

ACADEMIC SKILLS FOR ADULT ESOL USER GUIDE

School District Course #9900051 • College Classification of Instructional Program #1532.010302

<i>Who is the intended population?</i>	<ul style="list-style-type: none"> • Students enrolling in this course have a goal to enter a university or college. • The course is open to students who have completed the Adult ESOL Course and to other students who demonstrate the required level of English language skills.
<i>What is the course designed to do?</i>	<ul style="list-style-type: none"> • This course is designed to prepare students to succeed in taking postsecondary credit courses at a university or college.
<i>How are students placed in the course?</i>	<ul style="list-style-type: none"> • Students must be pretested in listening (L) and reading (R) in the first 12 hours of enrollment. The following entry-level scores are strongly recommended: BEST Plus ≥ 541, CASAS R and L ≥ 235, or TABE CLAS-E R ≥ 589 and a L ≥ 608. BEST Literacy cannot be used for placement into this course. • If a student obtains a score lower than the recommended level, additional evidence of the student's ability to perform the tasks required of the course may be considered, such as a portfolio of work completed by the student, or other English language assessments the student has taken. • To be consistent in placing students, the program should use a written procedure on the types of additional evidence that may be used.
<i>How are students tested?</i>	<p>PRETEST: Students must take a state-approved test to be placed in this course. Students who do not obtain the recommended score may be considered for placement, if additional evidence (noted above) indicates the student will be able to perform the work required of the course.</p> <p>POSTTEST: No further testing with a state-approved assessment is required to show progression or completion once the student has been placed into the course.</p>
<i>What are students taught in the course?</i>	<ul style="list-style-type: none"> • The curriculum standards emphasize three areas that adult ESOL students need when transitioning to postsecondary education: <ul style="list-style-type: none"> • Grammar structures of the language. • The academic culture of US educational systems. • How to use technology for academic class work.
<i>How are students taught?</i>	<ul style="list-style-type: none"> • Instruction should focus on reading, writing, vocabulary-building exercises, and critical thinking. • The curriculum may be delivered through face-to-face instruction, lab-based computer assisted instruction, or a combination of instructional strategies.
<i>How do students progress and exit the course?</i>	<ul style="list-style-type: none"> • Students demonstrate progress by completing the competencies of the curriculum standards. • Progress is documented by completion of the Progress Report. • Standardized tests such as CASAS, BEST Plus, TABE, TOEFL, CPT-L, or PERT may also be used as a supplemental measuring tool and to guide instruction. • Students exit when they complete the competencies in the Progress Report. • The instructor and program administrator sign off on each student's Progress Report to certify that he or she has completed the competencies of the Academic Skills Progress Report.
<i>How can teachers help students transition to other programs?</i>	<ul style="list-style-type: none"> • Ongoing counseling is recommended to ensure a smooth transition to a postsecondary program. • The Florida Choices website (http://www.flchoices.org/) provides career planning materials for students in Spanish and English. FLDOE also provides trainings to instructors on Florida Choices. • Upon completion of the course, the program will provide counseling to assist the student to transition to an ABE, GED Preparatory Course, or to a post-secondary program.

Florida Department of Education • Division of Career and Adult Education

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