

REEP ESL Curriculum for Adults

REEP LEVEL DESCRIPTIONS: 100

100 (Low Beginning): Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures.

Correlations:

Speaking/Listening: REEP Skill Level 1; NRS Beginning ESL Literacy; SPL 0, I, II; BEST Short Form Placement Scores 0-12

Writing: REEP Skill Level 1; NRS Beginning ESL Literacy

Reading: REEP Skill Level 1; CASAS Level A.

SPEAKING - 100		
ORAL INTERACTION	ELABORATION & EXPLANATION	GRAMMAR
<p>Has limited communicative ability. May function in situations related to basic needs in a limited way.</p> <p>Expresses a few basic survival needs using isolated words, simple learned phrases, simple learned sentences and gestures.</p> <p>Speech includes frequent long pauses and echoing of others' words.</p> <p>May switch to primary language to communicate message.</p>	<p>Almost no elaboration. May attempt to elaborate by saying another word that expresses the same idea or use gestures.</p> <p>May repeat words to confirm meaning.</p> <p>Unable to offer further explanation to statements already given except by using gestures or primary language.</p> <p>Given a very familiar question, may respond with isolated words or gesture. In some cases, may answer with a complete simple sentence.</p>	<p>Has little control of basic grammatical forms and structures. May use one simple sentence pattern such as "I go work", "I go school".</p> <p>Communication consists mostly of isolated nouns or action verbs and learned phrases such as "My name is..."; "wake up"; "go out".</p>

LISTENING - 100		
<p>May understand a few isolated words or very simple learned phrases (e.g. What's your name?) when spoken slowly and with repetition.</p>	<p>May understand some letters of the alphabet and some numbers.</p> <p>Needs to have all routine tasks demonstrated.</p>	<p>Needs context, concrete examples, and non-verbal cues to understand most oral information.</p>

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WRITING – 100

<p>May copy letters of the alphabet, numbers, and personally meaningful material May need assistance.</p> <p>May copy sentence patterns and insert own personal information.</p>	<p>May write letters of the alphabet and numbers from memory. May need assistance.</p> <p>May attempt to write simple sentences on very familiar topics.</p>	<p>May be able to write very basic personal information and complete a simplified form. May need assistance.</p> <p>Has little or no control of grammar.</p>
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READING – 100

<p>May recognize most or all letters of the alphabet, but may not recognize correct order.</p> <p>May be able to read short sentences. Has a lot of difficulty reading very short, simplified narrative paragraphs.</p>	<p>May recognize single digit numbers and some higher numbers.</p> <p>Has difficulty consulting text to locate information.</p>	<p>May recognize a few very common sight words (e.g. name, address, stop).</p>
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