

## ESL/ESOL Standards by Level

*Beginning ESL/ESOL Literacy*

*Low Beginning ESL/ESOL*

*High Beginning ESL/ESOL*

*Low Intermediate ESL/ESOL*

*High Intermediate ESL/ESOL*

*Advanced ESL/ESOL*

## Introduction to ESL/ESOL Standards by Level

This section is the “heart” of the ESL/ESOL Standards. This section is written as a general outline so that local programs and instructors can develop curriculum, plan instruction, and design classes that meet local and individual needs. The goal for instruction is that English language learners will comprehend and communicate in written and spoken English at each level.

The ESL/ESOL Standards are in three parts for each level: (1) ESL/ESOL Standards, (2) Educational Functioning Level descriptors, and (3) Language Skills with indicators.

The ESL/ESOL Standards included in this section describe what learners will be able to do when they exit this level. We have also included the descriptions from the National Reporting System (NRS) so that programs across the state and country have a common frame of reference to discuss ESL/ESOL levels. NRS provides a brief description of what learners can do at each level in terms of Listening/Speaking, Reading/Writing, and Functional Workplace Skills.

The Language Skills section lists the indicators for the four language skills and lists the indicators for pronunciation and grammar. Indicators refer to what learners will be able to demonstrate to the instructor through the completion of performance activities designed for specific units. For example, learners would use their listening skill to follow very simple one-step directions at the Beginning Literacy Level. Language skills are integrated into the content areas. Instructors should integrate the receptive and productive skills of listening, speaking and pronunciation, so learners can understand and be understood. Similarly, reading and writing skills should be taught at all levels since we live in such a “print dependent” society. And, of course, contextualized grammar instruction and practice cannot be ignored within any language course.

### NRS Levels

- Beginning Literacy
- Low Beginning
- High beginning
- Low Intermediate
- High Intermediate
- Advanced

### Language Skills

- Listening
- Speaking
- Reading
- Writing

### Integrated Skills

- Pronunciation
- Grammar

**NRS Level: BEGINNING ESL/ESOL LITERACY**

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
<ul style="list-style-type: none"> <li>• CASAS scale scores Listening/Reading 180 and below</li>   <li>• BEST Oral 0 – 15 Literacy 0-7</li>   <li>• BEST Plus 400 and below</li>   <li>• SPL Speaking 0-1 Reading/Writing 0-1</li> </ul>	<p><b>Speaking:</b> Learners will determine a purpose for communication and respond using limited spoken English to routine questions in familiar situations.</p> <p><b>Listening:</b> Learners will determine a purpose for listening and can understand some frequently used key words in familiar contexts when spoken slowly and with repetition.</p> <p><b>Reading:</b> Learners will determine a purpose for reading and can read numbers, letters, and some common sight words. Learners can comprehend phrases and some simple sentences with familiar vocabulary with pre-reading assistance.</p> <p><b>Writing:</b> Learners will determine a purpose for writing and can print numbers, letters, and basic sight words related to personal information and other familiar contexts.</p>



**National Reporting System (NRS)  
Educational Functioning Level Descriptors (Entry description)**

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>

## Beginning Literacy ESL/ESOL

### LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
<p><i>Beginning Literacy ESL/ESOL learners may demonstrate listening comprehension non-verbally</i></p> <ul style="list-style-type: none"> <li>Recognize letters of the alphabet</li> <li>Recognize cardinal and ordinal numbers</li> <li>Recognize/respond to basic survival vocabulary, greetings, and polite expressions (e.g. thank you, please, you're welcome)</li> <li>Respond to very simple questions in familiar contexts (e.g., personal information)</li> <li>Follow simple one-step directions</li> <li>Respond to simple requests for repetition (e.g. nod head, use body language, use the phrase I don't understand)</li> </ul>	<p><i>Beginning Literacy ESL/ESOL learners will be able to . .</i></p> <ul style="list-style-type: none"> <li>Identify individual letters</li> <li>Use cardinal and ordinal numbers (e.g., begin to distinguish difference)</li> <li>Greet others</li> <li>Use basic vocabulary for social interaction</li> <li>Ask simple questions in short phrases</li> <li>Produce simple statements</li> <li>Express lack of understanding</li> <li>Respond to simple questions in a familiar situation</li> <li>Ask for repetition (e.g., "What?" or "Today?")</li> </ul>	<p><i>Begins to recognize and practice the following...</i></p> <ul style="list-style-type: none"> <li>Chunks (words that often go together) and linking the words together [It's a ___ /itza ___/]</li> <li>Letter-sound associations (phonemes)</li> <li>One- and two-syllable word patterns</li> <li>Syllable stress in numbers, days, months, etc. [THIRty verus thirTEEN]</li> </ul>

