



**Technical Assistance Paper
Adult English for Speakers of Other Languages Program**

Florida Department of Education
Division of Career and Adult Education
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1.0 Purpose

The Technical Assistance Paper on Adult English for Speakers of Other Languages (ESOL) provides guidance on the implementation of noncredit adult ESOL programs administered by the Florida Department of Education.

2.0 Definitions

2.1 Adult education student

The term “adult education student” is defined in the following statutes and rules:

- Sections 1004.02 and 1004.93, Florida Statutes.
- Florida State Board of Education Rules 6A-6.011, 6A-6.014, and 6A-6.084, F.A.C.
- Federal code on adult education, 20 U.S.C. 9202(1), also provides a definition.

Adult education students:

1. Are 16 years or older and have legally left the secondary school system, and
2. Do not have a high school diploma or its equivalent, or
3. Have earned a high school diploma or its equivalent but require specific improvement in order to:
 - a. Obtain or maintain employment or benefit from certificate career and technical education programs.
 - b. Pursue a postsecondary degree.
 - c. Develop competence in speaking, reading, and writing the English language.

2.2 Adult ESOL program

The adult ESOL program provides noncredit English language instruction to students who need to develop competence in speaking, reading, and writing the English language in order to obtain or maintain employment, to pursue a postsecondary degree, or to enroll in a career and technical education program or college. The program has four separate courses: Academic Skills, Adult ESOL, English Literacy for Career and Technical Education (ELCATE), and Literacy Skills.

2.3 Educational Functioning Level (EFL)

EFLs are used by the National Reporting System (NRS) as a way to measure the academic progress of adult education students. The NRS provides a chart for Adult ESOL that has six educational functioning levels (EFLs). Each EFL has statements describing academic and employability skills that adult ESOL students should be able to perform. A copy of the chart can be found in Appendix D.

2.4 Literacy Completion Point (LCP)

Literacy Completion Point is a term used by the FDOE to indicate adult education students have completed an EFL. Students complete an EFL and earn an LCP upon obtaining a post-test score that falls on or exceeds the top score of the EFL in which they are placed.

Agencies are required to submit all LCPs earned by students each year to the FDOE even though an LCP may have been earned by the student in the two preceding years or beyond. The FDOE requires complete data on all LCPs in order to prepare reports on student learning outcomes generated by school districts and colleges.

2.5 Local Educational Agency (LEA)

Local educational agencies are defined by FDOE as school districts and colleges that receive funding through a legislative allocation of Workforce funds to implement career and technical education and adult education programs.

2.6 National Reporting System (NRS)

The National Reporting System was developed by the USDOE as a means of reporting adult education data from states that receive federal funding. The NRS prepares an annual report on the status of adult education programs in all states and U.S. territories. The report shows the number of students enrolled in Adult ESOL in the previous reporting year. The NRS report does not compile the total number of EFLs earned by each student. Instead, it compiles the number of students who completed at least one EFL. The NRS provides practitioners with a document that describes the skills that ESOL students should be able to perform at each of the six EFLs. (Appendix D)

3.0 Program management

3.1 Recruitment

3.1.1 Elementary, Middle, and High Schools

The parents of ESOL students enrolled in elementary, middle, and high schools may have a need and desire to learn English themselves. Recruiting at events held by local schools can lead to more enrollments in the Adult ESOL program. Research shows that improving the parent's literacy skills results in their children making better educational progress. Agencies may wish to provide flyers to local schools to distribute as a take-home item to the parents. It can be useful to make presentations about the benefits of adult ESOL classes at Parent-Teacher-Association meetings and at Open House events for parents.

3.1.2 Radio talk shows

Refugee services programs in the area of Miami-Dade County completed a study on marketing adult ESOL programs and found that when the director and teachers participated as guests on a radio talk show, this was more effective than public service announcements. The talk show format engages the listening audience, conveying information through dialog.

3.1.3 Flyers

Flyers in the languages of potential students can be an effective recruiting tool. Flyers can be posted in laundries, restaurants, community centers, and shops and other venues with the approval of the property owners. Elementary, Middle and High Schools can send flyers home with ESOL students to make the parents aware of the adult ESOL classes. Religious leaders of local churches often support efforts to make announcements about the availability of adult ESOL classes.

3.2 Registration and enrollment

Programs must register and enroll adult ESOL students in accordance with the State of Florida Statutes and the FDOE Board of Education Administrative Rules. The following is an excerpt from section 1004.93, Florida Statutes:

- (1)(a) The intent of this section is to encourage the provision of educational services that will enable adults to acquire:*
- 1. The basic skills necessary to attain basic and functional literacy.*
 - 2. A high school diploma or successfully complete the high school equivalency examination.*

3. *An educational foundation that will enable them to become more employable, productive, and self-sufficient citizens.*
 - (b) *It is further intended that educational opportunities be available for adults who have earned a diploma or high school equivalency diploma but who lack the basic skills necessary to function effectively in everyday situations, to enter the job market, or to enter career certificate instruction.*

3.2.1 Required documentation

State Board of Education Rule 6A-10.0381, F.A.C., Registration of Adult Education Students, requires agencies to request the following from students that wish to enroll in adult education classes:

- Name
- Date of Birth
- Permanent Address
- Social Security Number, if available, and/or Florida student number identifier
- Whether, except for lifelong learners, the student has a high school diploma or equivalent certificate

3.2.2 Name, Date of Birth, and Permanent Address

Programs are required to request and obtain documentation from students showing their name, date of birth, and permanent address.

3.2.3 Social Security Number

Programs are required to request a Social Security Number from each student who wishes to enroll, but students are not required to provide one in order to enroll in the program.

3.3 Tuition

All adult education programs receiving an allocation from the Florida legislature are required to charge a block tuition fee in accordance with section 1009.22, Florida Statutes.

The block tuition rate is as follows:

- \$45.00 for six months, or
- \$30.00 for four months.

