Profiles of Ability Across Stage III Reading

CLB 9	CLB 10	CLB 11	CLB 12
Initial Advanced Ability	**Developing Advanced Ability**	**Adequate Advanced Ability**	**Fluent Advanced Ability**
The reader can: Understand an adequate range of complex texts in some unpredictable contexts and on some unfamiliar topics.	**The reader can:** Understand an expanding range of complex multipurpose texts in many unpredictable contexts and on many unfamiliar topics.	**The reader can:** Understand an expanded range of complex multipurpose texts in most unpredictable contexts and on most unfamiliar topics.	**The reader can:** Understand complex unfamiliar multipurpose texts in a broad variety of styles and formats across a range of situations and contexts that are demanding and unpredictable.
When the text is: • Linguistically complex and may include some idiomatic and figurative language • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts	**When the text is:** • Linguistically complex and may include some idiomatic and figurative language • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts	**When the text is:** • Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language and socio-cultural references • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts	**When the text is:** • Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language, and socio-cultural references • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts
Demonstrating these strengths and limitations: • Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view from stated and implied information • Uses knowledge of styles to assist in comprehension • Uses inference to integrate several pieces of stated information across paragraphs or sections of text • Separates relevant from irrelevant details • Paraphrases key points • Uses knowledge of complex grammar and syntax to interpret nuances in texts • Often has difficulty interpreting low-frequency idioms, cultural references and figures of speech • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms	**Demonstrating these strengths and limitations:** • Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view, values and assumptions from stated and implied information • Uses knowledge of styles and registers to assist in comprehension • Uses inference to integrate several pieces of stated and implied information throughout the text • Separates relevant from irrelevant details • Paraphrases and summarizes key points • Uses knowledge of complex grammar and syntax to interpret nuances in texts • Sometimes has difficulty interpreting low-frequency idioms, cultural references and figures of speech • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms	**Demonstrating these strengths and limitations:** • Identifies purpose, main ideas, author's intent, mood, attitude and point of view, line of reasoning and structure • Uses knowledge of styles, registers and language varieties to assist in comprehension • Uses inference to integrate stated and implied information throughout a single text or across multiple texts • Separates relevant from irrelevant details • Summarizes and critically evaluates content • Occasionally has difficulty interpreting low-frequency idiomatic and figurative language, colloquialisms and cultural references • Uses reference materials as required to support communication	**Demonstrating these strengths and limitations:** • Identifies purpose, main ideas, author's intent, mood, attitude and point of view, line of reasoning and structure • Uses knowledge of styles, registers and language varieties to assist in comprehension • Uses inference to integrate stated and implied information throughout a single text or across multiple texts • Separates relevant from irrelevant details • Summarizes and critically evaluates content • Interprets most idiomatic and figurative language, colloquialisms and cultural references • Uses reference materials as required to support communication