

The Washington State Adult Learning Standards



Adult Basic Education
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THE WASHINGTON STATE ADULT LEARNING STANDARDS A BRIEF INTRODUCTION: HISTORY & DEFINITIONS

Washington State adult educators have a long history of working together to better enable adult learners to carry out their roles in life. The Washington State Basic Skills Competencies, developed through the active participation of hundreds of practitioners from every part of the state, were an initial effort to reach consensus as to what adult learners need to know and be able to do. The Competencies informed teaching, learning and assessment for many years.

The Competencies stemmed from a rich pool of instructors' practical experiences and varied pedagogies. The Competencies placed a high value on the applicability of skills to the real-life contexts of students' lives, but did not provide teachers with assistance in sequencing skills from level to level, or in defining strategy sets that were applicable in many different contexts.

The question, "What do adults need to know and be able to do in order to carry out their roles and responsibilities as workers, parents, family members and citizens/community members?" is a complex one that the National Institute for Literacy set out to answer in a major research initiative, Equipped for the Future. In recognition of the need for a unifying vision of adult learning, as well as a research base to back it up, Washington State became a partner in Equipped for the Future (EFF) research and development.

Washington State's standards-based reform effort grew out of this long relationship with EFF, as well as in mandates for content standards proposed in 2003 by the U.S. Department of Education's "Blueprint for Preparing America's Future," and in 2005 by the U.S. Senate's S.9, a "Bill to Improve American Competitiveness in the Global Economy." Both of these documents were part of attempts to reauthorize federal adult education legislation, part of the Workforce Investment Act.

At the summer 2004 Council for Basic Skills (CBS) meeting, its Assessment Committee recommended, and CBS approved, the creation of a Washington State Standards Development Team to participate in the National Content Standards Consortium. The U.S. Department of Education created the consortium to guide individual states' efforts to develop their own standards.

After working with the Consortium's national experts and reviewing numerous existing standards, the Team recommended adapting the EFF Content Standards to be the Washington State Adult Learning Standards. The Team chose EFF Content Standards for several reasons:

1. A national research project created the EFF Standards, involving educational researchers, adult education experts, adult educators and adult learners.
2. Many adult education instructors and students in Washington State participated in the EFF research and in developing the EFF principles.
3. The EFF Content Standards incorporate all of the U.S. Department of Education recommendations and requirements.
4. Most importantly, the team felt that they were by far the best standards reviewed.

To ensure the standards fully represented adult education in Washington, CBS asked the Team to compare State Competencies, the EFF Standards, and the CASAS Standards and Competencies. This side-by-side comparison, completed in fall 2005, demonstrated that the proposed Washington State Standards covered the full scope of the companion systems.

CBS created a new standards team comprised of ABE/GED and ESL faculty from across the State to review and edit the ESL and ABE/GED standards from an instructional perspective, and align them to NRS levels. CBS formally adopted the resulting Washington State Adult Learning Standards for ESL in winter quarter 2006 and the Washington State Adult Learning Standards for ABE during their spring 2006 meeting. Both had a beginning implementation date of July 1, 2006.

This document represents the core of a standards-based system for adult education in Washington State. It includes: 1. the Learning Standards (broadly, what any adult needs to be able to do in order to be a successful worker, family member, and community member); 2. the Indicators and Dimensions of Performance (which define what an adult can be expected to do at a given level of performance); and 3. Curriculum Frameworks and TLOs (which provide much more detailed guidance for programs and instructors). Local programs will develop their own Local Curricula, the final piece of the system, on an on-going basis to implement the learning standards locally.

STANDARDS SYSTEM DEFINITIONS

A scaled system of relationships between STANDARDS, INDICATORS & DIMENSIONS OF PERFORMANCE, CURRICULUM FRAMEWORKS and LOCAL CURRICULUM

It's important to understand the relationship between standards and teachers' practice as various steps in a scaled system. The system has four components: standards, indicators and dimensions of performance, curriculum frameworks, and curriculum.

At the broadest scale, **LEARNING STANDARDS** set out high expectations for what adult learners should know and be able to do in a particular skills area. They are very general. Our Washington Learning Standards are based on Equipped for the Future (EFF) Content Standards and are research-based.

Under standards come **INDICATORS**, which describe what each standard looks like at various levels: i.e. how much, or to what degree, of the standard a student can be expected to be proficient in when s/he exits that level. Indicators are still pretty general.

Accompanying the Indicators are **DIMENSIONS OF PERFORMANCE**, which describe the way a student will be able to perform the standards, at the indicated level. Dimensions include Fluency, Independence, and the Ability to Perform in a Range of Settings.

Next, at the **CURRICULUM FRAMEWORKS** level, the Teaching and Learning objectives (TLOs) are an inventory of specific, concrete skills and strategies which teachers can teach to in order to make sure that students actually become competent in the standards at the indicated (indicator) level. Curriculum frameworks are used as a **guide** for local curriculum development. For example, the EFF reading curriculum framework references comprehension, alphabetic, vocabulary, and fluency.

HOW to teach within that framework, in other words, how to build **LOCAL CURRICULUM**, is the most specific level of the scale. It remains in the program and teachers' hands. It's at this level that a teacher or program chooses to use research-validated methods like Corrective Reading or the EFF Teaching and Learning Cycle, etc. It is at this level that the teacher or program chooses the context, content and sequence of level-appropriate strategies for skill acquisition to reach a particular group of learners.

WASHINGTON ABE
ADULT LEARNING STANDARDS

ABE READING STANDARDS & INDICATORS
LEVEL 1 – BEGINNING ABE LITERACY
(CASAS 200 AND BELOW)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ABE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ABE student will know and be able to:

R 1.1 Decode and recognize everyday words and word groups in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules (decoding letter-sound correspondence, isolating and saying first and last sounds, recognizing simple rhyming word patterns), using picture aids, and recalling oral vocabulary and sight words.

R 1.2 Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and simple, everyday content knowledge and common vocabulary in simple sentences.

R 1.3 Locate important items of information in texts.

R 1.4 Monitor accuracy of decoding and word recognition and enhance comprehension using various strategies, such as rereading, restating, copying and rephrasing text; making a list of new words, or using a picture dictionary.

