

REEP ESL Curriculum for Adults

REEP LEVEL DESCRIPTIONS: 250

250 (High Beginning): Can satisfy some oral and written survival needs and very routine social demands. 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 2; REEP Skill Level 3; NRS High Beginning ESL.

Reading: REEP Skill Level 3; CASAS Level B.

SPEAKING - 250		
ORAL INTERACTION	ELABORATION & EXPLANATION	GRAMMAR
<p>Expresses basic survival needs.</p> <p>Participates in 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.</p> <p>Attempts to participate in conversations in non-routine social situations.</p> <p>Speaks with hesitation and pauses searching for vocabulary, and/or translating directly from primary language.</p> <p>May switch to primary language.</p> <p>States simple personal information on the telephone, but with difficulty.</p>	<p>Elaborates ideas a little on familiar subjects. May elaborate by saying other words or phrases of similar meaning that express the original idea.</p> <p>Explains ideas using learned phrases or very simple sentences.</p> <p>Answers questions with isolated words or simple sentences.</p> <p>Has difficulty comprehending wh- questions that are not on very familiar topics.</p> <p>Given familiar subjects, will usually respond with a short simple sentence, sometimes two sentences together. Sentences are often 4 to 8 words in length.</p>	<p>Has inconsistent control of basic grammatical forms and structures. Makes frequent errors.</p> <p>Short subject/verb/complement sentences are common. May attempt compound sentences with 'and'.</p> <p>Uses some basic modifiers (articles, possessive pronouns, adjectives) but is inconsistent and makes frequent errors.</p> <p>Greater variety of verbs emerging mostly using the present tense forms. Attempts other tenses, but mostly incorrect.</p>

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LISTENING - 250

<p>Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition.</p> <p>Has very limited ability to understand in non-contact situations (e.g. telephone).</p>	<p>Can generally understand the main idea of conversations on familiar topics and contexts.</p>	<p>May be able to understand conversations on familiar topics when spoken slowly and with repetition.</p>
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WRITING - 250

CONTENT & VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS	VOICE
<p>Addresses part of the task (some but little substance) or copies from the model.</p> <p>Irrelevant information.</p> <p>Frequent vocabulary errors of function, choice, & usage with meaning obscured.</p>	<p>Thought pattern can be difficult to follow, ideas not connected, not logical.</p>	<p>Frequent grammatical errors.</p> <p>Meaning obscured.</p> <p>Sentence structure repetitive (or copies from model).</p>	<p>Frequent errors.</p> <p>Inconsistent use of punctuation.</p> <p>Spelling may distract from meaning.</p> <p>Invented spelling.</p>	<p>Addresses audience.</p>

LIFESKILLS WRITING

Independently completes simplified forms which require personal information.

READING - 250

<p>Can arrange lists in alphabetical order.</p> <p>Can read some passages with unfamiliar vocabulary. Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts.</p>	<p>Scans for specific information in simplified, lifeskill materials related to immediate needs.</p> <p>Can answer simple factual questions relating to short passages (e.g. yes/no, true/false, fill-in, wh-) without assistance.</p>	<p>Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations.</p> <p>Can locate correct entries in a bilingual dictionary.</p>
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