Reading Indicators	Writing Indicators	Grammar Indicators
<p><i>Beginning Literacy ESL/ESOL learners will be able to . .</i></p> <ul style="list-style-type: none"> <li>Identify upper and lower case letters of the English alphabet and numbers 0-100</li> <li>Apply sound/symbol relationships to decode letters of the alphabet, consonant blends, and familiar short words</li> <li>Recognize personal information words in print (e.g., first/last name, address, telephone number, SSN, date of birth, sex, marital status)</li> <li>Recognize simple words and phrases related to immediate needs</li> <li>Read learned sentences</li> <li>Interpret simple signs and symbols in environment</li> <li>Read dates and analog/digital clock times</li> <li>Identify U.S. coins and currency and values</li> <li>Read prices</li> <li>Follow simple one-step directions and instructions that include pictures or modeling.</li> </ul>	<p><i>Beginning Literacy ESL/ESOL learners will be able to . .</i></p> <ul style="list-style-type: none"> <li><i>If needed</i>, develop fine motor skills to write legibly</li> <li>Write upper and lower case letters and numbers 0-100</li> <li>Write basic personal information words (e.g., name, address, telephone number, etc.)</li> <li>Spell simple words</li> <li>Copy simple words/phrases related to everyday life</li> <li>Write dates and digital clock times.</li> <li>Write money amounts</li> <li>Write very simple learned sentences</li> <li>Use simple punctuation (e.g., period, comma, question mark)</li> </ul>	<p><i>Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns...</i></p> <ul style="list-style-type: none"> <li>Subject pronouns</li> <li>Simple Wh- questions (e.g., Who, What, When, Where, Why, How) in present tense</li> <li>Simple Yes/No questions (e.g., Is/Are.....? or Do/Does.....?) in present tense</li> <li>Affirmative and negative statements with the verbs "be" and "do"</li> <li>Singular/plural (e.g., nouns, this/these)</li> <li>Articles – "the, a/an".</li> <li>Simple structures -- "It's + day. // It's + time. // It's \$5.00."</li> </ul>

**NRS Level: Low BEGINNING ESL/ESOL**

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
<ul style="list-style-type: none"> <li>• CASAS scale scores Listening/Reading 181-190 Writing 136-145</li> <li>• BEST Oral 16-28 Literacy 8-35</li> <li>• BEST Plus 401-417</li> <li>• SPL 2</li> </ul>	<p><b>Speaking:</b> Learners have the ability to organize and produce spoken language in routine and familiar situations with some control of grammar and intonation.</p> <p><b>Listening:</b> Learners can monitor comprehension, clarify purpose for communication and can understand simple phrases and sentences in context when spoken slowly with some repetition.</p> <p><b>Reading:</b> Learners can determine the purpose for reading by using pre-reading strategies, read common sight words, and understand sentence level reading. Learners can comprehend simple sentence level discourse with familiar vocabulary and frequent re-reading.</p> <p><b>Writing:</b> Learners can determine a purpose for writing, can write a simple sentences using familiar words and phrases to describe familiar objects, events, and experiences; using simple punctuation, and can demonstrate some control of basic grammar and spelling.</p>

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**National Reporting System (NRS)  
Educational Functioning Level Descriptors (Entry description)**

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Individual speaks slowly and with difficulty. Individual Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers, letters, and some common sight words. Individual may be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. Individual may have limited knowledge and experience with computers.</p>