3.3.1 Nonprofits

Nonprofit organizations are not required to charge a block tuition fee if they do not receive an allocation from the Florida legislature for instruction of adult education students. If the organization receives only private funds or federal grants, they are not required to charge a tuition fee. Federal grants that can be used to support ESOL classes are the English Literacy and Civics Education grant and the Adult General Education grant.

3.4 Orientation

Programs should provide a comprehensive orientation to each student enrolling in adult ESOL for the first time. Programs may customize their orientation procedures according to the student population and program structure. Each student should be given a copy of the “Welcome, New adult ESOL Student”

handout, which can be downloaded from the “Resource” section of the FDOE Adult Education webpage. The English version is written at the Low Beginning level and is available in 29 other languages.

3.5 Assessment

3.5.1 Assessments Approved for Use with Adult ESOL Students by USDOE and FDOE

Table of Approved Assessments

TEST	FORMS	USDOE APPROVAL UNTIL	FDOE APPROVAL UNTIL
BEST Literacy	Reading and Writing Paper-Based Forms B, C, D	2/2/17	2/2/17
BEST Plus	Listening and Speaking Computer-Based Adaptive – no forms for student use	6/30/15	6/30/15
CASAS Life and Work	Reading 80 Series Paper/Computer-Based Forms Level A 81R/82R, Level A 81RX/82RX, Level B 83R/84R, Level C 185R/186R, Level D 187R/188R	2/2/17	2/2/17
	Listening 80 Series Paper/Computer-Based Forms Level A 81L/82L, Level B 83L/84L, Level C 85L/86L	2/2/17	2/2/17
	Listening 980 Series Paper/Computer-Based Forms Level A 981L/982L, Level B 983L/984L, Level C 985L/986L	6/30/15	Pending State Board Approval
	Reading 20 Series Paper/Computer-Based Forms Literacy Level 27, 28	2/2/17	2/2/17
TABE CLAS-E	Reading and Listening Paper-based Forms Level 1 A/B, Level 2 A/B, Level 3 A/B, Level 4 A/B	2/2/17	2/2/17

3.5.2 Basic English Skills Test (BEST) Literacy and BEST Plus

BEST Literacy assesses reading and writing skills. BEST Plus assesses listening and speaking skills. It is not required that students be tested with both BEST Literacy and BEST Plus; agencies may elect to purchase and use only one of these tests for state reporting purposes.

NOTE: The highest score of the BEST Literacy test is below the score required to show completion of EFL 6. The score range covers EFLs 1 – 5 but not EFL 6.

Table of BEST Literacy and BEST Plus Tests, Adult ESOL Courses, Levels and Scores

COURSE	LEVEL	BEST Literacy	BEST Plus	COMMENTS
Adult ESOL Students should be able to functionally read and write in at least one language. Either BEST Literacy or BEST Plus may be used separately for placement and reporting.	Foundations	0–20	400 and below	Students who do not obtain a valid pre-test score must continue to test until a valid score is obtained. Use either test to establish Initial EFL, EFL completions and report LCPs. Use lower score for instructional placement if using both tests. Use both tests to guide instruction. * This is below the score required to show completion of the Advanced Level.
	Low Beginning	21-52	401–417	
	High Beginning	53–63	418–438	
	Low Intermediate	64– 67	439–472	
	High Intermediate	68-75	473–506	
	Advanced	76-78*	507–540	
Academic Skills	Not leveled	Not approved for use with this course.	Placement: ≥540 recommended Progression: Progress Report Completion: Progress Report	For students who have completed the adult ESOL course or have a pre-test score of ≥540 on BEST Plus. Not required to continue testing after enrollment.
Citizenship For students who are eligible to become a U.S. citizen, as determined by USCIS.	Not leveled	Required for ESOL students before enrollment. Not required for native or fluent English-speaking students. For students who have a pre-test score of ≥64. Progression & Completion: Progress Report	Required for ESOL students before enrollment. Not required for native or fluent English-speaking students. For students who have a pre-test score of ≥438. Progression & Completion: Progress Report	Not required to continue testing after enrollment.

3.5.3 CASAS

Table of CASAS Life and Work Reading Tests: 80 Series

Series	Approved for Establishing and Reporting Initial EFLs, EFL completions and LCPs?		Required to Report Test Results to the State?		Approved and Required for instructional placement and guiding instruction?	
A-81R/82R	Adult ESOL	YES	Adult ESOL	YES	Adult ESOL	YES
A-81RX/82RX	ELCATE		ELCATE		ELCATE	

B-83R/84R C-185R/186R D-187R/188R	Academic Skills	NO	Academic Skills	NO	Academic Skills	NO
	Citizenship		Citizenship		Citizenship	
	Literacy Skills		Literacy Skills		Literacy Skills	

Table of CASAS Life and Work Listening Tests: 80 Series

Series	Approved for Establishing and Reporting Initial EFLs, EFL completions and LCPs?		Required to Report Test Results to the State?		Approved and Required for instructional placement and guiding instruction?	
A-81L/82L B-83L/84L C-85L/86L	All courses	NO	Adult ESOL	YES	Adult ESOL	YES
			ELCATE		ELCATE	
			Academic Skills	NO	Academic Skills	NO
			Citizenship		Citizenship	
			Literacy Skills		Literacy Skills	

Table of CASAS Life and Work Listening Tests: 980 Series

Series	Approved for Establishing and Reporting Initial EFLs, EFL completions and LCPs?		Required to Report Test Results to the State?		May use for instructional placement and to guide instruction. Cannot be used for reporting test data to FDOE.	
A-981L/982L B-983L/984L C-985L/986L	All courses	NO	All courses	NO	Adult ESOL	YES
					ELCATE	
					Academic Skills	
					Citizenship	
					Literacy Skills	NO

