



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 PURPOSE

This technical assistance paper provides guidance to Local Educational Agencies funded by the Florida Department of Education Division of Career and Adult Education on the implementation of non-credit adult English for Speakers of Other Languages (ESOL) programs.

2 DEFINITIONS

2.1 Adult Education Student

The following documents provide a definition of the term “adult education student:”

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

Adult education students:

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

2.2 Adult ESOL

The Adult ESOL Program is an instructional program of noncredit English language courses designed to improve the employability of the state’s workforce through the acquisition of English language communication skills and cultural competencies.

2.3 Educational Functioning Level (EFL)

The National Reporting System (NRS) of the USDOE classifies adult ESOL students according to six educational functioning levels. Each level has a set of basic skills that adult ESOL students should be able to perform upon entry to the level. See Appendix D for the full set of NRS descriptors of what a typical adult ESOL student should be able to do at each level.

2.4 Literacy Completion Point (LCP)

The term Literacy Completion Point is used by the state to indicate an adult education student has completed an EFL. A student has completed an EFL and earned an LCP when he or she obtains a post-test score that is at or beyond the top score of the level he or she is in.

LCPs are used in the calculation of disbursements from the State’s Workforce Development Performance-Based Incentive Fund to adult education agencies. **In the program year beginning July 1, 2013, and ending June 30, 2014, no disbursements will be made for LCPs reported, although programs will continue to report all LCPs earned by students.**

Students enrolled in the Adult ESOL and the ELCATE courses earn LCPs by being pre-tested and post-tested with a state-approved assessment and showing they have completed EFLs. One EFL completed is counted as one LCP earned.

Students enrolled in Academic Skills, Citizenship, and Literacy Skills earn LCPs by completing the competencies of the respective course(s) they are in. Upon satisfactory completion of the competencies, the instructor and program director sign off on the student's Progress Report for the course the student is enrolled in. A copy of the signed Progress Report (electronic or paper) is kept at the agency in the student's permanent file and may be requested by auditors for review.

Agencies submit regularly scheduled data reports on all LCPs earned by students to the FLDOE Community College and Technical Center Management Information System (CCTCMIS). Agencies must provide FLDOE with a count of all newly earned LCPs in each regularly scheduled report. This provides the FLDOE with the necessary information to prepare state and national reports.

2.5 Local Educational Agency (LEA)

Local Educational Agencies are school districts and colleges that are funded by a legislative allocation of Workforce funds to implement career and technical education (CTE) and adult education (AE) programs. The following types of agencies are not categorized as LEAs by the FLDOE: Community-Based Organizations (CBO), Faith-Based Organizations (FBO), library-based literacy programs, county jails, or state correctional institutions.

2.6 National Reporting System (NRS)

The National Reporting System was developed by the USDOE as a means of reporting data from states that receive funding from USDOE to supplement adult education programs. The NRS collects data annually on each state's adult education program. It prepares tables that report the number of students enrolled and the number of students completing at least one EFL, among other data related to adult education. It also publishes guidelines on testing, scoring, measuring, and reporting.

3 PROGRAM MANAGEMENT

3.1 Student Recruitment

3.1.1 Parents of Children in Elementary, Middle, and High Schools

One of the most likely places to find potential adult ESOL students is the local school system, where they are the parents of ESOL K-12 students. The primary benefit of improving the literacy skills of parents is that they in turn will support the education of their children. Agencies may wish to provide flyers to local schools to distribute to the parents of children who report that a language other than English is used in the home. It might also 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 Media

3.1.2.1 Radio Talk Shows

A Miami-Dade refugee services agency completed a study on marketing of adult ESOL programs and it found that when the director or teachers participated as a guest on a radio talk show, this was more effective than taping brief public service announcements. The talk show format engages a listening audience that has interest in the topic as it conveys information through dialog and commentary.

3.1.2.2 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. Churches are possible locations for the dissemination of fliers about adult ESOL programs.

3.2 Registration and Enrollment

Programs must register and enroll adult ESOL students in accordance with the State of Florida Statutes and the FLDOE Board of Education Administrative Rules. The following is an excerpt from State of Florida Statute §1004.93 F.S., Adult General Education:

- (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 to attain basic and functional literacy.*
 2. *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 Administrative Rule 6A-10.0381, Registration of Adult Education Students, requires that agencies request the following information from students that wish to enroll in adult education classes:

- Name
- Date of Birth
- Permanent Address
- Social Security Number, if available

3.2.2 Name

Agencies must request and obtain documentation showing the student's name.

3.2.3 Date of Birth

The agency must request and obtain documentation that shows the student is at least 16 years of age at the time of enrollment.

3.2.4 Permanent Address

The agency must request and obtain documentation showing the permanent address of the student at the time of enrollment. The purpose of requesting the student's permanent address is to provide a way for the agency to conduct follow-up surveys on the student's employment or educational status after leaving the agency.

3.2.5 Social Security Number

Florida statutes require that agencies request a Social Security Number from each student that wishes to enroll in adult education classes. If a student does not provide a Social Security Number, this does not

preclude the student from receiving services, and the agency will assign a number to the student's file for the purposes of reporting the student's enrollment and educational level. The Social Security Number is an important means of tracking by the FLDOE, which uses this information to determine whether the students entered employment or postsecondary education and for planning of the state's workforce education system.