## Low Beginning ESL/ESOL

**LANGUAGE SKILLS:** Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
<p><i>Low Beginning ESL/ESOL learners may demonstrate listening comprehension non-verbally</i></p> <ul style="list-style-type: none"> <li>Recognize letters of words when spelled or dictated</li> <li>Recognize/respond to greetings and polite expressions in routine and familiar settings</li> <li>Recognize/respond to simple questions/statements in familiar contexts (e.g., weather, family, employment)</li> <li>Follow one-step directions in a familiar context to complete a simple task</li> <li>Identify simple expressions indicating lack of understanding</li> <li>Recognize/respond to requests for repetition</li> <li>Recognize/respond to personal information questions</li> </ul>	<p><i>Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .</i></p> <ul style="list-style-type: none"> <li>Spell some familiar words</li> <li>Use numbers appropriately to provide personal information</li> <li>Produce and respond to common greetings, introductions, and polite expressions</li> <li>Produce simple statements in routine and familiar situations</li> <li>Use the telephone to make an emergency call</li> <li>Respond to simple questions in familiar situations demonstrating some control of grammar</li> </ul>	<p><i>Begin to recognize and practice the following...</i></p> <ul style="list-style-type: none"> <li>Chunks (words that often go together) and linking the words together [It's a ____ = Itza____.]</li> <li>Letter-sound associations (phonemes)</li> <li>Recognize/produce intonation for yes/no questions</li> <li>Recognize/produce intonation for Wh-questions</li> </ul>

Reading Indicators	Writing Indicators	Grammar Indicators
<p><i>Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .</i></p> <ul style="list-style-type: none"> <li>Apply sound/symbol relationships to decode familiar words (e.g., high frequency words for life skills)</li> <li>Read cursive and printed materials</li> <li>Interpret words and symbols on everyday signs</li> <li>Scan for specific information on familiar documents (e.g., utility bill, pay stub).</li> <li>Follow some simple written instructions that include pictures or diagrams (e.g., food preparation, simplified prescriptions, care labels)</li> <li>Follow simple geographical directions on a simple map</li> <li>Read some common sight words</li> <li>Read simple sentences on a familiar topic.</li> </ul>	<p><i>Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .</i></p> <ul style="list-style-type: none"> <li>Write basic personal information (name, address, telephone number, employer, birth date, ID number etc.)</li> <li>Write familiar simple words and short phrases from dictation</li> <li>Complete short, simplified forms (e.g., check, job application, registration form)</li> <li>Address an envelope</li> <li>Write lists (e.g., shopping) and personal schedules</li> <li>Write some simple phrases and simple sentences related to familiar situations</li> <li>Use some simple basic punctuation (e.g., capitalization, periods, commas, question marks)</li> </ul>	<p><i>Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns...</i></p> <ul style="list-style-type: none"> <li>Simple WH questions and responses (affirm./neg.)</li> <li>Simple Yes/No questions and responses</li> <li>Affirmative and negative statements with “be, do, have” and other high frequency verbs</li> <li>Simple present continuous tense</li> <li>Simple past with high frequency verbs such as “be, do, have”</li> <li>Modal auxiliary verbs (e.g., can / have to + <u>verb</u>)</li> <li>Singular/plural (e.g., count/non-count)</li> <li>Simple Conjunctions (and, or, but)</li> <li>Simple prepositions of time and place (e.g., in, on, at, next to, on the right)</li> <li>Simple frequency adverbs (e.g., always, sometimes, never)</li> <li>Possessive Adjectives (e.g., my, your, her, our)</li> <li>Subject Pronouns</li> </ul>

**NRS Level: High BEGINNING ESL/ESOL**

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
<ul style="list-style-type: none"> <li>• CASAS scale scores Listening/Reading 191-200 Writing 146-200</li> <li>• BEST Oral 29-41 Literacy 36-46</li> <li>• BEST Plus 418-438</li> <li>• SPL 3</li> </ul>	<p><b>Speaking:</b> Learners can organize information and ask simple questions related to survival needs and simple social interchanges with some control of basic grammar, intonation and pace.</p> <p><b>Listening:</b> Learners can listen actively, monitor comprehension of simple conversations with support of repetitions and slow rate of speech and use appropriate listening strategies.</p> <p><b>Reading:</b> Learners can use reading strategies that include previewing, viewing, and predicting and can read material in familiar contexts when vocabulary is controlled.</p> <p><b>Writing:</b> Learners can produce simple written texts, notes, or messages that are organized and present information to serve the purpose, context, using complete sentences with basic grammar structures (present and past tense) and use correct punctuation.</p>