Table of CASAS Literacy Tests: Forms 27R and 28R

Tests	Approved for Establishing and Reporting Initial EFLs, EFL completions and LCPs?		Required to Report Test Results to the State?		Allowed for Guiding Instruction of Students?	
Literacy level 27R/28R	Literacy Skills	NO	Literacy Skills	NO	Literacy Skills	YES
	Adult ESOL	YES	Adult ESOL	YES	Adult ESOL	YES

Table of CASAS Tests, Adult ESOL Courses, Levels and Scale Scores (L = Listening; R = Reading)

COURSE	LEVEL	Listening and Reading Scores	COMMENTS
Adult ESOL Students should be functionally able to read and write in at least one language to enroll in this course.	Foundations	153-180	Students who do not obtain a valid R pre-test score must continue to test until a valid R score is obtained.
	Low Beg.	181-190	
	High Beg.	191-200	
	Low Int.	201-210	Students must complete one pre-test and post-test cycle in R+L to exit Foundations. Use R score to establish and report Initial EFL, EFL completions and LCPs.
	High Int.	211-220	
	Advanced	221-235	

COURSE	LEVEL	Listening and Reading Scores	COMMENTS
ELCATE For students with a goal to enter a CTE course of study.	Level A	201-210	Use R score to establish and report Initial EFL, EFL completions and LCPs.
	Level B	211-220	Use lower score for instructional placement.
	Level C	221-235	Use both scores to guide instruction.
Literacy Skills For students who cannot read or write in any language.	Level A	Placement: 1) CASAS Oral Screening 2) CASAS 27 Practice Items 3) FDOE Native Language Screening Progression: Progress Report Completion: Progress Report	Use the FDOE Native Language Screening to determine if student is literate/non-literate in his or her native language. Do not administer R+L pre-test or post-test to these students.
	Level B		
	Level C		
Academic Skills	Not leveled	Placement: ≥235 R+L recommended Progression: Progress Report Completion: Progress Report	For students who completed adult ESOL or pre-test at ≥235 on both R&L. Not required to continue testing after enrollment.
Citizenship For students who are eligible to become a U.S. citizen, as determined by USCIS.	Not leveled	Placement: ESOL students: ≥200 R+L recommended Native or fluent English-speaking students: ≥200 R recommended Progression: Progress Report Completion: Progress Report	Not required to continue testing after enrollment. Not required for native or fluent English-speaking students. Required for all ESOL students before enrollment.

3.5.4 TABE CLAS-E

Table of TABE CLAS-E Tests, Adult ESOL Courses, Levels and Scores (L = Listening; R = Reading)

COURSE	LEVEL	LISTENING	READING	COMMENTS
Adult ESOL Students should be functionally able to read and write in at least one language.	Foundations	230-389	250-392	Students who do not obtain a valid R pre-test score must continue to test until a valid R score is obtained.
	Low Beginning	390-437	393-436	
	High Beginning	438-468	437-476	Students must complete one pre-test and post-test cycle in R+L to exit Foundations.
	Low Intermediate	469-514	477-508	Use R score to establish and report Initial EFL, EFL completions and LCPs to the state. Use lower score for instructional placement. Use both scores to guide instruction.
	High Intermediate	515-549	509-557	
	Advanced	550-607	558-588	
Academic Skills	Not leveled	Placement: ≥607L and ≥588R recommended Progression: Progress Report Completion: Progress Report		For students who completed adult ESOL or pre-test at ≥608L and ≥589R. Not required to continue testing after enrollment.
Citizenship For students who are eligible to become a U.S. citizen, as determined by USCIS.	Not leveled	Placement: ESOL students: ≥468L and ≥476R recommended Native or fluent English-speaking students: TABE 9&10 Reading ≥367 recommended. Progression: Progress Report Completion: Progress Report		Not required for native or fluent English-speaking students. Required for all ESOL students before enrollment. Not required to continue testing after enrollment.

3.5.5 Pre-testing

The purposes of pretesting are to:

- Establish the student’s Initial EFL for state reporting purposes based on the reading score
- Determine students’ instructional needs based on the lower of reading and listening scores

FDOE requires that pre-testing for placement take place during the first twelve hours of the student enrolling in an adult education program.

3.5.6 Retesting when student does not obtain a valid reading pre-test score

FDOE requires that adult ESOL and ELCATE students obtain a valid score on a reading pre-test in order to establish the student’s Initial EFL. The program will need to retest the student until he or she obtains a

valid reading pre-test score. It is recommended to retest the student at least monthly, alternating test forms each time.

If the student takes a CASAS reading pre-test 81R or 82R and does not obtain a valid score, the program may consider administering 27 or 28. The first valid score on 27 and 28 is 153. The first valid score on 81R and 82R is 170.

3.5.7 Post-testing for measuring progression and completion of EFLs

Students in Adult ESOL and ELCATE are required to take a state-approved post-test in both reading and listening.

The purposes of post-testing are to:

- Track EFL completion(s) as indicated by the reading score
- Calculate LCP(s) to report to FDOE (one EFL completion equals one LCP)
- Determine ongoing instructional needs (Use the lower score for instructional placement and use both scores for guiding instruction.)

3.5.7.1 Hours of instruction between pre-testing and post-testing

Students must participate in a certain number of hours of instruction between their pre-test and post-test. The specific number of hours is provided by the respective test publishers.

The number of instructional hours for each state-approved test is:

- BEST Literacy 80-100
- BEST Plus 80-100
- CASAS 70-100
- TABE CLAS-E 60

3.5.8 Length of time test scores may be used for reenrollment in the next program year

The Initial EFL of all students is reset at the beginning of each new program year (July 1 to June 30).

CASAS policy states that programs may use the test score of a prior program year for establishing the Initial EFL in the next program year if the test date from the previous semester does not exceed four months.

