coherent Sequence  
of Courses

The Achieve Texas Coherent Sequence of Courses for the Carl Wunsche Sr. High School Veterinary Science Program can be found at:

<http://www.achievetexas.org/agriculture-food--natural-services.html>

The Veterinary Science Program of Study can be downloaded by clicking on 'Veterinary Science' on this page under 'Program of Study'.

# Texas College and Career Readiness Standards

The Texas College and Career Readiness Standards can be found at:

<http://www.theccb.state.tx.us/collegereadiness/crs.pdf>

This document provides the standards that are used to ensure that students are prepared for college, as well as a career, upon completion of their high school education.

# Texas Essential Knowledge and Skills

The Texas Essential Knowledge and Skills (TEKS) for the Carl Wunsche Sr. High School Veterinary Science Program can be found at:

<http://ritter.tea.state.tx.us/rules/tac/chapter130/ch130a.html>

The TEKS that are utilized in this program are those for the following classes:

- Principles of Agriculture, Food, and Natural Resources (130.2)
- Livestock Production (130.3)
- Small Animal Management (130.4)
- Equine Science (130.5)
- Veterinary Medical Applications (130.6)
- Advanced Animal Science (130.7)
- Professional Standards in Agribusiness (130.8)
- Wildlife, Fisheries, and Ecology Management (130. 15)
- Practicum in Agriculture, Food, and Natural Resources (130.25)

Carl Wunsche Sr.  
High School  
Campus Literacy  
Plan

## LITERACY IN ALL CLASSROOMS

Students should be engaged in rigorous work in every classroom, every day. Requiring students to use literacy skills (reading critically, writing, and speaking about their analysis of the reading) leads to higher levels of thinking and prepares students for college-level work. It is the job of all teachers, no matter the content, to support students in the development of literacy skills.

Goal 1 of the Campus Literacy Plan: Integrate writing skills and practice into curriculum content areas.

- Objective 1: The campus provides a collaborative environment for teachers to study and practice literacy strategies.
- Objective 2: All classes incorporate Warm Ups / Cool Downs that ask students to read or write.
- Objective 3: To improve writing skills, all classes incorporate the Six Traits of Writing and all assignments are written in complete sentences.
- Objective 4: To improve reading skills, all classes use word banks and the SQ3r strategy.
- Objective 5: Students complete at least one extended piece of edited writing (at least 1 page handwritten) in each class each marking period.
- Objective 6: Staff actively encourage student to read extended pieces of writing, including reading for pleasure.

The campus will continue to develop the literacy plan with the following goals:

Goal 2: Train teachers on the college and career ready expectations for writing.

Goal 3: Decrease the gap between reading and writing scores on standardized tests.

Goal 4: Improve vertical alignment for pre-AP and AP classes.

Goal 5: Increase participation and performance on AP/SAT and ACT tests.

In order to ensure the use of literacy in all classes, all course syllabi will include the following information:

**Literacy:** Reading and writing skills are essential to success during and after high school. Due to the significance of these skills, all classes at Carl Wunsche Sr. High School hold the following expectations for all students:

- All written responses on all assignments will be in complete sentences.
- All students will read and write weekly in every class.

Carl Wunsche Sr.  
High School  
Formative  
Assessment  
Guidelines

## **FORMATIVE ASSESSMENT GUIDELINES**

(Taken from the 2016-2017 Carl Wunsche Sr. High School Staff Handbook, pg. 71)

All teachers will use formative assessments in order to effectively plan instruction. Teachers in teams will use common formative assessments. Formative assessment should occur every 3-4 weeks and should follow the campus process outlined below for each six weeks.

### A Campus Formative Assessment (CFA):

- is a check for understanding that allows a teacher to see how well students understand TEKS that have been actively taught by the teacher of record.
- A CFA should not be used to assess TEKS that have NOT BEEN TAUGHT yet. (Teachers can use other forms of assessments to preview what students already know)

### Campus Formative Assessment Requirements (Non-CTE)

\*\*Note: If a District Formative Assessment is given during the six weeks, this assessment can be substituted for the team CFA.

- CFA's will be administered every 3-4 weeks based on the Campus Calendar provided.
- Every CFA must have a minimum of 12 Questions.
  - o 67 % (8/12 at a minimum) of the questions must address Readiness Standards (Essential TEKS).
  - o 17 % (2/12 at a minimum) of the questions must address Supporting Standards (TEKS).
  - o 17 % (2/12 at a minimum) of the questions must address Re-test TEKS from a previous CFA.

### Campus Formative Assessment Requirements CTE Courses

- CFA's will be administered every 3-4 weeks based on the Campus Calendar provided.
- Every CFA must have a minimum of 5 Questions linked to specific skills needed to pass the industry certification for that course.
- Every CFA must include a reading passage and written response based on the text (short answer response)

English Language  
Proficiency  
Standards

#### **§74.4. English Language Proficiency Standards.**

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated

(communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English;

(B) monitor oral and written language production and employ self-corrective techniques or other resources;

(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and gradelevel vocabulary;

(D) speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);

(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;

(F) use accessible language and learn new and essential language in the process;

(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and

(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) distinguish sounds and intonation patterns of English with increasing ease;

(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with

peers, and taking notes commensurate with content and grade-level needs.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;

(B) expand and internalize initial English vocabulary by learning and using highfrequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

(E) share information in cooperative learning interactions;

(F) ask and give information ranging from using a very limited bank of highfrequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

(I) adapt spoken language appropriately for formal and informal purposes; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet gradelevel learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;

(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;

(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;

(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;

(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:

(i) using correct verbs, tenses, and pronouns/antecedents;

(ii) using possessive case (apostrophe s) correctly; and

(iii) using negatives and contractions correctly;

(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and

(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

(d) Proficiency level descriptors.