**National Reporting System (NRS)**

**Educational Functioning Level Descriptors (Entry description)**

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. Individuals may have limited knowledge or experience using computers.</p>

## High Beginning ESL/ESOL

**LANGUAGE SKILLS:** Listening, Speaking, reading, Writing, Grammar, and Pronunciation

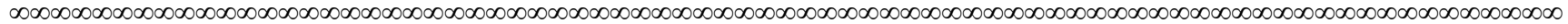
Listening Indicators	Speaking Indicators	Pronunciation Indicators
<p><i>High Beginning ESL/ESOL learners can demonstrate listening comprehension non-verbally</i></p> <ul style="list-style-type: none"> <li>Listen for key vocabulary words in contextualized conversations</li> <li>Recognize common words when spelled or dictated</li> <li>Recognize/respond to alternative forms of basic questions in familiar contexts</li> <li>Follow simple multi-step directions and instructions</li> <li>Identify simple expressions indicating lack of understanding</li> </ul>	<p><i>High Beginning ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Ask simple questions to satisfy survival needs</li> <li>Spell some sight words</li> <li>Answers simple questions on everyday activities with some detail</li> <li>Participates in short conversations on everyday activities using appropriate conversation skills and monitoring for listener comprehension</li> <li>Give simple one-step instructions and directions</li> <li>Expresses likes and dislikes</li> <li>Express lack of understanding (e.g. speak slower, please rephrase, I don't understand)</li> <li>Use the telephone to make an appointment</li> </ul>	<p><i>Begin to recognize and practice the following....</i></p> <ul style="list-style-type: none"> <li>Syllable stress of new vocabulary</li> <li>S-ending sounds: /s/, /z/ and /tʒ/</li> <li>Intonation for yes/no questions</li> <li>Recognize/reproduce pronunciation of chunks (words that go together) and linking the words together</li> </ul>

Reading Indicators	Writing Indicators	Grammar Indicators
<p><i>High Beginning ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Recognize alternate forms of basic information words on a personal information form (e.g., today's date/current date, birth date/date of birth, sex/gender).</li> <li>Read schedules and simple charts</li> <li>Follow simple written multi-step instructions (e.g., food preparation, simplified prescriptions, care labels)</li> <li>Read compound and complex sentences following punctuation cues</li> <li>Read short simplified paragraphs on a single topic with familiar vocabulary (e.g., a description of a person, place, or activity)</li> <li>Recognize base words, synonyms and antonyms</li> <li>Identify patterns and categorize words</li> <li>Read compound words and identify base word</li> <li>Use prediction as a reading strategy</li> </ul>	<p><i>High Beginning ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Write familiar simple sentences from dictation</li> <li>Complete basic forms to satisfy survival needs (e.g., job application, school registration form, basic medical form, library card etc.)</li> <li>Write simple sentences related to familiar situations</li> <li>Prepare a map or very simple directions to home/apartment</li> <li>Following a model, write a simple paragraph on a single topic</li> <li>Use simple basic punctuation (e.g., capitalization, periods, commas, question marks)</li> <li>Write simple notes and messages (e.g., note to a teacher about a sick child, thank-you for a gift, etc.)</li> <li>Spell words phonetically</li> <li>Use simple graphic organizers</li> </ul>	<p><i>Learners may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns...</i></p> <ul style="list-style-type: none"> <li>Present continuous tense</li> <li>Modal auxiliary verbs (e.g., can / have to + <u>verb</u>)</li> <li>Common irregular verbs</li> <li>Subject-Verb agreement</li> <li>Adjective + Noun</li> <li>There is/There are</li> <li>Contractions (e.g., I'm, she's, isn't, don't)</li> <li>Demonstrative adjectives (this/that, these/those)</li> <li>Singular/plural (e.g., count/non-count)</li> <li>Indefinite articles (some/any, much/many)</li> <li>Possessive adjectives (e.g., my, your, her, our)</li> <li>Conjunctions</li> <li>Simple frequency adverbs (e.g., always, sometimes, never)</li> </ul>