R 1.5 Recall prior knowledge to assist in selecting texts and in understanding the information they contain.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

LEVEL 2 – ABE BEGINNING BASIC EDUCATION
(CASAS 201 – 210)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ABE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ABE student will know and be able to:

R 2.1 Decode and recognize everyday and some unfamiliar words in short text by drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding decoding and comprehension, applying pronunciation rules, and adjusting reading pace.

R 2.2 Demonstrate familiarity with simple, everyday content knowledge and vocabulary.

R 2.3 Locate important items of information in simplified text using some simple strategies.

R 2.4 Monitor and enhance comprehension using various strategies, such as rereading, restating, recalling, copying and rephrasing text; or using a simplified dictionary.

R 2.5 Apply prior knowledge to assist in selecting texts and in understanding the information they contain.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can read and comprehend words in a page or two of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

LEVEL 3 – ABE LOW INTERMEDIATE BASIC EDUCATION
(CASAS 211 - 220)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ABE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ABE student will know and be able to:

R 3.1 Decode and recognize most everyday and some unfamiliar and specialized words and abbreviations in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace.

R 3.2 Demonstrate familiarity with common, high-interest content knowledge and related vocabulary.

R 3.3 Locate important information in short to medium-length text using some simple strategies.

R 3.4 Monitor and enhance comprehension by using a range of simple strategies, such as posing and answering questions, recalling, restating, rephrasing, explaining the content of the text or using simple examples.

R 3.5 Actively apply prior knowledge to assist in understanding information in texts.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

LEVEL 4 – ABE HIGH INTERMEDIATE BASIC EDUCATION
(CASAS 221 – 235)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ABE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ABE student will know and be able to:

R 4.1 Recognize unfamiliar and some specialized words and abbreviations using word analysis or inference.

R 4.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary.

R 4.3 Locate important information, read for detail and determine missing information using a wide range of strategies.

R 4.4 Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace.

R 4.5 Actively apply prior knowledge to assist in understanding information in texts.

R 4.6 Organize information using some strategies, such as recall, restatement, simple sequencing and simple categorization.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar and some novel settings.

LEVEL 5 – ABE LOW ADULT SECONDARY EDUCATION
(CASAS 236 - 245)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ABE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ABE student will know and be able to:

R 5.1 Recognize and interpret abbreviations and specialized vocabulary.

R 5.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization.

R 5.3 Locate important information, read identified sections for detail and determine missing information using a wide range of strategies.

R 5.4 Monitor and enhance comprehension using a wide range of strategies.

R 5.5 Evaluate prior knowledge against new information in texts to enhance understanding of the information.

R 5.6 Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can read and comprehend dense or multipart texts at an appropriate pace and with good comprehension to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings.

**LEVEL 6 – ABE HIGH ADULT SECONDARY EDUCATION
(CASAS 246 AND ABOVE)**

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ABE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ABE student will know and be able to:

R 6.1 Recognize and interpret terms, signs, symbols, acronyms, and abbreviations.

R 6.2 Demonstrate familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose and complex documents.

R 6.3 Locate both directly stated and implied important information, using a wide range of strategies to guide reading of long texts.

R 6.4 Monitor and enhance comprehension using a wide range of strategies, such as brainstorming and question formulation techniques.

R 6.5 Integrate prior knowledge with new information in texts to develop deep understanding of the information.

R 6.6 Organize and analyze information and reflect upon its meaning using a wide range of strategies, such as applying relevant information to multiple scenarios, summarizing, and drawing “big picture” conclusions and generalizations from detailed reading.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 6 can read and comprehend long, complex texts at an appropriate pace and with good comprehension to independently accomplish structured or unstructured complex reading activities in a variety of familiar and novel settings.

ABE WRITING STANDARDS & INDICATORS

LEVEL 1 – BEGINNING ABE LITERACY

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ABE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ABE student will know and be able to:

W 1.1 Determine the purpose and audience for communicating in writing.

W 1.2 Follow a highly structured, externally developed plan (or text model) to organize information about self and/or related to immediate needs in very simple structures such as lists or responses to prompts for everyday information.

W 1.3 Write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names, signatures, addresses), numbers (dates, phone #s, addresses, prices, etc) and simple phrases to convey information with minimal attention to audience. Appropriately use everyday, familiar vocabulary to produce several sentences on a familiar topic.

W 1.4 Make a few simple content changes based on review and feedback from others.

W 1.5 Make a few simple edits of handwriting, spelling, punctuation and capitalization.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can write individual words, simple phrases and a few very simple sentences slowly and with some effort and some errors. They can independently accomplish simple, well defined, and highly structured writing activities in a few comfortable and familiar settings.

LEVEL 2 – ABE BEGINNING BASIC EDUCATION

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ABE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ABE student will know and be able to:

W 2.1 Determine the purpose and audience for communicating in writing.

W 2.2 Follow a highly structured plan to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft.

W 2.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a single paragraph to convey an idea with supporting details and examples.

W 2.4 Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others.

W 2.5 Make basic edits of grammar (verb tenses, subject/verb agreement), simple and compound sentences, capitalization, spelling and punctuation (end periods, some commas).

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can write simple and a few compound sentences, sometimes in short paragraphs with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

LEVEL 3 – ABE LOW INTERMEDIATE BASIC EDUCATION

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ABE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ABE student will know and be able to:

W 3.1 Determine the purpose and audience for communicating in writing.

W 3.2 Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft.

W 3.3 Appropriately use mostly familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a paragraph to convey ideas with several supporting details/examples reflecting some attention to audience.

W 3.4 Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process and making revisions to a first and final draft based on review and feedback from others. Demonstrate beginning attention to clarity, descriptiveness, personal voice, and appropriateness of text for the intended audience.

W 3.5 Make several simple edits of grammar (such as simple tense agreement), spelling, and punctuation (such as periods, capital letters, and some commas), sentence structure (such as compound and some complex sentences), language usage, and text structure using tools such as spelling word lists and simple editing checklists.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can write simple narrative, informative, or expressive texts of a paragraph and steps/instructions/commands with some effort but with few errors. They can independently accomplish well-defined and structured writing activities for varied audiences (self, family, workplace, teacher) in a range of comfortable and familiar settings.

