

# REEP ESL Curriculum for Adults

## REEP LEVEL DESCRIPTIONS: 450

**450 (High Intermediate):** Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker not used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

**Correlations:**

Speaking/Listening: REEP Skill Level 5; NRS Advanced ESL; SPL VI, VII; BEST Short Form Placement Scores 29-33

Writing: REEP Rubric 3.5; REEP Skill Level 5; NRS High Intermediate ESL.

Reading: REEP Skill Level 5; CASAS Level C.

<b>SPEAKING - 450</b>		
<b>ORAL INTERACTION</b>	<b>ELABORATION &amp; EXPLANATION</b>	<b>GRAMMAR</b>
<p>Functions independently in most work and in routine social situations.</p> <p>Speaks fluently, but may have some hesitation when searching for vocabulary or language structures.</p> <p>Expresses ideas with some confidence and willingness to be spontaneous.</p> <p>May clarify general meaning by rewording in familiar contexts.</p> <p>Asks and responds to questions on a variety of subjects.</p> <p>Communicates on the telephone on familiar topics. May need to repeat to be understood.</p>	<p>Elaborates with some details and some anecdotes from personal experience.</p> <p>Can extend a conversation somewhat by asking questions and expressing ideas and feelings.</p> <p>May explain answers with simple responses and tell stories.</p> <p>On familiar, open-ended questions, will answer with 3 to 5 sentences.</p>	<p>Has control of basic grammatical forms and structures and may attempt more difficult forms and structures but with limited control.</p> <p>Uses compound sentences. Complex sentences used with occasional errors.</p> <p>A variety of indefinite pronouns (some, other, somebody, etc.) and adverbs (too, also, never, etc.) are emerging.</p> <p>Past tense often used correctly. Occasionally the present tense is still mixed in. Present perfect is attempted.</p>

<b>LISTENING – 450</b>		
<p>Understands conversations containing some unfamiliar vocabulary in familiar contexts. May need repetition, rewording, or slower speech.</p> <p>Can understand and give simple telephone messages.</p>	<p>Understands most conversations on familiar topics in contact situations.</p> <p>Understands simple oral instructions, but may need repetition.</p>	<p>Has some ability to understand in non-contact situations (e.g. telephone).</p>

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WRITING - 450				
CONTENT & VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS	VOICE
<p>Addresses the task at some length.</p> <p>Begins to vary vocabulary choice.</p> <p>Occasional vocabulary errors but meaning not obscured.</p>	<p>Uses details for support or illustration (reasons, contrasts), but development of ideas is inconsistent. Some ideas may be well developed while others are weak.</p> <p>Indicates paragraphs.</p>	<p>Has some control of basic structures (<i>simple present/ simple past</i>)</p> <p>Attempts compound sentences (e.g. with <i>and, or, but, so</i>)</p> <p>Some complex sentences (e.g. with <i>when, after, before, while, because, if</i>)</p> <p>Errors occasionally distract from meaning.</p>	<p>Uses periods and capitals with some errors.</p> <p>May use commas with compound and complex clauses with some errors.</p> <p>Mostly conventional spelling.</p>	<p>Shows some sense of purpose.</p> <p>Some engagement.</p> <p>More personalized, may provide opinions and explanations.</p>
LIFESKILLS WRITING				
<p>Completes a variety of unsimplified forms with assistance. Performs basic writing tasks on familiar topics, including short personal notes and letters.</p>				

READING – 450		
<p>Reads and understands non-simplified materials on familiar topics. Finds tasks more manageable when visuals are included.</p> <p>Can usually identify and sometimes paraphrase the main idea in simplified reading.</p>	<p>Can demonstrate comprehension of text by answering basic comprehension questions and some evaluative questions. Usually able to orally retell short reading passages, but may need assistance.</p> <p>Can identify the topic sentence in a paragraph.</p>	<p>Has some ability to guess vocabulary in context.</p> <p>Needs assistance with some non-simplified materials (e.g. utility bills).</p>