**NRS Level: LOW INTERMEDIATE ESL/ESOL**

Test Benchmarks/Assessment range	ESL/ESOL Standards (Exit description)
<ul style="list-style-type: none"> <li>• CASAS (Life Skills) Listening/Reading 201-210 Writing 201-225</li> <li>• BEST Oral 42-50 Literacy 47-53</li> <li>• BEST Plus 439-472</li> <li>• SPL 4</li> </ul>	<p><b>Speaking:</b> Learners can express basic needs and can engage in social conversations in an organized way to address the reason for communicating and use some strategies to monitor the conversation. Conversations can include limited descriptions, concrete terms, and more complex grammar structures (passive voice, conditional).</p> <p><b>Listening:</b> Learners can monitor comprehension, use listening strategies when participating in a conversation or completing a simple task and can understand learned and new phrases in familiar context.</p> <p><b>Reading:</b> Learners can use reading strategies and context clues to comprehend and analyze clearly organized texts and can reflect on the meaning of the text and combine new knowledge with prior knowledge.</p> <p><b>Writing:</b> Learners can organize, convey, and revise ideas in simple paragraphs in familiar contexts with control of basic grammar structures, spelling and punctuation.</p>



**National Reporting System (NRS)  
Educational Functioning Level Descriptors (Entry description)**

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

## Low Intermediate ESL/ESOL

**LANGUAGE SKILLS:** Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
<p><i>Low Intermediate ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Respond to statements, questions and commands using some expanded vocabulary</li> <li>Respond to simple social conversation in familiar contexts (e.g., shopping, employment, school)</li> <li>Follow simple two-step directions and instructions with some detail</li> <li>Identify simple information from a conversation or in familiar contexts (i.e., listen with a purpose)</li> <li>Use context clues to get main ideas and to identify details</li> <li>Respond to simple requests for clarification</li> <li>Distinguish language use in informal versus simple formal situations (i.e., pay attention to register)</li> </ul>	<p><i>Low Intermediate ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Produce simple statements, questions, and commands using familiar vocabulary</li> <li>Participate in routine social conversations in familiar contexts (e.g., shopping, employment, school)</li> <li>Give simple two-step directions</li> <li>Retell a simple story</li> <li>Use simple expressions of satisfaction/dissatisfaction and agreement/disagreement</li> <li>Use simple expressions to express opinion</li> <li>Express lack of understanding and ask for repetition or clarification</li> <li>Use appropriate language in both informal and simple formal situations</li> </ul>	<p><i>Begin to recognize differences and gain pronunciation clarity of the following...</i></p> <ul style="list-style-type: none"> <li>Phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs /r/ or /th/ vs /t/)</li> <li>Stress of multi-syllabic words</li> <li>Short and long vowel sounds (based on learners' needs)</li> <li>Schwa sound used in unstressed syllables</li> <li>S-ending sounds: /s/, /z/ and /ɪz/</li> <li>Past "-ed" ending sounds: /t/, /d/ and /ɪd/</li> <li>Shift in meaning when using different emphases in sentence stress</li> <li>Intonation difference for questions and sentences</li> </ul>
Reading Indicators	Writing Indicators	Grammar Indicators
<p><i>Low Intermediate ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Apply sound/symbol relationships to decode new words in context</li> <li>Apply simple context clues to determine the meaning of new words</li> <li>Recognize standard words on a personal information form</li> <li>Locate a word, number or item in alphabetical or numerical order (e.g., phone book, dictionary)</li> <li>Comprehend simple and compound sentences in authentic materials</li> <li>Identify main idea, chronological order, and simple transitions in texts on familiar subjects</li> <li>Recognize prefixes, suffixes, homonyms, transition words, words with multiple meanings and some idioms</li> <li>Read and understand multi- paragraph selections from a variety of genres</li> <li>Read to compare and contrast information</li> </ul>	<p><i>Low Intermediate ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Write simple sentences from dictation</li> <li>Write some compound and complex sentences</li> <li>Complete more complex forms</li> <li>Write out simple instructions with some detail</li> <li>Write simple directions with some detail to a familiar location</li> <li>Write short notes (e.g., to school, neighbor, coworker)</li> <li>Compose simple letters (e.g., requests and offers).</li> <li>Write a descriptive paragraph with some detail on a familiar topic that includes a beginning, middle and end (e.g., special place, tradition, event, etc.)</li> <li>Apply basic capitalization, spelling and punctuation rules when writing</li> <li>Take notes on familiar material transmitted orally</li> <li>Use pre writing and editing strategies</li> <li>Demonstrate some control of spelling</li> <li>Use some idioms</li> </ul>	<p><i>Begin to use grammar with some control for the beginning level structures/patterns plus the following...</i></p> <ul style="list-style-type: none"> <li>Simple past tense</li> <li>Future tense ("will" + verb and "be going to + verb")</li> <li>Present perfect tense in high frequency situations</li> <li>Simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative</li> <li>Simple expressions for giving advice, inviting, and expressing regret</li> <li>Comparative and superlative adjectives</li> <li>Adverbs (too, very, enough)</li> <li>Verb + Infinitive (e.g., want to __, need to __)</li> <li>Possessives (e.g., girl's , Tom's )</li> <li>Object pronouns (e.g., mine, his, hers, theirs, ours)</li> <li>Conjunctions (and/or, but, either/neither)</li> <li>Polite expressions (e.g., would rather, would you mind)</li> </ul>