LEVEL 4 – ABE HIGH INTERMEDIATE BASIC EDUCATION

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ABE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ABE student will know and be able to:

W 4.1 Determine the purpose and audience for communicating in writing.

W 4.2 Use multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose (such as writing to inform, to get things done, to express feelings and ideas or to persuade others) and produce a legible and comprehensible draft.

W 4.3 Appropriately use both everyday and specialized vocabulary and a limited variety of simple and complex sentence structures in multiple coherent steps or a few well-constructed and linked paragraphs to convey ideas, with several supporting facts/details/examples reflecting judgment regarding appropriate language and level of formality for the intended audience.

W 4.4 Use several simple revision strategies to monitor one's own writing, make revisions based on review and feedback from others, and produce rough and final drafts. Demonstrate some attention to clarity, descriptiveness, personal voice and appropriateness of text for the intended audience.

W 4.5 Make many edits of grammar (verb tense forms), spelling, sentence structure (simple/compound/complex with appropriate capitalization and punctuation), language usage and text structure, often with the help of tools such as simplified dictionaries, grammar checklists, and graphic organizers.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can write coherent steps or a few well-constructed paragraphs easily and with few errors to independently accomplish well defined and structured writing activities for varied purposes (such as for personal expression, to inform, to persuade or to complete a task) and audiences in a range of comfortable and familiar settings.

LEVEL 5 – ABE LOW ADULT SECONDARY EDUCATION

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ABE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ABE student will know and be able to:

W 5.1 Determine the purpose and audience for communicating in writing.

W 5.2 Select from and use a good store of tools and strategies for overall planning and organization; outline, restate, summarize and categorize ideas and produce a legible and comprehensible draft.

W 5.3 Appropriately use both everyday and specialized vocabulary including abstract nouns and idioms, and a variety of sentence structures, in medium-length, coherently-linked, and detailed text with appropriate tone, language, and level of formality and in modes of organization suitable for a variety of audiences.

W 5.4 Use a variety of strategies to analyze and make simple revisions (such as for clarity, organization, and descriptiveness) and to solve a few more global problems posed by the writing text (such as changes in voice or tone to take into account the needs of the audience or re-sequencing of larger pieces of text based on feedback from others).

W 5.5 Undertake multiple re-readings of text in order to edit for grammar, spelling, sentence structure, language usage, and text structure and use appropriate tools such as dictionaries and grammar guides.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can write a variety of texts that include more complex sentence structures and multiple paragraphs easily and with few errors for a wide variety of purposes (such as different kinds of expressive, persuasive and informative purposes). They can independently accomplish structured and fairly complex writing in a variety of familiar and some novel settings.

LEVEL 6 – ABE HIGH ADULT SECONDARY EDUCATION

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ABE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ABE student will know and be able to:

W 6.1 Determine the purpose and audience for communicating in writing.

W 6.2 Select from and use a wide range of tools and strategies for overall planning and organization; reproduce, synthesize and draw sound conclusions from complex or extensive ideas; and produce a legible and comprehensible draft.

W 6.3 Appropriately use extensive everyday and specialized vocabulary (including idiom, colloquialisms and cultural references as appropriate) and a variety of sentence structures (including those reflecting logical relations), in medium-length, well-sequenced, and detailed text with appropriate voice, tone, rhetorical forms, and style and in modes of organization suitable for a variety of audiences.

W 6.4 Choose from a variety of strategies to make multiple simple and global revisions during the writing process. Effectively seek out, describe, and work through more global problems posed by the writing task (such as the need to re-sequence text for clarity, to add more details to make a logical argument, or to change the tone or style to accommodate the audience).

W 6.5 Undertake multiple re-readings of text in order to make comprehensive edits for grammar, spelling, sentence structure, language usage, and text structure. Use appropriate editing tools as necessary.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 6 can write a variety of sentences in medium-length, detailed text and in a variety of rhetorical forms, easily and with few errors, to independently accomplish structured or unstructured complex writing activities in a variety of familiar and novel settings.

ABE MATH STANDARDS & INDICATORS
LEVEL 1 – BEGINNING ABE LITERACY
(CASAS 200 AND BELOW)

STANDARD:

USE MATH TO SOLVE PROBLEMS AND COMMUNICATE

To use math to problem solve, Washington ABE students should:

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problems using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables and algebraic models.

The following INDICATORS are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ABE student will know and be able to:

M 1.1 Read, write, and interpret very simple types of mathematical information such as

Numbers and number sense: whole numbers (three digit numbers), common monetary values, and benchmark fractions ($\frac{1}{2}$, $\frac{1}{4}$).

Patterns/Functions/Relationships: very simple patterns, commonly-used denominations/groupings (2s, 5s, 10s); mathematical relationships – more, less, larger, smaller, left, right, heavier, longer.

Space/Shape/Masurement: high frequency standard units of measurement (pounds, feet, months, weeks, days, minutes, hours), and concepts of geometric shape, length and width.

Data/Statistics: very simple ways to interpret and represent data (checksheets, picture graphs,) emphasizing frequency of occurrence.

M 1.2 Recall and use a few simple mathematical procedures such as very basic estimating, counting, sorting, ordering, grouping, adding on (using counting or a calculator), orally counting by 2s, 5s and 10s, addition and subtraction and beginning multiplication.

M 1.3 Evaluate the degree of precision needed for the solution.

M 1.4 Extract discrete information from simple and concrete data and graphs, describe patterns, and/or use basic computational procedures effectively to solve a problem and to verify that the solution is reasonable.

M 1.5 Communicate the solution to the problem orally, in role plays, with pictures, or by entries on a simple chart.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 1 can select and apply the knowledge, skills, and strategies at this level to independently, with some effort but few errors, accomplish simple, well-defined, and highly structured math tasks in one or more comfortable and familiar settings.

LEVEL 2 – ABE BEGINNING BASIC EDUCATION
(CASAS 201 - 210)

STANDARD:

USE MATH TO SOLVE PROBLEMS AND COMMUNICATE

To use math to problem solve, Washington ABE students should:

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problems using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables and algebraic models.

