

REEP ESL Curriculum for Adults

REEP LEVEL DESCRIPTIONS: 150

150 (Beginning): Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level.

Correlations:

Speaking/Listening: REEP Skill Level 1; NRS Beginning ESL; SPL I, II, III; BEST Short Form Placement Scores 0-18

Writing: REEP Rubric 1; REEP Skill Level 2; NRS Beginning ESL

Reading: REEP Skill Level 2; CASAS Level B.

SPEAKING - 150		
ORAL INTERACTION	ELABORATION & EXPLANATION	GRAMMAR
<p>Expresses basic needs with simple learned phrases, simple sentences and gestures. Speaks with much hesitation and pauses.</p> <p>May switch to primary language in order to communicate message.</p> <p>Can say the letters of the alphabet and numbers.</p>	<p>Almost no elaboration. Given open-ended questions on very familiar topics, will not elaborate beyond an immediate, brief response. May use gestures.</p> <p>Explanations are minimal, using one word or simple phrases.</p> <p>May attempt explanations by quoting speaker; "He: 'Oh, I sick.'</p> <p>Given specific questions on very familiar topics, may respond using simple sentences.</p> <p>Has difficulty understanding wh-questions.</p> <p>Answers to questions are usually 2 to 4 words in length.</p>	<p>Has a little control of very basic grammatical forms and structures.</p> <p>Attempts subject/verb/complement sentences.</p> <p>Attempts to use simple present. Makes frequent errors.</p> <p>Basic modifiers (some pronouns and articles) used but inconsistently.</p> <p>Numerous one syllable action verbs are present. Attempts to use basic modals - would, can, could and maybe.</p>

LISTENING – 150		
<p>Understands a number of simple learned phrases. May need slow speech and frequent repetition.</p>	<p>May need context, concrete examples, and non-verbal cues to understand oral information.</p>	<p>May understand letters of the alphabet and numbers.</p>

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WRITING - 150				
CONTENT & VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS	VOICE
<p>Given a model on a familiar topic, may be able to write a series of simple sentences.</p> <p>Little comprehensible information.</p> <p>May not address question.</p> <p>Limited word choice, repetitious.</p>	<p>Weak, incoherent.</p> <p>May have unrelated sentences.</p>	<p>Serious and frequent grammatical errors.</p> <p>Mostly fragments (incomplete sentences).</p> <p>2-3 phrases/simple patterned sentences.</p>	<p>Lack of mechanics.</p> <p>Handwriting and/or spelling obscure meaning.</p>	<p>Not evident.</p>
LIFESKILLS WRITING				
<p>Can write the letters of the alphabet and numbers 1-100 independently.</p>	<p>Copies materials that are personally meaningful. May need assistance.</p>	<p>Completes simplified forms which require personal information. May need assistance.</p>		

READING – 150		
<p>Recognizes upper and lower case letters of the alphabet.</p> <p>Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms).</p> <p>Can identify sequence of a simple narrative.</p>	<p>Relates phonological sounds to initial consonants.</p> <p>Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations.</p> <p>May use bilingual dictionary. Has difficulty locating the correct entry.</p>	<p>Recognizes numbers 1-100.</p> <p>Can answer simple factual questions (e.g. yes/no, true/false, fill-in) based on readings and simple wh-questions.</p>