For example: A student's test score in June of one program year places the student in EFL 3/High Beginning. The program closes for the summer. The student reenrolls in August of the next program year. Since the date of the test taken in the preceding program year does not exceed four months, the program does not need to pre-test the student to establish his or her Initial EFL in the next program year. In this case, the program will report the student's Initial EFL in the new program year is EFL 3/High Beginning.

BEST Literacy, BEST Plus and TABE CLAS-E do not have a policy on the amount of time the test of a prior program year may be used for establishing the Initial EFL of the next program year.

3.5.9 Progress Reports for measuring progression and completion

Table of Courses using Progress Reports to report completion of the course and LCPs

Course	Enrollment/Placement	Progression	Reporting
Academic Skills Not leveled	<u>Required:</u> Administer state-approved test to enroll <u>Recommended scores for enrollment:</u> BEST Plus ≥540 CASAS Reading + Listening ≥235 TABE CLAS-E Reading ≥588; Listening ≥607	Use Progress Report to track curriculum competencies as students complete them.	Report 1 LCP to the state
Citizenship Not leveled	<u>Required:</u> Administer state-approved test to enroll <u>Recommended scores for ESOL students:</u> <ul style="list-style-type: none"> • BEST Literacy ≥63 • BEST Plus ≥540 • CASAS Reading + Listening 210 • TABE CLAS-E: Reading ≥476; Listening ≥468 <u>Recommended scores for native or fluent English speaking students:</u> <ul style="list-style-type: none"> • CASAS Reading only ≥210 • TABE CLAS-E Reading only ≥476 • TABE 9/10 Reading ≥367 	Use Progress Report to track curriculum competencies as students complete them.	Report 1 LCP to the state
Literacy Skills Three levels	<u>Required:</u> 1) CASAS Oral Screening 2) CASAS 27 Practice Items 3) Native Language Screening	Use Progress Report to track curriculum competencies as students complete them.	Report 3 LCPs to the state (1 for each level)

The Progress Report is used by the instructor to show the student’s progress in completing the curriculum competencies. The instructor will determine the methods to be used for assessing students to measure completion of competencies. All information regarding any tests or measurement tools used should be carefully documented by the instructor, including dates, names of tests or measurement tools used, pre-test and post-test scores, and the competencies tested. Once the student has completed the Progress Report, the instructor and program administrator sign off on it, keep a record of it at the agency and report one LCP to the FDOE.

3.6 Curriculum

The curriculum for each course in the FDOE adult ESOL program is approved annually by the State Board of Education. The competencies are intended to be a guide for lesson planning and instruction. Teachers are not expected to cover all competencies within each semester or to teach them in sequence. The curriculum for each course can be found by opening the link “Curriculum Frameworks” on the FDOE Adult Education web page.

3.7 Instructor certification

As per section 1012.39 (1)(b), Florida Statutes, each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

3.8 Reporting

3.8.1 Initial EFLs

Agencies are required to establish and report the student’s Initial EFL to the state based on the reading pre-test score for the following courses:

- Adult ESOL
- ELCATE

3.8.2 Completion of EFLs and LCPs

Table of Initial EFLs, EFL completions and LCPs of courses reported to FDOE based on the reading score of a state-approved assessment:

Course	CCN	CIP (College Classification of Instructional Program)	Number of NRS EFLs	Number of state LCPs*
Adult ESOL	9900040	1532.010300	6	6
ELCATE	9900050	1532.010301	3	3

Table of completions and LCPs of courses reported to FDOE based on Progress Reports:

Course	CCN	CIP	Number of state LCPs*
ACADEMIC SKILLS	9900051	1532.010302	1
Citizenship	9900090	1533.010200	1
Literacy Skills	9900300	1532.010303	3

*As noted in 2.4, Agencies are required to report all LCPs earned by students each year even though an LCP may have been earned by the student in the two preceding years or beyond. The FDOE requires complete data on all LCPs in order to prepare reports on student learning outcomes generated by school districts and colleges.

3.9 Records

State Board of Education Rule 6A-10.0381, F.A.C., Registration of Adult Education Students, states:

“Each school district and community college shall maintain on file the data required by this rule in electronic format or hard copy for a period of three (3) years or until the completion of all audits for the period during which the course is offered, whichever occurs later.”

3.10 Audits

Nonprofit CBOs receiving financial assistance or state-administered federal grants must provide an audit report annually in accordance with sections 216.348 and 215.97(8), Florida Statutes.

The following Florida Auditor General rules apply:

- Chapter 10.650, Nonprofit and For-Profit Organizations
- Chapter 10.800, District School Boards
- Chapter 10.700, Certain Nonprofit Organizations

4 Adult ESOL program courses

4.1 Academic Skills

School district Course Code number (CCN) #9900051

College CIP #1532.010302

4.1.1 Course description

The ACADEMIC SKILLS course is intended to prepare students to enter a college or university without needing to take remedial coursework.

4.1.2 Intended population

Two types of students are candidates for the Academic Skills course:

- Students who have completed the adult ESOL course and plan to take credit courses at a university or college.
- Students who have not taken the adult ESOL course, but demonstrate the ability to perform the work expected in the course.

4.1.3 Testing for enrollment

Students enrolling in Academic Skills must take a state-approved pre-test for enrollment into the course.

The recommended entry-level test scores are as follows:

- BEST Plus ≥ 541
- CASAS Reading and Listening ≥ 235
- TABE CLAS-E Reading ≥ 588 and Listening ≥ 607

Although the above test scores are a reliable indicator of the student's readiness to take the course, the program may enroll students who do not obtain these scores by considering other evidence.