The following **INDICATORS** are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ABE student will know and be able to:

M 2.1 Read, write, and interpret very simple types of mathematical information such as

Numbers and number sense: whole numbers (three digit numbers), common monetary values, and benchmark fractions ($\frac{1}{2}$, $\frac{1}{4}$) and percents (50%).

Patterns/Functions/Relationships: very simple patterns, commonly-used denominations/groupings (5s, 10s, 25s), and very simple proportions (2:1, 1:2).

Space/Shape/Masurement: high frequency standard units of measurement (pounds, feet, quarts, gallons), geometric shapes, and concepts of length and width.

Data/Statistics: very simple ways to interpret and represent data (checksheets, picture graphs, unambiguous bar graphs, line plots) emphasizing frequency of occurrence.

M 2.2 Begin to evaluate reasonableness of solutions. Add and subtract whole numbers through three digits, and multiply and divide three digit numbers by one digit numbers. Recall and use mathematical procedures such as basic estimating, counting, sorting, ordering, grouping, adding on (using counting or a calculator), and measuring length and weight using tools calibrated with whole numbers (rulers, manipulatives).

M 2.3 Evaluate the degree of precision needed for the solution.

M 2.4 Extract discrete information from simple and concrete data and graphs, and measure with appropriate tools, describe patterns, and/or use computational procedures effectively to solve a problem and to verify that the solution is reasonable.

M 2.5 Communicate the solution to the problem orally, in role plays, with pictures, or by entries on a simple chart.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 2 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish simple, well-defined, and highly structured math tasks in one or more comfortable and familiar settings.

LEVEL 3 – ABE LOW INTERMEDIATE BASIC EDUCATION (CASAS 211 – 220)

STANDARD:

USE MATH TO SOLVE PROBLEMS AND COMMUNICATE

To use math to problem solve, Washington ABE students should:

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problems using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

The following **INDICATORS** are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ABE student will know and be able to:

M 3.1 Read, write, and interpret some common types of mathematical information such as

Numbers and number sense: whole numbers, monetary values and prices, benchmark fractions ($\frac{3}{4}$, $\frac{1}{10}$), decimals (.25, .50, .75, .10) and percents (25%, 75%, 10%, 100%).

Patterns/Functions/Relationships: simple patterns, probability and proportions (1:4, 4:1); simple decimal/fraction conversions and equivalents.

Space/Shape/Masurement: commonly used standard units of measurement, common geometric shapes, and the concept of "area".

Data/Statistics: simple ways to interpret and represent data (tables, bar graphs with and without gridlines, line graphs and pie graphs).

M 3.2 Recall and use mathematic procedures such as addition, subtraction, multiplication and division on whole numbers, benchmark decimals and fractions (with or without use of calculator), grouping, comparing 2 numbers, and basic estimating; and measure length, weight, and areas of standard and non-standard shapes using tools calibrated with whole numbers and benchmark fraction and decimal equivalents (rulers, manipulatives).

M 3.3 Evaluate the degree of precision needed for the solution.

M 3.4 Define, select, and organize simple data, and measure with appropriate tools, describe patterns, and/or use computational procedures effectively to solve a problem and to verify that the solution is reasonable.

M 3.5 Communicate the solution to the problem orally, in pictures, or in writing.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 3 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish simple, well-defined, and structured math tasks in a range of comfortable and familiar, or highly structured, settings.

LEVEL 4 – ABE HIGH INTERMEDIATE BASIC EDUCATION (CASAS 221 – 235)

STANDARD:

USE MATH TO SOLVE PROBLEMS AND COMMUNICATE

To use math to problem solve, Washington ABE students should:

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problems using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

The following **INDICATORS** are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ABE student will know and be able to:

M 4.1 Read, write, and interpret a variety of common mathematical information such as

Numbers and number sense: monetary values, extensions of benchmark fractions ($1/8$, $1/3$, $1/5$, etc.), decimals, and percents (15%, 30%, etc.).

Patterns/Functions/Relationships: patterns and simple formulas (such as $d=rt$, $A=lw$);

Space/Shape/Masurement: standard units of measurement including fractional units and benchmark angle measurements (90 degrees, 360 degrees, etc), geometric shapes including shapes containing a combination of common shapes, concept of pi, and concept of converting between units of measurement.

Data/Statistics: ways to interpret and represent data (tables and graphs with scaling, basic statistical concepts such as range, mode, mean, and median).

M 4.2 Recall and use a good store of mathematical procedures such as estimation, rounding, multiplication and division (with and without use of a calculator), adding and subtracting, multiplying and dividing common fractional amounts and decimals, measure length, weight, area and circumference using tools calibrated to varying degrees of precision and converting units of measurement as appropriate.

M 4.3 Evaluate the degree of precision needed for the solution.

M 4.4 Define, select and organize a variety of common mathematical data and measure with appropriate tools, describe patterns, and/or use appropriate procedures effectively to solve a problem and verify that the solution is reasonable.

M 4.5 Communicate the solution to the problem orally, with visual representations, in writing, by entries in a table or appropriate graph, or with basic statistics (range, mode, mean, median).

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 4 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish well-defined and structured math tasks in a range of comfortable and familiar settings.

LEVEL 5 – ABE LOW ADULT SECONDARY EDUCATION (CASAS 236 – 245)

STANDARD:

USE MATH TO SOLVE PROBLEMS AND COMMUNICATE

To use math to problem solve, Washington ABE students should:

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that as a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problems using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

The following **INDICATORS** are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ABE student will know and be able to:

M 5.1 Read, write, and interpret a wide variety of mathematical information such as

Numbers and number sense: money/expenses/prices, percentages, decimals and fractions.

Patterns/Functions/Relationships: patterns and formulas (such as $A=\pi r^2$).

Space/Shape/Masurement: units of measurement including fractional units, geometrical shapes including shapes containing a combination of common shapes, and concept of volume.

Data/Statistics: ways to interpret, represent and draw implications from data (graphs, tables, and simple forms of statistical analysis).

M 5.2 Recall and use multi-step mathematical procedures (such as keeping accounts) that involve whole numbers as well as fractions, decimals, and/or percents, and measure volume using tools with different calibrations.

