

REEP ESL Curriculum for Adults

REEP LEVEL DESCRIPTIONS: 300

300 (High Intermediate Oral/High Beginning Literacy): Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker not used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

Correlations:

Speaking/Listening: REEP Skill Level 4; NRS High Intermediate ESL; SPL V, VI; BEST Short Form Placement Scores 27-33

Writing: REEP Rubric 2; REEP Skill Level 3; NRS High Beginning ESL.

Reading: REEP Skill Level 3; CASAS Level B.

SPEAKING - 300		
ORAL INTERACTION	ELABORATION & EXPLANATION	GRAMMAR
<p>Functions independently in most everyday situations.</p> <p>Can participate in conversations that go beyond the familiar topics and basic needs.</p> <p>Speaks fluently. Will use hesitation and pauses when searching for vocabulary or language structures.</p> <p>Will express ideas with some confidence and occasionally be spontaneous when speaking on familiar or personal subjects.</p> <p>Will seek clarification by repetition, rephrasing and asking questions.</p> <p>Communicates on phone in routine situations. May ask for repetition.</p>	<p>May attempt elaboration by expanding ideas and may use anecdotes or personal stories.</p> <p>Gives simple explanations. May attempt more detailed explanations if asked.</p> <p>Generally answers open-ended questions using 3 - 5 sentences.</p>	<p>Has control of basic grammatical forms and structures. May use more complex ones, but with limited control.</p> <p>Uses compound sentences with 'and' and 'but'. Can have problems with word order especially when attempting complex sentences.</p> <p>Uses modifiers such as, articles, possessive pronouns and predicate adjectives.</p> <p>Mostly uses present tense forms but attempts past, future and perfect tenses.</p>

LISTENING - 300		
<p>Understand conversations on everyday topics at normal speed in contact situations. Understanding simple oral instructions.</p>	<p>Has some ability to understand in non-contact situations (e.g. telephone).</p>	<p>Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details.</p>

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WRITING - 300				
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>Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking.</p>	<p>Thought pattern can be difficult to follow, ideas not connected, not logical.</p> <p>May use unrelated sentences.</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>Tends to spell phonetically.</p>	<p>Addresses audience.</p>
LIFESKILLS WRITING				
Copies personally relevant material.			Can generally complete a variety of simplified forms.	

READING - 300		
<p>May have difficulty alphabetizing lists to the second or third letter.</p> <p>Given prereading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures. May need several readings and may have some misinterpretations.</p>	<p>Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment).</p> <p>Demonstrates comprehension by orally answering questions (e.g. yes/no, wh-, true/false), but may have difficulty answering questions in writing. May personalize text and have difficulty reading objectively.</p>	<p>Generally reads word by word and decodes unfamiliar words by sound, not by context.</p>