

# REEP ESL Curriculum for Adults

## REEP LEVEL DESCRIPTIONS: 500

**500 (High Intermediate/Low Advanced):** Has effective oral and literacy skills in survival and social situations. Can satisfy most routine 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 6; NRS Advanced ESL; SPL VI, VII; BEST Short Form Placement Scores 30-40

Writing: REEP Rubric 4; REEP Skill Level 5; NRS High Intermediate ESL.

Reading: REEP Skill Level 5; CASAS Level C.

<b>SPEAKING - 500</b>		
<b>ORAL INTERACTION</b>	<b>ELABORATION &amp; EXPLANATION</b>	<b>GRAMMAR</b>
<p>Functions independently in nearly all social and work situations.</p> <p>Speaks fluently and can sustain a conversation on familiar topics.</p> <p>Expresses ideas with confidence using a wide range of language.</p> <p>Has ability to use language for humor, play on words, and sarcasm.</p> <p>A personal, expressive style (voice) is emerging at this level.</p> <p>Can reword to get ideas across.</p> <p>Communicates on phone on familiar subjects.</p>	<p>Capable of extensive elaboration with details and examples. May use anecdotes and personal stories.</p> <p>Expresses complicated ideas with some success.</p> <p>Explanations are generally fully developed with details.</p> <p>Usually responds with short speeches 5 to 6 sentences in length. In some cases, will tell long stories with up to 20 sentences that provide a coherent, complete narration.</p>	<p>Controls basic grammatical forms and structures. Occasionally makes errors with complex structures.</p> <p>Uses a variety of sentence structures including the impersonal 'you' as subject.</p> <p>Uses modifiers (articles, possessive pronouns, single word adverbs, adjectives and prepositional phrases) but errors may occur.</p> <p>Uses an increasing variety of verbs, modals and tenses. There may still be more mixing of the present when expressing the past.</p>

<b>LISTENING – 500</b>		
<p>Understands conversations on everyday topics at normal speed in contact situations. May need general clarification and repetition.</p>	<p>Understands most non-contact communication on familiar topics and some communication on unfamiliar topics.</p>	<p>May have some difficulty following conversation between native speakers.</p>

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WRITING - 500				
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.</p> <p>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. <i>with 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 – 500		
<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>