M 5.3 Evaluate the degree of precision needed for the solution.

M 5.4 Define, select, organize, and integrate mathematical information of different types in carrying out procedures, describing patterns, and/or measuring with appropriate tools to solve the problem and to verify that the solution is reasonable.

M 5.5 Create appropriate visual or graphic representations such as charts, tables, graphs, etc. and clearly communicate the solution process and results orally or in writing to a variety of audiences.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 5 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish structured math tasks in a variety of comfortable and familiar settings.

LEVEL 6 – ABE HIGH ADULT SECONDARY EDUCATION (CASAS 246 AND ABOVE)

STANDARD:

USE MATH TO SOLVE PROBLEMS AND COMMUNICATE

To use math to problem solve, Washington ABE students should:

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problems using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.

The following **INDICATORS** are statements that every Washington ABE student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ABE student will know and be able to:

M 6.1 Read, write, and interpret a wide variety of (often) complex mathematical information such as

Numbers and number sense: money/expenses/pricing.

Patterns/Functions/Relationships: formulas for a variety of calculations.

Space/Shape/Masurement: architectural symbols/ models and scale modeling.

Data/Statistics: ways to interpret, represent, identify trends in or draw inferences from data (complex tables and graphs; advanced forms of statistical analysis; graphing equations and generating equations from data and/or line graphs; using concept of slope).

M 6.2 Research, select and apply sophisticated, multi-step mathematical concepts and procedures (such as scale modeling, cost analysis, earnings/deductions analysis).

M 6.3 Evaluate the degree of precision needed for the solution.

M 6.4 Independently research, select, organize and integrate mathematical information of different types in carrying out procedures, describing patterns, and/or measuring with appropriate tools, to solve the problem and to verify that the solution is reasonable.

M 6.5 Create appropriate visual or graphic representations such as charts, tables, graphs, etc. and clearly communicate the solution process and results orally or in writing to a variety of audiences.

Show Fluency, Independence and Ability to Perform in a Range of Settings

Adults performing at Level 6 can easily select and apply the knowledge, skills, and strategies at this level to independently accomplish minimally structured, complex math tasks in a variety of comfortable and familiar settings.

**WASHINGTON ESL
ADULT LEARNING STANDARDS**

ESL READING STANDARDS & INDICATORS
ESL LEVEL 1-BEGINNING ESL LITERACY
(CASAS 180 AND below)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ESL student will know and be able to:

R 1.1 Recognize everyday words or word groups by decoding letter-sound correspondence, isolating and saying first and last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words.

R 1.2 Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary.

R 1.3 Locate familiar words in a list.

R 1.4 Monitor accuracy of decoding and word recognition using various strategies, such as rereading or making word lists.

R 1.5 Recall prior knowledge to assist in understanding information in simple phrases.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can read and comprehend learned words in a few simple phrases and basic personal information slowly and with some effort but with few errors, to independently accomplish simple, well defined, and structured reading activities in a few comfortable and familiar settings.

ESL LEVEL 2-LOW BEGINNING ESL
(CASAS 181 - 190)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

R 2.1 Decode and recognize familiar everyday words in short, simple sentences by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

R 2.2 Demonstrate familiarity with words, phrases, and simple sentences.

R 2.3 Locate important items of information in simplified text.

R 2.4 Monitor accuracy of decoding simple sentences using various strategies such as rereading, copying, or making word lists.

R 2.5 Recall prior knowledge to understand information in simple texts.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can read and comprehend words in simple sentences, slowly with some repetition and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL LEVEL 3-HIGH BEGINNING ESL
(CASAS 191 - 200)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

R 3.1 Decode and recognize everyday words and word groups in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

R 3.2 Demonstrate familiarity with simple, everyday content knowledge and vocabulary in simple sentences.

R 3.3 Locate discrete items of information in texts.

R 3.4 Monitor accuracy of decoding and word recognition and enhance comprehension using various strategies, such as rereading, restating, copying and rephrasing text; making a list of new words, or using a simplified dictionary.

R 3.5 Recall prior knowledge to assist in selecting texts and in understanding the information they contain.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings
Adults performing at Level 3 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL LEVEL 4-LOW INTERMEDIATE ESL
(CASAS 201 - 210)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

R 4.1 Decode and recognize most everyday and some unfamiliar words in short to medium-length text by drawing on content knowledge, oral vocabulary and sight words, breaking words into parts for the purpose of aiding decoding and comprehension, applying pronunciation rules, and adjusting reading pace.

R 4.2 Demonstrate familiarity with common, every day content knowledge and related vocabulary.

R 4.3 Locate important information in simple text using some simple strategies.

R 4.4 Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, copying, or using a simplified dictionary.

R 4.5 Apply prior knowledge to assist in selecting texts and in understanding information in texts.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings
Adults performing at Level 4 can read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL LEVEL 5-HIGH INTERMEDIATE ESL
(CASAS 211 - 220)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

R 5.1 Decode and recognize most everyday and some unfamiliar and specialized words and abbreviations in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace.

R 5.2 Demonstrate familiarity with common, high-interest content knowledge and related vocabulary.

R 5.3 Locate important information in short to medium-length text using a variety of strategies.

R 5.4 Monitor and enhance comprehension by using a range of simple strategies, such as posing and answering questions, recalling, restating, rephrasing, explaining the content of the text or using simple examples.

R 5.5 Actively apply prior knowledge to assist in understanding information in texts.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings
Adults performing at Level 5 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

ESL LEVEL 6-ADVANCED ESL
(CASAS 221 - 235)

STANDARD:

READ WITH UNDERSTANDING

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

R 6.1 Recognize and interpret abbreviations and specialized vocabulary using word analysis or inference.

R 6.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary.

R 6.3 Locate important information, read for detail and determine missing information using a wide range of strategies.

R 6.4 Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace.

R 6.5 Actively apply prior knowledge to assist in understanding information in texts.

R 6.6 Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar and some novel settings.

ESL WRITING STANDARDS & INDICATORS

ESL LEVEL 1-BEGINNING ESL LITERACY

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ESL student will know and be able to:

W 1.1 Determine the purpose and audience for communicating in writing.

