

REEP ESL Curriculum for Adults

REEP LEVEL DESCRIPTIONS: 350

350 (Intermediate): Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

Correlations:

Speaking/Listening: REEP Skill Level 3; NRS Low Intermediate ESL; SPL IV, V; BEST Short Form Placement Scores 23-29

Writing: REEP Rubric 3; REEP Skill Level 4; NRS Low Intermediate ESL.

Reading: REEP Skill Level 4; CASAS Level B.

SPEAKING - 350		
ORAL INTERACTION	ELABORATION & EXPLANATION	GRAMMAR
<p>Functions independently in most face to face routine social and work situations.</p> <p>Can participate in simple conversations that go beyond the basic needs. May attempt spontaneity. Still speaks with hesitation, fragments and phrases as speaker struggles with vocabulary, forms and structures.</p> <p>Occasionally clarifies meaning by rewording.</p> <p>Asks and responds to questions on familiar and some unfamiliar subjects...</p> <p>Can occasionally clarify general meaning by rewording.</p> <p>Communicates on phone in survival situations, but usually needs to repeat.</p>	<p>Attempts elaboration of ideas especially when asked.</p> <p>Attempts at explanations are limited unless directly asked.</p> <p>On familiar, open-ended questions, usually will answer with 3 to 6 sentences. On questions calling for specific responses, will answer with 1 to 2 sentences. May elaborate more.</p>	<p>Has increasing but inconsistent control of basic grammatical forms and structures. May use more complex structures but with limited control.</p> <p>Compound sentences are evident but also occasionally missing subjects and direct objects.</p> <p>Generally uses present tense forms. Uses past tense with occasional errors.</p>

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LISTENING - 350

Understands conversations on familiar topics when spoken slowly and/or with repetition.	Can identify main topic of conversation and some supporting detail on familiar material related to everyday topics.	Has limited ability to understand in non-contact situations (e.g. telephone).
Understands simple oral instructions. May need repetition.		

WRITING - 350

CONTENT & VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS	VOICE
Addresses at least part of the task with some substance. Limited vocabulary choice. Errors of vocabulary function and usage, but meaning is generally not obscured.	Limited in appropriate details- insufficient amount of detail or irrelevant information. Trouble sequencing. May indicate paragraphing. May not have a main idea or stay on topic. Attempts to elaborate.	Restricted to basic structural patterns (<i>simple present, subject-verb</i>), has some errors. Writes complete simple sentences using correct word order. Correct usage of adverbials (<i>because</i> clause) and conjunctions (<i>and/or/but</i>) Goes beyond the model.	Some punctuation and capitalization though frequent errors. Occasional spelling errors that distract from meaning.	Emerging voice. Some engagement. Some personalization.

LIFESKILLS WRITING

Completes a variety of simplified forms.

READING - 350

Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). May have some ability to guess vocabulary in context.	Can read short simplified materials on familiar and unfamiliar topics if visuals or other aids are included. Can demonstrate understanding by answering factual questions, orally and in writing (e.g. true/false, wh-).	Can relate titles to simple texts. Given clues (e.g. first, next), can identify the sequence of a simple narrative passage.
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