Once a student enrolls, no further testing with a state-approved test is required to show progression or completion of the course. To prepare students for taking standardized tests in college and provide information related to academic progress, the following tests may be considered:

- CASAS level D Reading, 186R/188R
- TABE 9/10 level A Reading and Language
- Test of English as a Foreign Language™ (TOEFL™)
- Postsecondary Education Readiness Test (PERT), a college entrance exam

4.1.4 Curriculum

The course competencies address:

- Grammar
- College-level reading and writing
- Culture of the United States higher educational system
- Using technology for postsecondary-level work

4.1.5 Instruction

Instruction may be delivered in classroom settings or through a combination of distance learning

blended with classroom instruction. It is recommended to have students work in teams, conduct basic research, data collection, and prepare reports and presentations.

4.1.6 Measuring progression and completion

Progression and completion of the course is measured by the Progress Report. (See 3.5.9.)

4.1.7 Transition

Ongoing academic and career counseling will help to ensure a smooth transition to a college or university.

The following are sources of information:

- The National College Transition Network (NCTN), a clearinghouse for adult education programs
- Florida CHOICES, a career information and exploration system
- Florida CHOICES, a career exploration tool provided through the FDOE Adult Education Section.

4.2 ADULT ESOL COURSE

School District CCN #9900040

College CIP #1532.010300

4.2.1 Course description

This is the main course in the adult ESOL program. It teaches adults who are native speakers of other languages the knowledge and language skills they need to communicate effectively in English.

Six levels correspond to the six EFLs of the NRS:

- Foundations (NRS calls this level Beginning Literacy.)
- Low Beginning
- High Beginning
- Low Intermediate
- High Intermediate
- Advanced

4.2.2 Intended population

Candidates for the adult ESOL course are those whose first language is not English and:

- Are able to read and write in their native language or some other language
- Wish to learn English in order to communicate effectively in everyday life and work settings in the U.S.
- Are sixteen years of age or older and not enrolled in K-12

4.2.3 Pre-testing

Agencies are required to pre-test all students enrolling in the Adult ESOL course. (See 3.5.4.)

4.2.4 Curriculum

The following seven topics are covered:

- Communication

- Civics, Family and Community Resources
- Employment
- Consumer Education
- Health and Nutrition
- Transportation and Travel
- Safety and Security

4.2.5 Instruction

Instruction is based on the curriculum competencies. The instructor may wish to provide a syllabus that includes:

- Topics to be covered
- The start and end date of the classes and/or the number of instructional hours
- Objectives students are expected to achieve
- Textbooks to be used

Lessons should take into account the functional context of students' daily lives. Materials and lessons should be useful to the student in the social, cultural, civic, health, economic, education, and work aspects of life in the United States. The website of the Florida Institute of Professional Development for Adult Educators (IPDAE), www.flipdae.org, has resources for adult ESOL teachers.

The classroom should be "English-rich." Teachers may wish to place labels on common objects around the classroom, especially classes that have students in the first three levels of ESOL. It is helpful to display posters created by students on grammar, vocabulary, parts of speech and other relevant topics. Students can use their posters to make presentations to peers. Teachers may wish to set up learning centers around the classroom for students to use individually or in groups. The learning centers can focus on writing, listening, reading, grammar, vocabulary, and art.

The following teaching strategies have proven effective in multilevel classrooms:

- Group work: students complete a task together
- Pair work: students share ideas or quiz or drill each other
- Peer review: students analyze and comment on each other's work
- Brainstorming: students contribute ideas on a topic
- Cooperative writing: students collaborate to write a paper on a specific topic
- Whole class activities: a question is posed to the class as a whole
- Independent learning: the teacher organizes activities which can be done without explanation from the teacher
- Project-based learning: students collaborate to complete a project on a topic of interest to the group

4.2.6 Measuring completion of EFLs

Completion of EFLs is measured by post-test scores. (See 3.5.7.)

4.2.7 Managed enrollment for Adult ESOL classes and post-testing times

Programs that have managed enrollment classes with a defined instructional period that goes slightly beyond the number of required instructional hours may choose to post-test at the end of the instructional period. For example, a with an instructional period of nine weeks that meets four times per

week for three hours would provide ninety-six hours. If a student misses no more than seven class sessions, this would provide sufficient instructional hours for post-testing on any of the state-approved assessments.

4.2.8 Transition

Students can start from the first day of classes to create a plan for transitioning to ABE, GED Preparatory, Career and Technical programs, or college. The National College Transition Network (NCTN) provides resources for teachers and students on transitioning to college or postsecondary career and technical programs. Florida CHOICES, a career information and exploration system, is recommended as a tool for planning and goal setting. Training on Florida CHOICES is available to adult education counselors, teachers, and administrators through the FDOE Office of Adult Education.

4.3 Citizenship
School District CCN #9900090
College CIP #1532.010200

4.3.1 Course description

This course prepares eligible immigrants to take the citizenship (also called naturalization) test with the U.S. Bureau of Citizenship and Immigration Services (USCIS). The course teaches facts about the U.S. government and history in addition to English. The Citizenship course is a test-preparation course that focuses on passing the citizenship test. Students who do not plan to become a U.S. citizen will benefit more by taking the adult ESOL course, which covers the type of civics topics relevant to all immigrants.

4.3.2 Intended population

Students who plan to take the U.S. citizenship test and have been notified by USCIS that they are eligible to apply for citizenship. Students should already have achieved the status of Legal Permanent Resident (LPR) or some other category of legal immigrant status. It is preferred that they have a date and time for their interview and examination before taking the citizenship course.

4.3.3 Placement

LPRs and other eligible immigrants enrolling in the citizenship course must take a state-approved pre-test for placement. ESOL students should score at the ESOL Low Intermediate Level. Those who are native or fluent English-speaking students should score at the ABE Basic Beginning Level.

If students do not obtain the recommended scores indicated in the table below, it is not advisable to enroll them. Students with scores lower than the recommended level are not likely to do well in the course and pass the citizenship exam. These students should be permitted to enroll only if alternative evidence confirms the student can do the expected coursework.