W 1.2 Follow a highly structured plan (or text model) to organize information about self and/or related to immediate needs in very simple structures such as lists or responses to prompts for everyday information.

W 1.3 Write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names, signatures, addresses), numbers (dates, phone #s, addresses, prices, etc.) and simple phrases to convey information with minimal attention to audience.

W 1.4 Recognize the need for revision with support from others to make appropriate changes.

W 1.5 Make a few simple edits of handwriting, spelling, punctuation and capitalization based on review and feedback from others.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can write individual words, simple phrases and a few very simple sentences slowly and with some effort and some errors. They can independently accomplish simple, well defined, and highly structured writing activities in a few comfortable and familiar settings.

ESL LEVEL 2-LOW BEGINNING ESL

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

W 2.1 Determine the purpose and audience for communicating in writing.

W 2.2 Follow a highly structured plan to organize ideas around self and/or related to immediate needs in several sentences.

W 2.3 Appropriately use everyday, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures to produce a few sentences on a topic with minimal attention to audience.

W 2.4 Make a few simple content changes with intensive support from others.

W 2.5 Make simple edits of grammar, capitalization, spelling, and punctuation based on review and feedback from others.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings
Adults performing at Level 2 can write simple sentences on familiar topics with some effort and errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

ESL LEVEL 3-HIGH BEGINNING ESL

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

W 3.1 Determine the purpose and audience for communicating in writing.

W 3.2 Follow a highly structured, externally developed plan (or text model) to organize information about a single familiar topic in very simple structures such as responses to prompts for everyday information in several related sentences.

W 3.3 Appropriately use everyday, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures to produce several sentences on a topic with minimal attention to audience.

W 3.4 Make a few simple content changes based on review and feedback from others.

W 3.5 Make a few simple edits of handwriting, spelling, grammar, punctuation and capitalization.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings
Adults performing at Level 3 can write several simple sentences on familiar topics with some effort and errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

ESL LEVEL 4-LOW INTERMEDIATE ESL

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

W 4.1 Determine the purpose and audience for communicating in writing.

W 4.2 Follow a highly structured plan to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft paragraph.

W 4.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a single paragraph to convey an idea with supporting details and examples reflecting some attention to audience.

W 4.4 Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others.

W 4.5 Make basic edits of grammar (verb tenses, subject/verb agreement), simple and compound sentences, capitalization, spelling and punctuation (end periods, some commas).

Show Fluency, Independence, and Ability to Perform the above indicators in a Range of Settings

Adults performing at Level 4 can write short, structured paragraphs on familiar topics with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

ESL LEVEL 5-HIGH INTERMEDIATE ESL

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

W 5.1 Determine the purpose and audience for communicating in writing.

W 5.2 Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft.

W 5.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a few short, well-linked paragraphs to convey ideas with several supporting details/examples reflecting some attention to audience.

W 5.4 Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process and making revisions to a first and final draft based on review and feedback from others. Demonstrate beginning attention to clarity, descriptiveness, personal voice, and appropriateness of text for the intended audience.

W 5.5 Make several simple edits of grammar (such as simple tense agreement), spelling and punctuation (such as periods, capital letters, and some commas), sentence structure (such as compound and some complex sentences), and text structure using tools such as spelling word lists and simple editing checklists.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 5 can write simple narrative, informative, or expressive texts of a few short paragraphs and steps/instructions/commands with some effort but with few errors. They can independently accomplish well-defined and structured writing activities for varied audiences (self, family, workplace, teacher) in a range of comfortable and familiar settings.

ESL LEVEL 6-ADVANCED ESL

STANDARD:

CONVEY IDEAS IN WRITING

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

W 6.1 Determine the purpose and audience for communicating in writing.

W 6.2 Use multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose (such as writing to inform, to get things done, to express feelings and ideas or to persuade others) and produce a legible and comprehensible draft.

W 6.3 Appropriately use both everyday and specialized vocabulary and a limited variety of simple and complex sentence structures in multiple coherent steps or a few well-constructed and linked paragraphs to convey ideas, with several supporting facts/details/examples reflecting judgment regarding appropriate language and level of formality for the intended audience.

W 6.4 Use several simple revision strategies to monitor one's own writing, make revisions based on review and feedback from others, and produce rough and final drafts. Demonstrate some attention to clarity, descriptiveness, personal voice and appropriateness of text for the intended audience.

W 6.5 Make many edits of grammar (verb tense forms), spelling, sentence structure (simple/compound/complex with appropriate capitalization and punctuation), language usage and text structure, often with the help of tools such as simplified dictionaries, grammar checklists, and graphic organizers.

Show Fluency, Independence, and Ability to Perform in a Range of Settings

Adults performing at Level 6 can write coherent steps or a few well-constructed paragraphs easily and with few errors to independently accomplish well defined and structured writing activities for varied purposes (such as for personal expression, to inform, to persuade or to complete a task) and audiences in a range of comfortable and familiar settings.

ESL SPEAKING STANDARDS & INDICATORS

ESL LEVEL 1-BEGINNING ESL LITERACY

STANDARD:

SPEAK SO OTHERS CAN UNDERSTAND

To speak so others can understand, Washington ESL students should:

- Determine the purpose for speaking
- Organize information to effectively serve the purpose, context, and listener
- Convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to listener's comprehension
- Monitor whether the speaking purpose has been met and adjust strategies as needed

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ESL student will know and be able to:

S 1.1 Recall and use a limited set of learned words and phrases related to basic personal information, basic objects, and a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks.

S 1.2 Use simple strategies (such as learned words and phrases and responding to simple, direct questions) to select and relay information.

S 1.3 Apply simple strategies (such as gestures, eye contact, and very simple requests for understanding from the listener) to monitor effectiveness of the communication and to meet the speaking purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can speak learned and rehearsed words and phrases with hesitation and some inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.

