

For
WASHINGTON STATE Adult LEARNING STANDARDS

Level 1-Beginning ESL Literacy Program
(CASAS 180 AND below)

STANDARD I:

Read With Understanding

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

R 1.1 Recognize everyday words or word groups in short, simple text by decoding letter-sound correspondence, isolating and saying first and last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables, combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words.

R 1.2 Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends), and common vocabulary.

R 1.3 Monitor accuracy of decoding and word recognition using various strategies, such as rereading or making word lists.

R 1.4 Recall prior knowledge to assist in understanding information in the text.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can read and comprehend words in short, simple texts slowly and with some effort but with few errors, to independently accomplish simple, well defined, and structured reading activities in a few comfortable and familiar settings.

STANDARD II:

Convey Ideas in Writing

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ESL student will know and be able to:

W 1.1 Determine the purpose and audience for communicating in writing.

W 1.2 Follow a highly structured plan (or text model) to organize information about self and/or related to immediate needs in very simple structures such as lists or responses to prompts for everyday information.

W 1.3 Write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words (personal names, signatures, addresses), numbers (dates, phone #s, addresses, prices, etc) and simple phrases to convey information with minimal attention to audience.

W 1.4 Make a few simple content changes and simple edits of handwriting, spelling, punctuation and capitalization based on review and feedback from others.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can write individual words, simple phrases and a few very simple sentences slowly and with some effort and some errors. They can independently accomplish simple, well defined, and highly structured writing activities in a few comfortable and familiar settings.

STANDARD III:

Speak So Others Can Understand

To speak so others can understand, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ESL student will know and be able to:

S 1.1 Recall and use a limited set of learned words and phrases related to basic personal information, basic objects, and a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks

S 1.2 Use simple strategies (such as learned words and phrases and responding to simple, direct questions) to select and relay information

S 1.3 Apply simple strategies (such as gestures, eye contact, and very simple requests for understanding from the listener) to monitor effectiveness of the communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can speak learned and rehearsed words and phrases with hesitation and some inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.

STANDARD IV:

Listen Actively

To listen actively, Washington ESL students should:

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 1, every Washington ESL student will know and be able to:

L 1.1 Understand and respond to learned words and phrases in simple questions, statements, and high frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is considerably simplified.

L 1.2 Use a few simple formulas to convey understanding and ask for repetition or clarification.

L 1.3 Use non-verbal and visual clues to understand the basic intent of the speaker and to meet the purpose of the communication.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 1 can comprehend the gist of short, simple conversations and explanations on familiar, learned topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.

ESL LEVEL 2-Low beginning ESL (CASAS 181-190)

STANDARD I:

Read With Understanding

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

R 2.1 Decode and recognize familiar everyday, simple words in short, simple text by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

R 2.2 Demonstrate familiarity with words, phrases, and simple sentences.

R 2.3 Locate discrete items of information in simplified text.

R 2.4 Monitor accuracy of decoding simple sentences using various strategies such as rereading, copying, or making word lists.

R 2.5 Recall prior knowledge to understand information in simple texts.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can read and comprehend words in small blocks of simple text, slowly with some repetition and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

STANDARD II:

Convey Ideas in Writing

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.

- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

W 2.1 Determine the purpose and audience for communicating in writing.

W 2.2 Follow a highly structured plan to organize ideas around a single familiar topic.

W 2.3 Appropriately use everyday, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures to produce a few sentences on a topic.

W 2.4 Make simple edits of grammar, capitalization, spelling, and punctuation based on review and feedback from others.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can write simple sentences on familiar topics with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

STANDARD III:

Speak So Others Can Understand

To speak so others can understand, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

S 2.1 Recall and use a limited set of learned words, phrases, and short sentences related to basic personal information, basic objects, and a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks

S 2.2 Use simple strategies (such as familiar phrases and questions; responding to simple, direct questions; and, combining or re-combining learned or heard words and phrases) to select and relay information

S 2.3 Apply simple strategies (such as gestures, eye contact, and simple, repeated requests for feedback from listener) to monitor effectiveness of the communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can sometimes speak learned and rehearsed words, phrases, and simple sentences fluently and accurately but other times speak with hesitation and inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.

