

**INSTITUTION**  
**Academic Skills for Adult ESOL Learners**  
**Progress Report**

Date \_\_\_\_\_ Instructor(s) \_\_\_\_\_  
Student \_\_\_\_\_ ID#: \_\_\_\_\_ Institution \_\_\_\_\_

SPECIAL NOTE: It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate skills from several areas. Print the 2 page User's Guide via [www.FloridaAdultESOL.org](http://www.FloridaAdultESOL.org). Details include: Who is the Target Population?, How Students Enter, How Students are Taught, How Students Exit and the Adult ESOL Program Matrix with Entry / Progression / Exit data.

**01.0 Listen Effectively**

- 01.01 Use appropriate listening strategies in informal discussions, formal presentations, problem-solving, and real-life conversations.
- 01.02 Use active and reflective listening to connect and build on the ideas of a speaker.
- 01.03 Attend a classroom lecture and/or presentation, and participate in follow-up discussion.
- 01.04 Interpret TV/radio news programs and video episodes.
- 01.05 Recognize and interpret American English idioms.
- 01.06 Recognize question types (meaning, implication, reference, inferential).

**02.0 Speak Effectively**

- 02.01 Produce consonant blends, diphthongs, digraphs, voiced, voiceless sounds.
- 02.02 Use speaking strategies (volume, stress, pacing, enunciation, eye contact, gestures) to:
  - Clarify meaning
  - Reflect understanding
  - Evaluate and/or interpret content
  - Evaluate processes and/or experience.
- 02.03 Express feelings verbally (happiness, sadness, appreciation, sympathy, regrets).
- 02.04 Make statements in classroom discussions that are relevant to the topic.
- 02.05 Make a presentation to inform, using details, illustrations, analogies, and/or visual aids.
- 02.06 Make a presentation to persuade, using details, illustrations, analogies, and/or visual aids.
- 02.07 Make a presentation to entertain, using details, illustrations, analogies, and/or visual aids.
- 02.08 Sustain a line of reasoning in a dialog with supporting statements.

**03.0 Read Effectively**

- 03.01 Use pre-reading strategies (discussion, predictions, brainstorming).
- 03.02 Use English-only dictionary and thesaurus.
- 03.03 Identify main idea, supporting details, and implied ideas.
- 03.04 Recognize complex vocabulary by identifying roots, affixes, Latin/Greek etymology and related strategies to interpret word meaning in context.
- 03.05 Use 'vocabulary-in-context' skills to interpret reading passages.
- 03.06 Develop a vocabulary word bank using vocabulary building strategies (Latin/Greek based etymology, affixes, roots).
- 03.07 Distinguish between fact and opinion in a reading passage.
- 03.08 Make inferences from a reading passage.

- 03.09 Identify purpose and tone of the author of a reading passage.
- 03.10 Restate the sequence of events in a reading passage.
- 03.11 Obtain information from diagrams, tables, graphs, and/or schedules.
- 03.12 Write a summary of a reading passage
- 03.13 Compare and contrast ideas in a reading passage.
- 03.14 Use reading strategies (preview, skim, scan) to identify content, purpose, and organization of a reading passage.
- 03.15 Identify author's point of view and arguments in a reading passage.
- 03.16 Evaluate validity and accuracy of information in a reading passage.
- 03.17 Interpret a complex reading passage.
- 03.18 Read a literary text recommended and/or endorsed by instructor.
- 03.19 Answer "wh" questions about a reading passage.
- 03.20 Synthesize information and draw conclusions about a reading passage.

#### **04.0 Write Effectively** □

- 04.01 Use pre-writing strategies (brainstorming, graphic organizing, and outlining).
- 04.02 Develop outline to organize ideas for a composition including main ideas, specific ideas, and details.
- 04.03 Use sentence structure to construct compound and complex sentences .
- 04.04 Use complex vocabulary in a writing exercise.
- 04.05 Write a paragraph that includes a topic sentence with controlling ideas, major points, support, and a concluding sentence.
- 04.06 Write two or more paragraphs that are focused, organized, and have supporting statements.
- 04.07 Prepare an initial draft of a composition and/or report that shows evidence of a general pattern.
- 04.08 Revise an initial draft of a composition and/or report into a final draft that shows evidence of a clear pattern, focus and purpose.
- 04.09 Edit a final draft of a composition and/or report for spelling, capitalization, punctuation, grammar, parallel structure, sentence formation, and format.
- 04.10 Submit an edited composition and/or report that sustains a consistent point of view throughout.
- 04.11 Use formal style in a written text, (impersonal address, acronyms, numbers, non-use of colloquialisms and/or abbreviations).

#### **05.0 Understand Grammar Application** □

- 05.01 Identify parts of speech.
- 05.02 Use regular and irregular verbs:
  - Simple present
  - Simple past
  - Simple future
  - Perfect (past, present, future)
  - Continuous (past, present, future)
  - Commands
  - Modals
  - Conditionals
  - Gerunds
  - Infinitives.

- 05.03 Use forms of pronouns (subject, object, possessive).
- 05.04 Use articles, conjunctions, transition words, and connectors.
- 05.05 Use singular and plural noun forms.
- 05.06 Use modifiers (adverbs, adjectives, participles).
- 05.07 Use rules of agreement to construct sentences (subject-verb, pronoun-referents, adjective referents).
- 05.08 Use prepositions and prepositional phrases.
- 05.09 Use adjective clauses, adverb clauses and noun clauses.
- 05.10 Use active and passive voice.

## **06.0 Obtain Higher Education and Training**

- 06.01 Develop a portfolio (resumes, transcripts, diplomas, certificates, translated documents).
- 06.02 Recognize value of translating and evaluating academic documents (transcripts, diplomas) into English for obtaining access to higher education or career and technical training.
- 06.03 Use a catalog from an educational institution to find information about programs and courses offered.
- 06.04 Use a program brochure from an educational institution to find information about available courses (pre-requisites, dates offered).
- 06.05 Interpret a class schedule for an educational program.

## **07.0 Persist in Higher Education and Training**

- 07.01 Recognize and interpret the U. S. grading system used in a post-secondary and/or career and technical institution.
- 07.02 Recognize the importance of academic honesty (prohibition of plagiarism/cheating).
- 07.03 Recognize the role of culture in interacting with instructors in and out of class.
- 07.04 Recognize the role of culture in interacting with educational staff and administration.
- 07.05 Identify interactive strategies used in higher education classrooms that promote successful academic performance (querying the instructor; taking opposing position from the instructor and defending position; presenting views in a measured manner).
- 07.06 Recognize a variety of classroom strategies used to promote academic learning (individual instruction, cooperative learning, pair work, group work, and instructor facilitated lectures).

## **08.0 Use Computer Technology**

- 08.01 Use keyboarding skills.
- 08.02 Send and receive e-mail.
- 08.03 Navigate the Internet to locate and gain access to websites that provide academic English instruction.
- 08.04 Use search engines to locate websites with information about an educational topic.

## **09.0 Use Test-taking Skills for Standardized Instruments**

- 09.01 Use bubble-in technique on test answer sheets.
- 09.02 Use test-taking strategies with various test formats (multiple choice, matching, true/false, cloze, and essay) for testing in each of the following skill areas, listening, speaking, reading, writing, and grammar.
- 09.03 Use computer-based test-taking strategies (Computer-Adaptive-Testing, online, CD) to prepare for tests that lead to higher education: GED, TABE, TOEFL, CPT-L, and/or CPT.