ESL LEVEL 2-LOW BEGINNING ESL

STANDARD:

SPEAK SO OTHERS CAN UNDERSTAND

To speak so others can understand, Washington ESL students should:

- Determine the purpose for speaking
- Organize information to effectively serve the purpose, context, and listener
- Convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to listener's comprehension
- Monitor whether the speaking purpose has been met and adjust strategies as needed

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

S 2.1 Recall and use a limited set of learned words, phrases, and short sentences related to basic personal information, basic objects, and a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks.

S 2.2 Use simple strategies (such as familiar phrases and questions; responding to simple, direct questions; and combining or re-combining learned or heard words and phrases) to select and relay information.

S 2.3 Apply simple strategies (such as gestures, eye contact, and simple, repeated requests for feedback from listener) to monitor effectiveness of the communication and to meet the speaking purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can sometimes speak learned and rehearsed words, phrases, and simple sentences fluently and accurately but other times speak with hesitation and inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.

ESL LEVEL 3-HIGH BEGINNING ESL

STANDARD:

SPEAK SO OTHERS CAN UNDERSTAND

To speak so others can understand, Washington ESL students should:

- Determine the purpose for speaking
- Organize information to effectively serve the purpose, context, and listener
- Convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to listener's comprehension
- Monitor whether the speaking purpose has been met and adjust strategies as needed

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

S 3.1 Recall and use a somewhat limited vocabulary including words related to common, everyday topics, personal experience; know and use basic grammar and sentence structure (heard in the immediate environment); know and use basic awareness of appropriate register (level of formality) in familiar, predictable communication tasks.

S 3.2 Use simple strategies (such as reacting to questions or combining and recombining short known words or phrases) to select and relay information.

S 3.3 Apply simple strategies (such as making and responding to requests for feedback repetition, and rephrasing) to monitor and enhance the effectiveness of the communication and to meet the speaking purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 3 can speak mostly short utterances (sometimes inaccurate, incomplete sentences and sometimes fluent and accurate sentences that may be expansions of learned materials and stock phrases) in familiar settings with a familiar audience (usually face-to-face with one person) when provided with a high level of support (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or non-standard and speech may be difficult to understand even by a skilled, supportive listener.

ESL LEVEL 4-LOW INTERMEDIATE ESL

STANDARD:

SPEAK SO OTHERS CAN UNDERSTAND

To speak so others can understand, Washington ESL students should:

- Determine the purpose for speaking
- Organize information to effectively serve the purpose, context, and listener
- Convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to listener's comprehension
- Monitor whether the speaking purpose has been met and adjust strategies as needed

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

S 4.1 Recall and use high-frequency vocabulary including words related to common, everyday topics and personal experience, use knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks.

S 4.2 Select from a limited range of strategies (such as combining and recombining known or heard words, phrases, and sentences reformulation, or self-correction) to select and relay information.

S 4.3 Apply some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance effectiveness of the communication and to meet the speaking purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 4 can speak fluently and accurately in familiar settings with one or more familiar listeners (either face-to-face or in a brief telephone conversation) when a moderately high level of support is provided (in the form of written, visual, or verbal prompts). There may be some errors in pronunciation, but with repetition, speech can usually be understood by a skilled, supportive listener.

ESL LEVEL 5-HIGH INTERMEDIATE ESL

STANDARD:

SPEAK SO OTHERS CAN UNDERSTAND

To speak so others can understand, Washington ESL students should:

- Determine the purpose for speaking
- Organize information to effectively serve the purpose, context, and listener
- Convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to listener's comprehension
- Monitor whether the speaking purpose has been met and adjust strategies as needed

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

S 5.1 Recall and use sufficient oral vocabulary (range of common vocabulary related to personal experience and everyday activities, some idioms) as well as control of basic grammar and a variety of sentence types and registers in a range of familiar to somewhat unfamiliar or unpredictable communication tasks.

S 5.2 Select from a range of strategies (such as elaborating with some detail and examples; determining most important/right amount of information and content to convey) to select, organize, and relay information.

S 5.3 Apply a range of strategies (including attention to appropriate register, repetition of information, adjustments in pace, tone, volume, eye contact, body language based on listener's response and needs) to monitor and enhance effectiveness of communication and to meet the speaking purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 5 can speak fluently and accurately in settings and with audiences that may not be entirely familiar when provided with some support (in the form of guided practice, listening to a model, or advance organizers). There may be occasional pronunciation, word choice, or structural errors that hinder understanding, but speech is generally understandable (with repetition) by a skilled, supportive listener.

ESL LEVEL 6-ADVANCED ESL

STANDARD:

SPEAK SO OTHERS CAN UNDERSTAND

To speak so others can understand, Washington ESL students should:

- Determine the purpose for speaking
- Organize information to effectively serve the purpose, context, and listener
- Convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to listener's comprehension
- Monitor whether the speaking purpose has been met and adjust strategies as needed

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

S 6.1 Recall and use a range of vocabulary including words related to most everyday, school, work, and social situations; know and use a variety of complex sentence structures and grammatical forms; know and use appropriate register in a range of communicative tasks, including unfamiliar, unpredictable, and uncomfortable interactions.

S 6.2 Select from a wide range of strategies (such as taking into account the interests of others; predicting outcomes, interests, or likely questions and responses; organizing information based on determination of relevance and audience needs; elaborating with significant detail and examples) to select, organize, and relay information.

S 6.3 Apply a wide range of strategies (including body language, pause fillers, stalling devices, and different rates of speech as needed) to monitor and enhance effectiveness of communication and to meet the speaking purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can speak fluently and accurately in most settings with familiar and unfamiliar audiences when provided with minimal support (in the form of opportunities for role plays/practice, learner-generated practice scripts, etc.). Pronunciation does not impede understanding and speech can generally be understood by an unsupportive, unskilled listener.

ESL LISTENING STANDARDS & INDICATORS
ESL LEVEL 1-BEGINNING ESL LITERACY
(CASAS 180 and Below)

STANDARD:

LISTEN ACTIVELY

To listen actively, Washington ESL students should:

- Determine the purpose for listening
- Focus attention and choose listening strategies appropriate to the purpose
- Monitor comprehension, adjusting listening strategies as needed
- Analyze the content and reflect on the underlying meanings
- Integrate new information with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ESL student will know and be able to:

L 1.1 Understand and respond to learned words and phrases in simple questions, statements, and high frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is considerably simplified.

