

ACADEMIC SKILLS FOR ADULT ESOL USER GUIDE

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

Who is the intended population?	Speakers of other languages who: <ul style="list-style-type: none"> ✓ Wish to enroll in a university or college. ✓ Need English instruction beyond the Adult ESOL course to prepare for university or college. ✓ Have completed the Adult ESOL course, or: <ul style="list-style-type: none"> ▪ Test into the course by obtaining a score of 235 or more in reading and listening on CASAS. ▪ Provide evidence (portfolio/test results) of being prepared for the course.
What is the purpose of the course?	Prepare students to enroll in a university or college without needing to take remedial courses.
How are students placed?	<ul style="list-style-type: none"> • Students pretest in both listening and reading skill areas. Recommended scores are: <ul style="list-style-type: none"> ▪ CASAS: 235 or more in both reading and listening. ▪ BEST Plus: 541 or more. ▪ TABE CLAS-E: 589 or more in reading and 608 or more in listening. • If the student does not obtain the recommended score, the program may consider other evidence to determine the student’s ability to do the coursework required in the course.
How are students tested?	<ul style="list-style-type: none"> • Students are pretested for placement with a state-approved test, noted above. • Once the student has been placed into the course, it is not necessary to posttest with a state-approved test to show progression or completion of the course.
What are students taught?	<ul style="list-style-type: none"> • Instruction should focus on reading, writing, vocabulary-building, and critical thinking. • The standards have three focus areas: <ul style="list-style-type: none"> ▪ Grammar structures of the English language. ▪ Academic culture of US educational systems. ▪ Use of technology for academic class work.
How are students taught?	<ul style="list-style-type: none"> • Teaching methods such as project-based learning, problem-based learning, reading, writing, speaking and listening tasks based on their life experiences and address their needs. • Florida IPDAE, www.flipdae.org, has links to teaching strategies and lesson plans.
How do students progress & complete the course?	<ul style="list-style-type: none"> • By completing the course competencies listed on the course Progress Report. • Standardized tests such as CASAS, BEST Plus, TABE, TOEFL, CPT-L, or PERT may be used to measure progress and guide instruction. • Completion of the course is documented by the Progress Report. The instructor and program administrator signature on the Progress Report certifies the student has completed the course.
How do students transition to post-secondary?	<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 ABE, GED Preparatory classes, or to post-secondary programs.