(1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:

(i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;

(ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and

(iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.

(B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;

(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

(C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;

(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;

(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and

(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;

(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;

(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;

(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and

(v) typically use pronunciation that significantly inhibits communication.

(B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;

(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and

(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.

(C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;

(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;

(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;

(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and

(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.

(D) Advanced high. Advanced high ELLs have the ability to speak using grade appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;

(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;

(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;

(iv) make few second language acquisition errors that interfere with overall communication; and

(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:

(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:

(I) read in short "chunks;"

(II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and

(III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;

(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and

(iii) have difficulty decoding most grade-appropriate English text because they:

(I) understand the meaning of very few words in English; and

(II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English. (

B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:

(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:

(I) predictable story lines;

(II) highly familiar topics;

(III) primarily high-frequency, concrete vocabulary;

(IV) short, simple sentences; and

(V) visual and linguistic supports;

(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and

(iii) have difficulty decoding grade-appropriate English text because they:

(I) understand the meaning of only those English words they hear frequently; and

(II) struggle with some sounds in English words and some sound symbol relationships due to differences between their primary language and English.

(C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;

(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and

(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:

(I) understand the meaning of most grade-appropriate English words; and

(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;

(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and

(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

(4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:

(i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:

(I) environmental print;

(II) some very high-frequency words; and

(III) concrete words that can be represented by pictures;

(ii) read slowly, word by word;

(iii) have a very limited sense of English language structures;

(iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;

(v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and

(vi) are able to apply reading comprehension skills in English only when reading texts written for this level.

(B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:

(i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:

(I) everyday oral language;

(II) literal meanings of common words;

(III) routine academic language and terms; and

(IV) commonly used abstract language such as terms used to describe basic feelings;

(ii) often read slowly and in short phrases; may re-read to clarify meaning;

(iii) have a growing understanding of basic, routinely used English language structures;

(iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;

(v) struggle to independently read and understand grade-level texts; and

(vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.

(C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:

(I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;

(II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and

(III) understand multiple meanings of commonly used words;

(ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;

(iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

(D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when lowfrequency or specialized vocabulary is used;

(ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;

(iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

(5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:

(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);

(ii) know too little English to participate meaningfully in grade appropriate shared writing activities using the English language;

(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and

(iv) may demonstrate little or no awareness of English print conventions.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:

(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;

(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;

(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and

(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.

(C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;

(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and

(iv) occasionally exhibit second language acquisition errors when writing in English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:

(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and

(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.

(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and

(iii) exhibit writing features typical at this level, including:

(I) ability to label, list, and copy;

(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;

(III) present tense used primarily; and

(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.

(B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:

(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and (iii) exhibit writing features typical at this level, including:

(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;

(II) high-frequency vocabulary; academic writing often has an oral tone;

(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;

(IV) repetition of ideas due to lack of vocabulary and language structures;

(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;

(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;

(VII) primary language features and errors associated with second language acquisition may be frequent; and

(VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing.

(C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and

(iii) exhibit writing features typical at this level, including:

(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;

(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;

(III) use of a variety of common cohesive devices, although some redundancy may occur;

(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low frequency vocabulary is required;

(V) occasional second language acquisition errors; and

(VI) communications are usually understood by individuals not accustomed to the writing of ELLs.

(D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade appropriate writing tasks with minimal second language acquisition support. These students:

(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade appropriate writing in English; and

(iii) exhibit writing features typical at this level, including:

(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;

(II) occasional difficulty with naturalness of phrasing and expression; and

(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.

(e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Certified Veterinary  
Assistant Level 1  
Certification  
Checklist

The Certified Veterinary Assistant Level 1 Certification Application and Checklist can be found on the Texas Veterinary Medical Association website at:

<https://www.tvma.org/Portals/0/Images/cva-application-high-school-level-one.pdf>

This certification application and checklist are utilized by the Texas Veterinary Medical Association, business partner, instructor, and student to ensure that the student meets the requirements and is competent enough to sit for the Certified Veterinary Assistant Level 1 Certification.

Certified Veterinary  
Assistant Level 2  
Certification  
Checklist

The Certified Veterinary Assistant Level 2 Certification Application and Checklist can be found on the Texas Veterinary Medical Association website at:

[https://www.tvma.org/Portals/0/cva\\_14\\_cert\\_cva\\_II\\_app\\_and\\_checklist.pdf](https://www.tvma.org/Portals/0/cva_14_cert_cva_II_app_and_checklist.pdf)

This certification application and checklist are utilized by the Texas Veterinary Medical Association, business partner, instructor, and student to ensure that the student meets the requirements and is competent enough to sit for the Certified Veterinary Assistant Level 2 Certification.