STANDARD IV:

Listen Actively

To listen actively, Washington ESL students should:

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 2, every Washington ESL student will know and be able to:

L 2.1 Understand and respond to learned words and phrases in simple questions, statements, and high frequency commands as part of short conversations, explanations, instructions, and narratives where the linguistic complexity is simplified.

L 2.2 Use a few simple formulas to convey understanding, and ask for repetition or clarification and one or two simple strategies for gathering missing information and/or repairing problems in communication.

L 2.3 Use non-verbal and visual clues, as well as socio-cultural, linguistic, and other background knowledge to understand the basic intent of the speaker and to meet the purpose of the communication.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 2 can comprehend the gist of simple conversations and explanations on familiar topics in face-to-face situations when tasks are highly structured and include supports, such as visual cues, pre-learning of new vocabulary and phrases, or collaborative listening. Text is considerably adjusted for listeners who usually require a slower rate of speech with frequent opportunities for repetition or rephrasing. For English language learners, level of ease and confidence in using English may be low, even in familiar contexts.

ESL LEVEL 3-HIGH BEGINNING ESL (CASAS 191-200)

STANDARD I:

Read With Understanding

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

R 3.1 Decode and recognize everyday words in short, simple texts by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words.

R 3.2 Demonstrate familiarity with simple, everyday content knowledge and vocabulary.

R 3.3 Locate discrete items of information in texts.

R 3.4 Monitor and enhance comprehension using various strategies, such as rereading, restating, copying and rephrasing text; making a list of new words, or using a simplified dictionary.

R 3.5 Recall prior knowledge to assist in selecting texts and in understanding the information they contain.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 3 can read and comprehend words in small blocks of simple text, slowly but easily and with few errors, to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

STANDARD II:

Convey Ideas in Writing

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

W 3.1 Determine the purpose and audience for communicating in writing.

W 3.2 Follow a highly structured plan to organize ideas around a single familiar topic and produce a short but legible and comprehensible draft.

W 3.3 Appropriately use everyday, familiar vocabulary (such as words with personal significance and commonly-used adjectives, pronouns and prepositions) and simple sentence structures to produce a several sentences on a topic.

W 3.4 Make simple edits of grammar, capitalization, spelling, and punctuation.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 3 can write several simple sentences on familiar topics with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

STANDARD III:

Speak So Others Can Understand

To speak so others can understand, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

S 3.1 Recall and use a somewhat limited vocabulary including words related to common, everyday topics, personal experience; know and use basic grammar and sentence structure (heard in the immediate environment); know and use basic awareness of appropriate register (level of formality) in familiar, predictable communication tasks

S 3.2 Use simple strategies (such as reacting to questions or combining and recombining short known words or phrases) to select and relay information

S 3.3 Apply simple strategies (such as making and responding requests for feedback repetition, and rephrasing) to monitor and enhance the effectiveness of the communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 3 can speak mostly short utterances (sometimes inaccurate, incomplete sentences and sometimes fluent and accurate sentences that may be expansions of learned materials and stock phrases) in familiar settings with a familiar audience (usually face-to-face with one person) when provided with a high level of support (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or non-standard and speech may be difficult to understand even by a skilled, supportive listener.

STANDARD IV:

Listen Actively

To listen actively, Washington ESL students should:

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 3, every Washington ESL student will know and be able to:

L 3.1 Understand and respond to explanations, conversations, instructions, and narratives made up of sentence length utterances and some connected discourse on familiar topics related to personal background and needs, social conventions, and everyday tasks.

L 3.2 Use several strategies, including formulas for asking for repetition and clarification, and strategies for indicating understanding, for giving feedback, for gathering missing information and/or for repairing problems in comprehension, such as by rephrasing, substituting a different word, or drawing a picture.

L 3.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as expressing an opinion or collecting relevant information) to understand the intent of the speaker and what is required to respond appropriately and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 3 can listen for structured and well-defined purposes related to maintaining personal conversations, acquiring information, or completing basic transactions, either face-to-face or in a brief telephone conversation when language is somewhat simplified and frequent opportunities for repetition, rewording and clarification are provided. For English language learners, level of ease using English is growing but varies depending on the level of familiarity with the audience and purpose and the stressfulness of the context.