Table of citizenship course placement

Student's First Language	Tests to Use	Recommended Educational Functioning Level	Recommended Score
Not English	BEST Literacy	Low Intermediate ESL	≥64
	BEST Plus	Low Intermediate ESL	≥439
	CASAS Life and Work (Test in both listening and reading.)	Low Intermediate ESL	R ≥201 L ≥201

	TABE CLAS-E (Test in both listening and reading.)	Low Intermediate ESL	R ≥477 L ≥469
English	CASAS Life and Work (Test in reading only.)	Basic Beginning ABE	R ≥201
	TABE 9/10 (Test in reading only.)	Basic Beginning ABE	R ≥368

4.3.4 Curriculum

The curriculum covers:

- U.S. history
- The U.S. Constitution
- Rights and responsibilities of citizens
- Names of federal, state and local officials
- Structure and functions of the U.S. government
- Symbols that represent the U.S. as a country
- The application for citizenship form (N-400)
- The 100 test questions used by CIS examiners

4.3.5 Instruction

The method of instruction may be provided in a classroom setting or through distance learning. USCIS has resources that can be downloaded from the USCIS website.

4.3.6 Measuring progression and completion

Progression and completion of the course is measured by the Progress Report. (See 3.5.9.) Upon completion of the Progress Report, the agency reports the student has completed the course and earned one LCP. FDOE does not require that the program obtain or provide a copy of the student’s certificate of citizenship or any other documents showing the student passed the citizenship exam.

4.4 English Literacy for Career and Technical Education (ELCATE) School District CEN #9900050 College CIP #1532.010301

4.4.1 Course description

ELCATE is a bridge course that transitions students to Career and Technical Education (CTE) programs. The course has three levels:

- Beginning (corresponds to NRS Level 4 – Low Intermediate)
- Intermediate (corresponds to NRS Level 5 – High Intermediate)
- Advanced (corresponds to NRS Level 6 – Advanced)

4.4.2 Intended population

This course is primarily for students currently or recently enrolled in the Adult ESOL course with a goal to enroll in a CTE program.

4.4.3 Assessment

The CASAS Life and Work 80 Series reading and listening tests are state-approved for the ELCATE course. BEST Literacy, BEST Plus and TABE CLAS-E are not approved by FDOE for use with this course to report Initial EFLs, EFL completions or LCPs.

4.4.3.1 Pre-test

Students not currently or recently enrolled in Adult ESOL must take a pre-test and obtain a score of 200 or more in both reading and listening. Use only the reading score for reporting the student's Initial EFL to the state. Use the lower of the two scores for instructional placement. Use both scores to guide instruction.

Students must have completed the High Beginning Level of the adult ESOL course if they are currently or have recently been enrolled in that course. If more than four months have passed between the date of the last test administered to the student and the date of their enrollment in ELCATE, it is recommended to test the student.

4.4.3.2 Tests to inform or guide instruction

These tests can be used to inform instruction of students:

- CASAS Mathematics
- TABE 9/10 Mathematics
- TABE 9/10 Language
- TABE 9/10 Reading

4.4.4 Curriculum

The competencies focus on:

- Academic reading and writing
- Use of technology
- Test-taking skills
- Culture of the CTE classroom.

The following language skills and content are integrated in the curriculum:

- Use of English in CTE classes
- Reading
- Writing
- Speaking
- Listening
- Grammar
- Vocabulary

4.4.5 Instruction

The competencies are intended to be a guide for instruction. Some strategies teachers may wish to consider are:

- Implement practices typically found in CTE classes such as being punctual and working in teams
- Have students do presentations to the rest of the class related to a career of their choice

- Emphasize reading instruction in the context of careers
- Invite guest presenters with experience related to careers that interest students
- Use lists of vocabulary words drawn from different career choices
- Contextualize instruction with the particular career choices of students

Measuring progression and completion of EFLs

Progression and completion of EFLs is measured by CASAS post-test reading scores. (See 3.5.7.)

Transition

Programs may wish to assess Advanced Level ELCATE students with TABE 9/10 for informational purposes and career planning. (Note that TABE 9/10 scores cannot be used for reporting Initial EFLs, EFL completions or LCPs.) Programs that offer postsecondary CTE should do field trips with students to help them become familiar with the CTC campus and instructors will help students make decisions about their career options.

Florida CHOICES, a career information and exploration system, is recommended as a tool for planning and goal setting. Training on Florida CHOICES is available to adult education counselors, teachers, and administrators through the FDOE Adult Education office.

4.5 Literacy Skills **School District CCN #9900300** **College CIP #1532.010303**

4.5.1 Course description

This course teaches English as it develops the literacy skills of students who are learning to read and write for the first time in any language. It combines two instructional tracks:

- Literacy: reading, writing, sound-to-symbol correspondence, and sound discrimination
- English-language communication in five life-skill areas

The Literacy Skills course has three levels: A, B, and C.

- Level A students may recognize that pictures represent real-life objects, and shapes represent letters, but usually have difficulty drawing pictures or copying letters.
- Level B students may be able to copy letters, but usually are not able to write letters from dictation.
- Level C students may read words representing classroom objects, but usually are not able to write them in a dictation exercise.

4.5.2 Intended population

The Literacy Skills course is designed for:

- Adults whose native language is not English
- Are at the beginning stages of learning to read and write for the first time in any language

Some candidates for the Literacy Skills course may be skilled in speaking. They may be able to carry on a conversation in English and understand what is being talked about. However, when they take a test in their own language that requires them to read or write, it becomes evident they have not yet developed

the ability to read and/or write in any language. It is necessary to differentiate between these students and those who are fully literate in their native language, but may not be able to speak or understand more than a few words in English. Not being able to speak in English is not an indication of the student's ability to read and write in his or her first/native language. Most often the case is that the student simply has not had sufficient opportunities to be exposed to English.

