

REEP ESL Curriculum for Adults

REEP Level Descriptions: 400

400 (High Intermediate to Advanced Oral \ (Low) Intermediate Literacy): Can satisfy most oral survival, social, and work demands; can satisfy most literacy survival needs, but has difficulty with 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 Low Advanced ESL; SPL VI, VII; BEST Short Form Placement Scores 29+

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

Reading: REEP Skill Level 4: CASAS Level B.

SPEAKING - 400		
ORAL INTERACTION	ELABORATION & EXPLANATION	GRAMMAR
<p>Functions independently in most work situations and 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>

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LISTENING – 400

<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 - 400

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

LIFESKILLS WRITING

Completes a variety of simplified forms.

READING – 400

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