ESL LEVEL 4-LOW INTERMEDIATE ESL (CASAS 201-210)

STANDARD I:

Read With Understanding

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

R 4.1 Decode and recognize most everyday and some unfamiliar words in short to medium-length text by drawing on content knowledge and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace.

R 4.2 Demonstrate familiarity with common, high-interest content knowledge and related vocabulary.

R 4.3 Locate important information in simple text using some simple strategies.

R 4.4 Monitor and enhance comprehension by using a range of simple strategies, such as recalling, restating, rephrasing, explaining the content of the text or using simple examples.

R 4.5 Actively apply prior knowledge to assist in understanding information in texts.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 4 can quickly and accurately read and comprehend words and word groups in multiple pages of simple text to independently accomplish simple, well-defined and structured reading activities in a range of comfortable and familiar settings.

STANDARD II:

Convey Ideas in Writing

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

W 4.1 Determine the purpose and audience for communicating in writing.

W 4.2 Follow a highly structured plan to identify and organize a limited number of ideas to support a single purpose and produce a legible and comprehensible draft.

W 4.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a single paragraph to convey an idea with supporting details and examples.

W 4.4 Demonstrate beginning attention to revision strategies including rereading and revising based on review and feedback from others.

W 4.5 Make many edits of grammar (verb tense forms), spelling, sentence structure simple/compound/complex with appropriate capitalization and punctuation), language usage and text structure often with the help of tools such as simplified dictionaries, grammar checklists, and graphic organizers.

Show Fluency, Independence, and Ability to Perform the above indicators in a Range of Settings

Adults performing at Level 4 can write short, structured paragraphs on familiar topics with some effort but with few errors to independently accomplish simple, well defined, and structured writing activities in a few comfortable and familiar settings.

STANDARD III:

Speak So Others Can Understand

To speak so others can understand, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

S 4.1 Recall and use high-frequency vocabulary including words related to common, everyday topics and personal experience, use knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks

S 4.2 Select from a limited range of strategies (such as combining and recombining known or heard words, phrases, and sentences reformulation, or self-correction) to select and relay information

S 4.3 Apply some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance effectiveness of the communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 4 can speak fluently and accurately in familiar settings with one or more familiar listeners (either face-to-face or in a brief telephone conversation) when a moderately high level of support is provided (in the form of written, visual, or verbal prompts). There may be some errors in pronunciation, but with repetition, speech can usually be understood by a skilled, supportive listener.

STANDARD IV:

Listen Actively

To listen actively, Washington ESL students should:

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 4, every Washington ESL student will know and be able to:

L 4.1 Understand and respond to conversations, explanations, instructions and short narratives of a somewhat complex nature but related to familiar tasks and situations. Tasks may include short routine telephone conversations and some simple information conveyed through electronic media, such as television or radio.

L 4.2 Know when to use a range of strategies to repair gaps in understanding, comprehend information, and give feedback even when opportunities to seek clarification or repetition are somewhat limited and the context is somewhat unfamiliar.

L 4.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as by taking notes and summarizing main points to share with others, evaluating what was heard, and sharing responses of a more complex nature) to understand the main intent and details communicated by the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 4 can listen and respond to most basic content related to personal background information, everyday transactions, and simple routine tasks but understanding the full range of details on less familiar topics may still be uneven. Limited adjustments in the text may be made. English language learners display growing comfort using English in simple interactions and social situations but may be less at ease in more complex and/or stressful contexts.

ESL LEVEL 5-HIGH INTERMEDIATE eSL (CASAS 211-220)

STANDARD I:

Read With Understanding

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

R 5.1 Recognize unfamiliar and some specialized words and abbreviations using word analysis or inference.

R 5.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary.

R 5.3 Locate important information in text using a wide range of strategies.

R 5.4 Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace.

R 5.5 Organize information using some strategies, such as recall, restatement, simple sequencing and simple categorization.