Table of the effects of first/native language literacy on second language learning*

First Language Literacy	Explanation	Special Considerations
<i>Pre-literate</i>	Learner's first language has no written form. For example, indigenous languages.	Learners need exposure to the purposes and uses of literacy.
<i>Non-literate</i>	Learners have had little or no access to literacy instruction in their first, or any, language.	Learners may feel stigmatized.
<i>Semi-literate</i>	Learners have had limited access to literacy instruction in their first, or any language.	Learners may have had past negative experiences with literacy learning.

*Adapted from a table in *Reading and Adult English Language Learners: A Review of the Research*, by Miriam Burt, Joy Kreeft Peyton, and R. Adams. 2003. National Center for ESL Literacy Education and the Center for Applied Linguistics, Washington, D.C.

4.5.3 Assessing students for placement

A table showing the procedures to assess students for placement into the Literacy Skills course can be found in (Appendix B)

If the program does not offer the Literacy Skills course, it may enroll the student in the Adult ESOL course. However, this may not prove beneficial to the student or other students in the class. Putting students who are attempting to learn how to read or write for the first time with students who are able to read and write can be disadvantageous to both groups of students. Students who are pre-literate, non-literate or semi-literate may experience frustration because they cannot understand the teacher and other students. On the other hand, students who are able to read and write may become discouraged because they feel the literacy level students are slowing down the progress of the class.

4.5.4 Curriculum

The curriculum is a guide and not meant to be followed in sequence. The basic literacy skills should be taught simultaneously with the life skills competencies. The cognitive demand expected increases over the three levels of the course; by the end of the third level students should be ready to enroll in Adult ESOL.

The Literacy Skills course covers three basic literacy skills areas:

- Reading
- Writing
- Sound to symbol correspondence/sound discrimination

It also builds the student's capacity in five life skills areas:

- Communication
- Employment
- Consumer and Community Education
- Health and Nutrition
- Transportation and Travel.

4.5.4 Instruction

Instructors working with this population may benefit from specialized training. It is important when working with these students to give them plenty of time to respond to questions. The following recommendations have been developed through research projects conducted at programs that offer Literacy Skills.

(1) Use of environmental print

Environmental print consists of words and symbols readily found in the students' environment:

- In their home (Hot and Cold found on faucets, Talk and End Call found on cell phones, and Volume and Channel found on television sets)
- Around town (Enter, Exit, Drive-Through, Restroom)
- At their place of work (Exit, Danger, Workers Compensation, Hazard)

Teachers can relate different texts that students read to symbols familiar to them as a way to help them acquire meaning from the text. Using visual cues helps students discover that letters correspond to specific sounds and words convey meaning.

Recent studies have found these students may be able to do the following before enroll in the Literacy Skills course:

- Find a bank by the flag usually found on the bank premises
- Identify the Wal-Mart store by the star in the sign
- Know that the traffic signal color red means stop and green means go
- Know that the biggest numbers on a package of meat indicates what it costs

(2) Use of instructional materials matched to the skill level of students

- Provide students with authentic materials (realia) found in their everyday lives
- Introduce reading materials with pictures that relate to the text in order to help students comprehend the reading material more easily
- Present vocabulary words in writing only after students have had the opportunity to practice speaking, listening and reading the words.
- Present new words a few at a time; provide students several opportunities to interact with the new words.
- Utilize visual cues (symbols, colors, and shapes) to help students recognize and remember letters and words.

(3) Present text in ways that make for easier access.

- Select texts that have ample white space around the words

- Use sentences written in the active voice more often at first rather than sentences written in the passive voice, which will allow students to build comprehension skills over time
- When creating materials for students to practice reading and writing, use the same format consistently
- Use Comic Sans or another font that resembles letters printed by hand

(4) Spelling and Vocabulary Building

- Begin spelling instruction by helping students discover common sounds and rules in English and the student's home language
- Emphasize the sound-symbol correspondence of the English alphabetic system
- Help students identify phonological cues as a way to acquire new words
- Teach the skills of prediction and speculation

4.5.5 Measuring Progression and Completion

Progression and completion of Literacy Skills is measured by a Progress Report. (See 3.5.9.)

4.5.6 Transition

Students completing Literacy Skills who plan to continue studying English may transition to the Adult ESOL course. The program will follow the same procedures for pre-testing and placement into the Adult ESOL course as for students who are literate. Students completing Literacy Skills are not required to take the CASAS Oral Screening to enroll in the Adult ESOL course.

4.6 Workplace Readiness (WPR) School District CCN #9900080 College CIP #1532.010502

The Workplace Readiness course is no longer offered as of June 30, 2014, and will not be listed in the Course Code Directory for the 2014-2015 Program Year.

Appendix A: ACRONYMS

ABE	Adult Basic Education
BEST	Basic English Skills Test, as in BEST Literacy and BEST Plus
CAL	Center for Applied Linguistics
CASAS	Comprehensive Adult Student Assessment System
CBO	Community-Based Organization
CIP	Classification of Instructional Program, a number for college courses
ELCATE	English Literacy for Career and Technical Education
ESOL	English for Speakers of Other Languages
FDOE	Florida Department of Education
GED	General Educational Development
LCP	Literacy Completion Point
LEA	Local Education Agency
NRS	National Reporting System
OCTAE	Office of Career Technical and Adult Education, USDOE
TABE	Tests of Adult Basic Education
TABE CLAS-E	Tests of Adult Basic Education Complete Language Assessment System – English
USCIS	U. S. Citizenship and Immigration Services
USDOE	United States Department of Education

Appendix B: RESOURCES FOR ADULT ESOL PRACTITIONERS

FLORIDA

Adult and Community Educators (ACE) of Florida, Inc.

Represents Florida's adult and community education professionals and volunteers. Provides professional development through annual conferences and follow-up trainings on topics of statewide significance. Disseminates information on national and state legislation relating to adult education.

Adult Education Section, Division of Career and Adult Education, FDOE

Provides technical assistance to all state-funded adult education programs. Publishes the Adult Education state Plan, Curriculum Frameworks and Technical Assistance Papers.

