

# REEP ESL Curriculum for Adults

## INFORMATION GRIDS FOR LEARNER NEEDS ASSESSMENT

**Level: ALL**

**Purpose:** Learner Needs Assessment. For examples of information grids as teaching activities, click [here](#). For examples of information grids as assessment activities, click [here](#).

Suggested Instructional Steps:(Depending on the learners' level:)

- Practice the questions that learners will ask. The boxes can contain complete questions or cue phrases.
- After doing an example using yourself or a learner, learners interview each other and record answers. Use as many rows as you like.
- Depending on the class size, results can be tabulated on a master grid on the blackboard or tallied orally.

### 1. INITIAL ASSESSMENT

#### Getting to know the learners

Name	Native Country	Studied in High School	Studied English Before	Came to U.S.

*Instructional implications: Learning styles, classroom experience, literacy level, mastery of basic survival skills.*

**Survival Skills Assessment:** (Do you \_\_\_\_\_?)

Have a Bank Account	Have a Driver's License	Have a Job	Use Public Transportation (What Kind?)	Have Health Insurance

*Instructional implications: Mastery of Survival Skills*

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## 2. PRE-TOPIC ASSESSMENT: Shopping

Where do you shop for food?	Do you buy food on sale?	How do you find out about sales?	Do you use food coupons?	Do you speak English at the supermarket?

*Instructional implications: Mastery of Consumer Strategies*

## 3. MID-COURSE/FINAL EVALUATION: Likes and Dislikes

	Textbook	Small Group Work	Roleplay	Computer Lab
Like				
Dislike				

*Instructional implications: Students' perception of instructional activities, learning styles*