R 5.6 Actively apply prior knowledge to assist in understanding information in texts.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 5 can read and comprehend a variety of texts at an appropriate pace and with good comprehension to independently accomplish structured reading activities in a variety of familiar settings.

STANDARD II:

Convey Ideas in Writing

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

W 5.1 Determine the purpose and audience for communicating in writing.

W 5.2 Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey personal experience, meet a specific need, or respond to recent learning), and produce a legible and comprehensible draft.

W 5.3 Appropriately use familiar vocabulary (based on personal experience and learning) and basic text structure of simple steps/instructions/commands or a few short, well-linked paragraphs to convey ideas with several supporting details/examples reflecting some attention to audience.

W 5.4 Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process and making revisions to a first and final draft based on review and feedback from others. Demonstrate beginning attention to clarity, descriptiveness, personal voice, and appropriateness of text for the intended audience.

W 5.5 Make many edits of grammar (verb tense forms), spelling, sentence structure simple/compound/complex with appropriate capitalization and punctuation), language usage and text structure often with the help of tools such as simplified dictionaries, grammar checklists, and graphic organizers.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 5 can write simple narrative, informative, or expressive texts of a few short paragraphs and steps/instructions/commands with some effort but with few errors. They can independently accomplish well-defined and structured writing activities for varied audiences (self, family, workplace, teacher) in a range of comfortable and familiar settings.

STANDARD III:

Speak So Others Can Understand

To speak so others can understand, Washington ESL students should:

- Determine the purpose for communicating.

- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

S 5.1 Recall and use sufficient oral vocabulary (range of common, vocabulary related to personal experience and everyday activities, some idioms) as well as control of basic grammar and a variety of sentence types and registers in a range of familiar to somewhat unfamiliar or unpredictable communication tasks

S 5.2 Select from a range of strategies (such as elaborating with some detail and examples; determining most important/right amount of information and content to convey) to select, organize, and relay information

S 5.3 Apply a range of strategies (including attention to appropriate register, repetition of information, adjustments in pace, tone, volume, eye contact, body language based on listener's response and needs) to monitor and enhance effectiveness of communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 5 can speak fluently and accurately in settings and with audiences that may not be entirely familiar when provided with some support (in the form of guided practice, listening to a model, or advance organizers). There may be occasional pronunciation, word choice, or structural errors that hinder understanding, but speech is generally understandable (with repetition) by a skilled, supportive listener.

STANDARD IV:

Listen Actively

To listen actively, Washington ESL students should:

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension
- Integrate information from listening with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 5, every Washington ESL student will know and be able to:

L 5.1 Understand and respond appropriately to extended explanations and narratives, detailed instructions, and complex conversations requiring adapting one's response to varied speakers and contexts when language is not adjusted for English language learners.

L 5.2 Effectively use a wide range of strategies to repair gaps in understanding and give feedback, tailoring the response to the purpose of the communication, the audience, the level of formality of the situation and other socio-cultural factors.

L 5.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as comparing, integrating, and categorizing information for others) to understand fully the literal and implied intent of the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 5 can comprehend relatively unstructured conversations and presentations of moderate length and in somewhat complex and unfamiliar situations when language is not adjusted for non-native speakers; however they may be unable to fully follow all main ideas, details, cultural nuances and implied meanings. May have some difficulty following conversations between native speakers but displays growing ease in communicating with native speakers.

ESL LEVEL 6-ADVANCED ESL (CASAS 221-235)

STANDARD I:

Read With Understanding

To read with understanding, Washington ESL students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

R 6.1 Recognize and interpret abbreviations and specialized vocabulary.

R 6.2 Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization.

R 6.3 Locate important information, read identified sections for detail and determine missing information using a wide range of strategies.

R 6.4 Monitor and enhance comprehension using a wide range of strategies, such as brainstorming and question formulation techniques.

R 6.5 Organize and analyze information and reflect upon its meaning using a range of strategies such as classification, categorization, and comparison/contrast.

R 6.4 Evaluate prior knowledge against new information in texts to enhance understanding of the information.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can read and comprehend dense or multipart texts at an appropriate pace and with good comprehension to independently accomplish structured, complex reading activities in a variety of familiar and some novel settings.

