

REEP ESL Curriculum for Adults

REEP LEVEL DESCRIPTIONS: 200

200 (High Beginning Oral/Beginning Literacy): Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

Correlations:

Speaking/Listening: REEP Skill Level 2; NRS Low Intermediate ESL; SPL III, IV; BEST Short Form Placement Scores 16-24

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

Reading: REEP Skill Level 2; CASAS Level A.

| SPEAKING - 200 | | |
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| ORAL INTERACTION | ELABORATION & EXPLANATION | GRAMMAR |
| Expresses basic survival needs. Participates in simple conversations in routine social situations using learned phrases and simple sentences. Still uses gestures but does not rely on them. Begins to show signs of spontaneity but generally does not go beyond the given subject. May attempt to participate in conversations in non-routine social situations. Speaks with hesitation and frequent pauses. May switch to primary language. States simple personal information on the telephone, but with difficulty. | Elaborates ideas a little on familiar subjects. May elaborate by saying words and phrases of similar meaning that express the original idea. Explanations usually consist of a series of simple sentences. Asks and responds to questions on familiar topics, with learned phrases and simple sentences. Given familiar subjects, will usually respond to questions with a short simple sentence, sometimes 2 sentences together. | Has inconsistent control of basic grammatical forms and structures. Makes frequent errors. Sentences generally consist of subject + verb + complement. May attempt compound sentences with 'and'. Uses some basic modifiers (articles, possessive pronouns, adjectives) but is inconsistent and makes frequent errors. Greater variety of verbs emerging. Generally uses present tense forms. Attempts other tenses but they are often incorrect. |

| LISTENING - 200 | | |
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| Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Has very limited ability to understand in non-contact situations (e.g. telephone). | Can generally understand the main idea of conversations on familiar topics and contexts. | May be able to understand conversations on familiar topics when spoken slowly and with repetition. |

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| WRITING - 200 | | | | |
|--|---|---|---|--------------|
| CONTENT & VOCABULARY | ORGANIZATION & DEVELOPMENT | STRUCTURE | MECHANICS | VOICE |
| Little comprehensible information. May not address question. Limited word choice, repetitious. | Weak, incoherent. | Serious and frequent grammatical errors. Mostly fragments. 2-3 phrases/ simple patterned sentences. | Lack of mechanics. Handwriting and/or spelling obscure meaning. | Not evident. |
| LIFESKILLS WRITING | | | | |
| Can write the letters of the alphabet and numbers 1-100 independently. | Copies materials that are personally meaningful. May need assistance. | | Completes simplified forms which require personal information. May need assistance. | |

| READING - 200 | | |
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| May have difficulty alphabetizing. Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Uses bilingual dictionary but may have difficulty locating correct entries. | Interprets sentences using vocabulary and structures previously learned orally. May need assistance. Can answer simple factual questions (e.g. yes/no) and some wh-questions, but has difficulty consulting text to locate information. | Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Can identify sequence of simple narrative. |