

# REEP ESL Curriculum for Adults

## REEP LEVEL DESCRIPTIONS: EXIT

**EXIT:** Has effective oral and literacy skills in survival, social, and work situations. A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.

### Correlations:

Speaking/Listening: SPL VIII+; BEST Short Form Placement Scores 38-40

Writing: REEP Rubric 5; NRS Advanced ESL.

Reading: CASAS Level E.

### SPEAKING/LISTENING - EXIT

Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication.

Speaks fluently with little or no hesitation.

Functions independently in social and work situations.

Understands and generally utilizes appropriate social registers.

Can expand, support, clarify, restate, or paraphrase ideas.

Communicates effectively by telephone on familiar subjects.

Can summarize reading passages.

Has control over complex grammar but makes mistakes.

Can take basic lecture notes on familiar topics.

Given contact situations and familiar topics, understands conversations at normal speed.

Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics.

Understands complex oral instructions.

Can interpret oral test instructions.

### READING - EXIT

Can handle most reading tasks related to life roles.

Uses dictionaries, reference materials, and libraries to obtain information.

Can identify topic and supporting sentences.

Can explain or paraphrase the main idea of passages.

Can recognize difference between fact and opinion.

Demonstrates strategies for learning and remembering new vocabulary.

Can interpret written test instructions.

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WRITING - EXIT				
<b>CONTENT &amp; VOCABULARY</b>	<b>ORGANIZATION &amp; DEVELOPMENT</b>	<b>STRUCTURE</b>	<b>MECHANICS</b>	<b>VOICE</b>
<p>Effectively addresses the task.</p> <p>Extensive amount of information.</p> <p>Varied vocabulary choice and usage although may have some errors.</p>	<p>Can write a paragraph with main idea and supporting details.</p> <p>Attempts more than one paragraph and may exhibit rudimentary essay structure (intro, body, and conclusion).</p>	<p>Attempts a variety of structural patterns.</p> <p>Some errors.</p> <p>Uses correct verb tenses.</p> <p>Makes errors in complex structures (<i>passive, conditional, present perfect</i>).</p>	<p>Uses periods, commas, and capitals.</p> <p>Most conventional spelling.</p>	<p>Persuasive, interesting.</p> <p>Emerging personal style.</p>