**NRS Level: HIGH INTERMEDIATE ESL/ESOL**

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
<ul style="list-style-type: none"> <li>● CASAS (Life Skills) Listening/Reading 211-220</li> <li>● Writing 226-242</li> <li>● BEST Oral 51-57 Literacy 54-65</li> <li>● BEST Plus 473-506</li> <li>● SPL 5</li> </ul>	<p><b>Speaking:</b> Learners can organize thoughts, provide information, and monitor communication in a conversation on a variety of day-to-day subjects with firm control of basic grammar, and are able to express thoughts creatively.</p> <p><b>Listening:</b> Learners can comprehend conversations on day-to-day subjects that are supported by repeating, restating, and adjusting rate of speech and can incorporate information from listening with prior knowledge.</p> <p><b>Reading:</b> Learners can read narrative prose and descriptive essays if the topic or context is familiar and analyze the meaning or purpose. Learners can use appropriate reading strategies, context clues and inference skills with familiar materials.</p> <p><b>Writing:</b> Learners can produce and edit well-developed descriptive and narrative paragraphs using basic punctuation and basic and complex grammar structures.</p>



**National Reporting System (NRS)**

**Educational Functioning Level Descriptors (Entry description)**

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order) and can use context to determine meaning. Individual can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects. Individual can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

## High Intermediate

### ESL/ESOL LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
<p><i>High Intermediate ESL/ESOL learners will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Interpret statements, questions and commands in a variety of familiar situations</li> <li>• Follow multi-step directions to a specific location</li> <li>• Follow multi-step instructions on how to do something</li> <li>• Interpret information from a conversation and in a variety of contexts (e.g., in person, on telephone, over announcement)</li> <li>• Identify key information/details in a description</li> <li>• Respond to requests for clarification and elaboration</li> <li>• Understand more complex structures</li> <li>• Distinguish between facts and opinions in conversation</li> <li>• Recognize/respond to some common idioms</li> </ul>	<p><i>High Intermediate ESL/ESOL learners will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Produce statements, questions, and commands (i.e., interact) in less familiar contexts with some detail</li> <li>• Ask and answer questions – using complete sentences when appropriate</li> <li>• Give directions to a specific location</li> <li>• Provide two and three step instructions with detail on how to do something</li> <li>• Request information and express needs (e.g., in person or by phone)</li> <li>• Express satisfaction/dissatisfaction and agreement/disagreement</li> <li>• Provide simple descriptions (e.g., describe a person, place or event)</li> <li>• Express opinions and provide factual information</li> </ul>	<p><i>Begins to recognize contrasts and gain pronunciation clarity of the following....</i></p> <ul style="list-style-type: none"> <li>• Phonemes needed to enhance comprehensibility (e.g., based on learners’ needs -- /l/ vs. /r/ or /th/ vs. /t/)</li> <li>• Stress of multi-syllabic words</li> <li>• Short and long vowel sounds (based on learners’ needs)</li> <li>• Schwa sound used in unstressed syllables</li> <li>• Shift in meanings when using different emphases in sentence stress</li> <li>• Articulating word endings</li> <li>• Intonation differences for questions and sentences</li> <li>• Phrasing words into “thought groups or chunks” and pausing between the phrases</li> </ul>