STANDARD II:

Convey Ideas in Writing

To convey ideas in writing, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

W 6.1 Determine the purpose and audience for communicating in writing.

W 6.2 Select from and use a good store of tools and strategies for overall planning and organization; outline, restate, summarize and categorize ideas and produce a legible and comprehensible draft.

W 6.3 Appropriately use both everyday and specialized vocabulary including abstract nouns and idioms, and a variety of sentence structures, in medium-length, coherently-linked, and detailed text with appropriate tone, language, and level of formality and in modes of organization suitable for a variety of audiences.

W 6.4 Use a variety of strategies to analyze and make simple revisions (such as for clarity, organization, and descriptiveness) and to solve a few more global problems posed by the writing text (such as changes in voice or tone to take into account the needs of the audience or re-sequencing of larger pieces of text based on feedback from others).

W 6.5 Undertake multiple re-readings of text in order to edit for grammar, spelling, sentence structure, language usage, and text structure and use appropriate tools such as dictionaries and grammar guides.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can write a variety of texts that include more complex sentence structures and multiple paragraphs easily and with few errors for a wide variety of purposes (such as different kinds of expressive, persuasive and informative purposes). They can independently accomplish structured and fairly complex writing in a variety of familiar and some novel settings.

STANDARD III:

Speak So Others Can Understand

To speak so others can understand, Washington ESL students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

S 6.1 Recall and use a range of vocabulary including words related to most everyday, school, work, and social situations; know and use a variety of complex sentence structures and grammatical forms; know and use appropriate register in a range of communicative tasks, including unfamiliar, unpredictable, and uncomfortable interactions

S 6.2 Select from a wide range of strategies (such as taking into account the interests of others; predicting outcomes, interests, or likely questions and responses; organizing information based on determination of relevance and audience needs; elaborating with significant detail and examples) to select, organize, and relay information

S 6.3 Apply a wide range of strategies (including body language, pause fillers, stalling devices, and different rates of speech as needed) to monitor and enhance effectiveness of communication and to meet the speaking purpose

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can speak fluently and accurately in most settings with familiar and unfamiliar audiences when provided with minimal support (in the form of opportunities for role plays/ practice, learner-generated practice scripts, etc.). Pronunciation does not impede understanding and speech can generally be understood by an unsupportive, unskilled listener.

STANDARD IV:

Listen Actively

To listen actively, Washington ESL students should:

- Attend to oral information
- Clarify purpose for listening and use listening strategies appropriate to that purpose
- Monitor comprehension, adjusting strategies to overcome barriers to comprehension

- Integrate information from listening with prior knowledge to address the listening purpose

The following INDICATORS are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

INDICATORS:

By the end of Level 6, every Washington ESL student will know and be able to:

L 6.1 Understand main ideas and most details in conversations, short lectures, news reports, extended explanations and other connected discourse on a range of topics, including topics beyond everyday contexts and immediate experiences in a variety of work, personal, and basic academic contexts.

L 6.2 Effectively use advanced strategies to repair gaps in understanding, to ask questions to deepen understanding and to give feedback appropriate to the situation, the audience and the purpose of the communication. Growing ability to use strategies appropriate to the socio-cultural context.

L 6.3 Apply linguistic, socio-cultural, and other background knowledge and strategies (such as integrating information from more than one source; evaluating the relevance, validity, and adequacy of information; or adapting responses to the age, gender, status, and emotional state of the speaker) to understand fully the literal and implied intent of the speaker, to respond appropriately, and to meet the listening purpose.

Show Fluency, Independence, and Ability to Perform the above Indicators in a Range of Settings

Adults performing at Level 6 can function independently in most social and work situations and comprehend relatively complex and unstructured conversations or presentations requiring the integration and summary of several data sources or media with limited need for guidance and repetition and with few errors. Adults at this level may have some difficulty following the coherence or thematic organization of longer connected discourse or may have difficulty understanding when time frames and tense markers are complex. They can understand most English language communication at normal speed and often can function successfully (with some support) in adult education classrooms (such as GED classes) with native English speakers, although they may still lack full comfort and ease conversing with native speakers.