L 1.2 Use a few simple formulas to convey understanding and ask for repetition or clarification.

L 1.3 Use non-verbal and visual clues to understand the basic intent of the speaker and to meet the purpose of the communication.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can comprehend the gist of short, simple conversations and explanations on familiar, learned topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.

ESL LEVEL-2 LOW BEGINNING ESL
(CASAS 181 - 190)

STANDARD:

LISTEN ACTIVELY

To listen actively, Washington ESL students should:

- Determine the purpose for listening
- Focus attention and choose listening strategies appropriate to the purpose
- Monitor comprehension, adjusting listening strategies as needed
- Analyze the content and reflect on the underlying meanings
- Integrate new information with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

L 2.1 Understand and respond to learned words and phrases in simple questions, statements, and high frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is simplified.

L 2.2 Use a few simple formulas to convey understanding, and ask for repetition or clarification, and one or two simple strategies for gathering missing information and/or repairing problems in communication.

L 2.3 Use non-verbal and visual clues, as well as socio-cultural, linguistic, and other background knowledge to understand the basic intent of the speaker and to meet the purpose of the communication.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can comprehend the gist of simple conversations and explanations on familiar topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who usually require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.

ESL LEVEL 3-HIGH BEGINNING ESL
(CASAS 191 - 200)

STANDARD:

LISTEN ACTIVELY

To listen actively, Washington ESL students should:

- Determine the purpose for listening
- Focus attention and choose listening strategies appropriate to the purpose
- Monitor comprehension, adjusting listening strategies as needed
- Analyze the content and reflect on the underlying meanings
- Integrate new information with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

L 3.1 Understand and respond to explanations, conversations, instructions, and narratives made up of sentence length utterances and some connected discourse on familiar topics related to personal background and needs, social conventions, and everyday tasks.

L 3.2 Use several strategies, including formulas for asking for repetition and clarification, and strategies for indicating understanding, for giving feedback, for gathering missing information and/or for repairing problems in comprehension, such as by rephrasing, substituting a different word, or drawing a picture.

L 3.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as expressing an opinion or collecting relevant information) to understand the intent of the speaker and what is required to respond appropriately and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 3 can listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions, either face-to-face or in a brief telephone conversation when language is somewhat simplified and frequent opportunities for repetition, rewording and clarification are provided. For English language learners, level of ease using English is growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.

ESL LEVEL 4-LOW INTERMEDIATE ESL
(CASAS 201 - 210)

STANDARD:

LISTEN ACTIVELY

To listen actively, Washington ESL students should:

- Determine the purpose for listening
- Focus attention and choose listening strategies appropriate to the purpose
- Monitor comprehension, adjusting listening strategies as needed
- Analyze the content and reflect on the underlying meanings
- Integrate new information with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

L 4.1 Understand and respond to conversations, explanations, instructions and short narratives of a somewhat complex nature but related to familiar tasks and situations.

L 4.2 Know when to use a range of strategies to repair gaps in understanding, comprehend information, and give feedback even when opportunities to seek clarification or repetition are somewhat limited and the context is somewhat unfamiliar.

L 4.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as by taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) to understand the main intent and details communicated by the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 4 can listen and respond to most basic content related to personal background information, everyday transactions, and simple routine tasks but understanding the full range of details on less familiar topics may still be uneven. Limited adjustments in the text may be made. English language learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts.

ESL LEVEL 5-HIGH INTERMEDIATE ESL
(CASAS 211 - 220)

STANDARD:

LISTEN ACTIVELY

To listen actively, Washington ESL students should:

- Determine the purpose for listening
- Focus attention and choose listening strategies appropriate to the purpose
- Monitor comprehension, adjusting listening strategies as needed
- Analyze the content and reflect on the underlying meanings
- Integrate new information with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

L 5.1 Understand and respond appropriately to extended explanations and narratives, detailed instructions, and complex conversations requiring adapting one's response to varied speakers and contexts when language is not adjusted for English language learners.

L 5.2 Effectively use a wide range of strategies to repair gaps in understanding and give feedback, tailoring the response to the purpose of the communication, the audience, the level of formality of the situation and other socio-cultural factors.

L 5.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as comparing, integrating, and categorizing information for others) to understand fully the literal and implied intent of the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings
Adults performing at Level 5 can comprehend relatively unstructured conversations and presentations of moderate length and in somewhat complex and unfamiliar situations when language is not adjusted for non-native speakers; however they may be unable to fully follow all main ideas, details, cultural nuances and implied meanings. May have some difficulty following conversations between native speakers but display growing ease in communicating with native speakers.

ESL LEVEL 6-ADVANCED ESL
(CASAS 221 - 235)

STANDARD:

LISTEN ACTIVELY

To listen actively, Washington ESL students should:

- Determine the purpose for listening
- Focus attention and choose listening strategies appropriate to the purpose
- Monitor comprehension, adjusting listening strategies as needed
- Analyze the content and reflect on the underlying meanings
- Integrate new information with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

L 6.1 Understand main ideas and most details in conversations, short lectures, news reports, extended explanations and other connected discourse on a range of topics, including topics beyond everyday contexts and immediate experiences in a variety of work, personal, and basic academic contexts.

L 6.2 Effectively use advanced strategies to repair gaps in understanding, to ask questions to deepen understanding and to give feedback appropriate to the situation, the audience and the purpose of the communication. Growing ability to use strategies appropriate to the socio-cultural context.

L 6.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as integrating information from more than one source; evaluating the relevance, validity, and adequacy of information; or adapting responses to the age, gender, status, and emotional state of the speaker) to understand fully the literal and implied intent of the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can function independently in most social and work situations and comprehend relatively complex and unstructured conversations or presentations requiring the integration and summary of several data sources or media with limited need for guidance and repetition and with few errors. Adults at this level may have some difficulty following the coherence or thematic organization of longer connected discourse or may have difficulty understanding when time frames and tense markers are complex. They can understand most English language communication at normal speed and often can function successfully (with some support) in adult education classrooms (such as GED classes) with native English speakers, although they may still lack full comfort and ease conversing with native speakers.