Reading Indicators	Writing Indicators	Grammar Indicators
<p><i>High Intermediate ESL/ESOL learners will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Determine meaning of new vocabulary using context clues and decoding skills</li> <li>• Read simple descriptions and narratives on authentic topics</li> <li>• Follow specific written directions/instructions to perform an activity</li> <li>• Skim for main idea and scan for detail in prose text and on documents</li> <li>• Interpret information in an authentic paragraph or text to answer a question</li> <li>• Identify main idea, supporting details and transitions in a paragraph or text</li> <li>• Identify fact and opinion in a text</li> <li>• Compare information presented in two or three different sources</li> <li>• Make inferences from familiar texts</li> <li>• Recognize common idioms</li> <li>• Identify a writer’s purpose</li> </ul>	<p><i>High Intermediate ESL/ESOL learners will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Take detailed messages (e.g., phone message)</li> <li>• Take simple notes from authentic discourse</li> <li>• Complete authentic forms (e.g., job applications, insurance documents, medical history forms, etc.)</li> <li>• Draft, organize, write and edit a short paragraph using a topic sentence, supporting details and transitions</li> <li>• Write short letters of request /complaint</li> </ul>	<p><i>Learners are gaining control of the intermediate level structures/ patterns plus the following...</i></p> <ul style="list-style-type: none"> <li>• Past habitual with “used + infinitive”</li> <li>• Present perfect (contrast to other tenses and using “for, since, already, yet”)</li> <li>• Past continuous (in contrast to simple past)</li> <li>• Modals (e.g., ought to, had better, would rather)</li> <li>• Tag questions</li> <li>• Conditionals (e.g., present real, present unreal and past unreal)</li> <li>• Simple adverbial clauses (e.g., before/after, if/then, because/since)</li> <li>• Passive voice</li> <li>• Reflexive pronouns (e.g., myself, yourself, herself)</li> <li>• Common phrasal verbs and idioms (e.g., get ____, put ____, take ____, etc.)</li> <li>• Commonly confused verbs (e.g., do/make, say/tell, bring/ take, learn/teach, go/come, etc.)</li> </ul>

**NRS Level: ADVANCED ESL/ESOL**

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
<ul style="list-style-type: none"> <li>• CASAS (Life Skills) Listening/Reading 221-235</li> <li>• Writing 243-260</li>   <li>• BEST Oral 58-64 Literacy 66+</li> <li>• BEST Plus 507-540</li> <li>• SPL 6</li>   <li>• Exit Criteria CASAS Reading and Listening 236+ CASAS writing 261+ Oral BEST 65+ BEST Plus 541+ SPL 7</li> </ul>	<p><b>Speaking:</b> Learners can organize thoughts and converse clearly on a variety of subjects using basic grammar, appropriate word choice, register, and pace and are able to express thoughts clearly and creatively using appropriate monitoring strategies.</p> <p><b>Listening:</b> Learners can comprehend conversations on a variety of subjects using monitoring strategies and incorporating new knowledge with prior knowledge.</p> <p><b>Reading:</b> Learners can read, comprehend, and analyze narrative prose and descriptive essays applying appropriate reading strategies, comprehension strategies and prior knowledge.</p> <p><b>Writing:</b> Learners can produce well-developed descriptive and narrative essays that include the mastery of punctuation and grammar structures and can edit and revise to improve communication.</p>