Florida Literacy Coalition (FLC)

Promotes, supports and advocates for the effective delivery of quality adult and family literacy services in Florida. Special emphasis is placed on assisting community-based literacy organizations with their training and program development needs.

Florida Institute for Professional Development of Adult Educators (www.floridaipdae.org)

A project funded by the FDOE. Provides online professional development opportunities for adult education instructors.

NATIONAL

Association of Adult Literacy Professional Developers (AALPD)

A national affiliate group of the Commission on Adult Basic Education (**COABE**), for professional developers in adult literacy. A network of professional developers for sharing information, ideas and promising practices. Provides professional development opportunities for professional developers based on their needs and interests. Acts as a venue for the field to express its voice in shaping policy initiatives.

Center for Applied Linguistics (CAL)

Develops and disseminates reports, briefs, articles, and handbooks for K-12 and adult ESOL program administrators and teachers.

Literacy Information and Communication System (LINCS)

Sponsored by the Office of Career Technical and Adult Education of the USDOE. It organizes and promotes resources in the field of adult education and serves as a central repository for information.

National Adult Education Professional Development Consortium (NAEPDC)

Promotes the leadership of state staff in adult education for states and territories.

National College Transition Network (NCTN) at World Education, Inc.

Supports adult education staff, programs, and states, and regional and municipal agencies in establishing and strengthening college transition services. Provides technical assistance, professional development, collegial sharing, advocacy, and publications that focus on the needs of the field. It connects policy and research and practice to help build the capacity and expertise in adult education.

National Reporting System (NRS)

A project of the USDOE Office of Career Technical and Adult Education. Collects and disseminates data nationally on the outcomes of students enrolled in for federally-funded adult education programs in all states.

Office of Career Technical and Adult Education (OCTAE) of USDOE

Administers federal grants to state adult education offices. Sets national policies and guidelines for assessment and reporting of the outcomes of students enrolled in state adult education programs

Outreach and Technical Assistance Network (OTAN)

A website sponsored by the State of California Department of Education that provides support for instructional technology and distance learning to adult education providers.

INTERNATIONAL

Low Educated Second Language and Literacy Acquisition for Adults (LESLLA)

An international group of researchers and practitioners who promote the understanding and development of second language skills by adult immigrants with little or no schooling prior to entering the country of entry. LESLLA shares empirical research and information to help inform and guide further research on second language acquisition for the low-educated non-literate adult population.

National Research and Development Centre for Adult Literacy and Numeracy (NRDC)

A research center based in the United Kingdom that conducts research and development projects to improve literacy, numeracy, language and related skills and knowledge.

Teachers of English for Speakers of Other Languages (TESOL)

A global association for English language teaching professionals headquartered in Alexandria, Virginia, USA. The mission of TESOL is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide.

Appendix C: DIVISION OF CAREER AND ADULT EDUCATION CONTACT INFORMATION

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Appendix D: National Reporting System Descriptors

The descriptors represent key skills that a typical adult ESOL student should be able to do at each educational functioning level (EFL).

	Speaking & Listening Skill Descriptors	Reading and Writing Skill Descriptors	Functional & Workplace Skill Descriptors
FOUNDATIONS	<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.</p> <p>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.</p> <p>May recognize only common signs or symbols (e.g., stop sign, product logos).</p> <p>Can handle only very routine entry-level jobs that do not require oral or written communication in English.</p> <p>There is no knowledge or use of computers or technology.</p>
LOW BEGINNING	<p>Individual can understand basic greetings, simple phrases and commands.</p> <p>Can understand simple questions related to personal information, spoken slowly and with repetition.</p> <p>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.</p> <p>Speaks slowly and with difficulty.</p> <p>Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words.</p> <p>May be able to sound out simple words.</p> <p>Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English.</p> <p>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.</p> <p>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.</p> <p>Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated.</p> <p>May have limited knowledge and experience with computers.</p>

	Speaking & Listening Skill Descriptors	Reading and Writing Skill Descriptors	Functional & Workplace Skill Descriptors
HIGH BEGINNING	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition.</p> <p>Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences.</p> <p>Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words.</p> <p>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.</p> <p>Meaning may be unclear.</p> <p>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.</p> <p>Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community.</p> <p>Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated.</p> <p>May have limited knowledge or experience using computers.</p>
LOW INTERMEDIATE	<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.</p> <p>Can express basic survival needs and participate in some routine social conversations, although with some difficulty.</p> <p>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.</p> <p>Can write simple notes and messages on familiar situations but lacks clarity and focus.</p> <p>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.</p> <p>Can fill out simple forms but needs support on some documents that are not simplified</p> <p>Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated.</p> <p>Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

	Speaking & Listening Skill Descriptors	Reading and Writing Skill Descriptors	Functional & Workplace Skill Descriptors
HIGH INTERMEDIATE	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition.</p> <p>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.</p> <p>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).</p> <p>Can use context to determine meaning; can interpret actions required in specific written directions.</p> <p>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.</p> <p>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.</p> <p>Can write messages and notes related to basic needs.</p> <p>Can complete basic medical forms and job applications.</p> <p>Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally.</p> <p>Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
ADVANCED	<p>Individual can understand and communicate in a variety of contexts related to daily life and work.</p> <p>Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording.</p> <p>Can clarify own or others' meaning by rewording.</p> <p>Can understand the main points of simple discussions and informational communication in familiar contexts.</p> <p>Shows some ability to go beyond learned patterns and construct new sentences.</p> <p>Shows control of basic grammar but has difficulty using more complex structures.</p> <p>Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects.</p> <p>Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts.</p> <p>Can make inferences, predictions, and compare and contrast information in familiar texts.</p> <p>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.</p> <p>Makes some grammar and spelling errors.</p> <p>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.</p> <p>Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics.</p> <p>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.</p> <p>Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>