**National Reporting System (NRS) – Educational Functioning Level Descriptors (Entry description)**

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others’ meaning by rewording. Individual can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more structures that are complex. Has some basic fluency of speech</p>	<p>Individual can read moderately complex text related to life roles, descriptions, and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Individual can makes some grammar and spelling errors. Individual uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Individual can communicate on the telephone on familiar subjects and understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

## Advanced ESL/ESOL

### LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
<p><i>Advanced ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Respond to topics beyond immediate survival needs (e.g., news and events in the workplace or community)</li> <li>Follow detailed multi-step directions and instructions in familiar situations</li> <li>Respond to requests for clarification, elaboration, opinion, etc.</li> <li>Identify details in a description (e.g., of a person, place or an event)</li> <li>Obtain detailed information in a variety of contexts (e.g., from conversation or broadcast)</li> <li>Recognize/respond appropriately to social cues in conversation in familiar contexts</li> <li>Recognize/respond to conversational openers/closures and polite expressions as used by native speakers (e.g., “I have to get going....”, “I’d rather not...”, “How about going to...”)</li> <li>Recognize/respond to idiomatic expressions in familiar situations</li> </ul>	<p><i>Advanced ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Participate in discussions on topics beyond immediate survival needs (e.g., local news)</li> <li>Explain concepts/ideas in organized manner using examples or details</li> <li>Tell anecdotal stories as a part of conversation</li> <li>Give detailed, multi-step directions and instructions in familiar settings</li> <li>Clarify utterances by rewording or repeating in order to be understood by the general public</li> <li>Select and report pertinent information (e.g., regarding an accident, change in procedure, etc.)</li> <li>Request specific information in person or by phone</li> <li>Use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation</li> <li>Participate in social interactions using the appropriate degree of formality</li> <li>Negotiate a solution/compromise</li> <li>Use persuasion in conversation</li> </ul>	<p><i>Recognize contrasts and is gaining pronunciation clarity of the following...</i></p> <ul style="list-style-type: none"> <li>Stress of multi-syllabic words using learned rules to guess stress of new words</li> <li>Phrasing words into thought groups and pausing between the phrases</li> <li>Conversation management techniques, such as interrupting and “turn-taking”</li> </ul>
Reading Indicators	Writing Indicators	Grammar Indicators
<p><i>Advanced ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words in text</li> <li>Interpret factual materials (e.g., prose text, charts/graphs, and other visual presentations)</li> <li>Read authentic materials on everyday subjects</li> <li>Interpret and summarize descriptions and narratives on familiar topics</li> <li>Take notes from texts/documents on unfamiliar topics</li> <li>Vary reading strategies for understanding content on unfamiliar topics or technical information</li> <li>Distinguish between literal and figurative language</li> <li>Take notes while reading</li> </ul>	<p><i>Advanced ESL/ESOL learners will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Write complex sentences in paragraphs</li> <li>Demonstrate the correct use of capitalization, punctuation and spelling (e.g., using reference materials to edit and revise)</li> <li>Use pre-writing skills to organize and develop a paragraph</li> <li>Write a detailed paragraph with topic sentence, supporting details, and conclusion</li> <li>Describe a detailed procedure in writing</li> <li>Summarize articles on familiar topics</li> <li>Identify parts of a composition -- outlining content/sequence of paragraphs</li> <li>Following a model, prepare a simple resume</li> <li>Edit and revise drafts</li> </ul>	<p><i>Demonstrate control for Intermediate levels <b>plus the following...</b></i></p> <ul style="list-style-type: none"> <li>Present Perfect continuous</li> <li>Perfect Modals (e.g. should have, would have)</li> <li>Embedded statements and questions</li> <li>Compound and complex sentences</li> <li>Modals and expressions indicating wishes doubt, regret, obligation (pay attention to register)</li> <li>Gerunds and infinitives</li> <li>Connectives (e.g., because, even, though, etc.)</li> <li>Transitional adverbs (therefore, however)</li> <li>Adverbial clauses</li> <li>Phrasal verbs (separable and inseparable)</li> <li>Idiomatic expressions</li> </ul>