3.3 Florida Residency, Tuition and Nonresident Fees

As of July 1, 2011, all adult education programs must charge tuition and any applicable nonresident fees in accordance with Florida Statute §1009.25.

3.3.1 Determining Florida Residency for Tuition Purposes

As of July 1, 2011 adult education agencies must comply with the Guidelines for Florida Residency for Tuition Purposes.

3.3.2 Tuition

- \$45.00) block tuition rate for each half year in a program year (July 1 - June 30).
- (\$30.00) block tuition rate for each term in a program year (July 1 - June 30).

3.3.3 Nonresident Fee:

- Nonresident fee: \$135.00 per half year or \$90.00 per term.
- Total tuition plus nonresident fee: \$180.00 per half year or \$120.00 per term.

3.3.5 Tuition of Students in Community-Based Organizations Funded with Federal Grants Only

Nonprofit organizations that receive federal funds from the FLDOE are not required to charge tuition or nonresident fees. If a CBO receives State of Florida Workforce Development Education funds to provide adult education services, it must charge tuition to its adult education students.

3.4 Orientation

Each student enrolling in an adult ESOL course for the first time should be given a copy of the "Welcome, New Adult ESOL Student" handout. The English version is written at the Low Beginning level. It is also available in 30 other languages. The handout can be downloaded from the "Resource" section of the FLDOE Adult Education webpage. The purpose of the handout is to welcome each new student to the adult ESOL program. The handout is only one part of a comprehensive orientation package that each agency should provide to each new student. If the handout is not available in the student's language on the website, the agency is encouraged to inform the FLDOE adult education office.

3.5 FLDOE Policy on 12-Hour Pre-testing of All Adult Education Students

FLDOE requires that pre-testing for placement take place during the first twelve hours of the student entering adult education programs. Agencies cannot count students as enrolled until the student has completed twelve hours of instructional activity within the enrolling semester. Each subsequent semester, the same policy on registration for enrollment applies to both returning and new students.

3.6 Placement

Placement for reporting purposes is a procedure by which the school establishes the student's Initial EFL and reports it to FLDOE. The student's score on the pre-test determines the student's Initial EFL, which is reported to the FLDOE. The Initial EFL serves as a baseline for any subsequent level gains the student may make.

If a student is enrolling in a course that is reported by the FLDOE to the USDOE for inclusion in its annual NRS report, agencies must use a state-approved test as a pre-test to obtain a score for placement. If a student is enrolling in a course that is not reported by the FLDOE to the NRS, agencies will follow the assessment guidelines specified for that course (see Tables 4 and 6).

3.6.1 Pre-testing

The pre-test scale score determines to which level the student should be assigned and establishes the student's Initial EFL for NRS reporting purposes. The first pre-test taken by a student in a reporting year establishes the student's Initial EFL as a baseline for that year. This Initial EFL is used as the base line for determining whether any learning gains made by the student during the reporting year.

The student's Initial EFL resets at the beginning of each new reporting year. CASAS recommends four months as the length of time that a test score can be used for purposes of reenrolling an adult ESOL student. BEST Literacy, BEST Plus and TABE CLAS-E do not have a policy on the length of time test scores can be used for purposes of reenrolling adult ESOL students.

Rarely, a student's test results appear to be unusually low or high when compared to the skills the student demonstrates in class. If indications are strong that the test results are not an accurate reflection of the student's ability, the student may be retested. If the new scores align more closely to the student's demonstrated ability in class, the previous test results can be voided and replaced with the new results. Retesting should be done as soon as possible with the paired form of the test within the same level or with a form of a lower or higher level. It may be advisable to give the student an appraisal or locator test before re-taking the test.

If the agency chooses not to retest a student whose test results seem to be out of range with his or her ability, it must report to the state the student's Initial EFL as indicated by the test results. Even if the agency puts the student in a classroom of students that more closely match his or her demonstrated ability, the agency must still report to the state the Initial EFL of the student as indicated by his or her test scores.

All procedures related to voiding test results and retesting a student should be clearly described in the agency's test procedures manual to ensure that each instance is handled in a consistent and equitable manner.

3.8 Curriculum Standards

The FLDOE curriculum standards for adult ESOL courses are approved annually by the FLDOE State Board of Education. Agencies are required to use the state's curriculum standards in the classroom. The competencies in the standards become increasingly more rigorous as students advance through the levels of the course. The competencies are intended to be a guide for teachers in the implementation of educational activities, lesson planning, and instruction. Teachers are not expected to cover all the competencies each semester/term or to teach them in sequential order. The curriculum standards for the FLDOE adult ESOL courses can be found in the "Curriculum Frameworks" section of the FLDOE Adult Education webpage.

3.9 Progression and Completion of Levels

As students attend classes they will make learning gains in their English language skills and knowledge. Agencies are required to track the academic progress of students as they make academic progress and complete the levels of the course they are enrolled in.

3.9.1 Progress Reports

Students enrolled in the following courses show progress by completing the competencies of the curriculum standards:

- Academic Skills for Adult ESOL (1level)
- Citizenship (1 level)
- Literacy Skills for Adult ESOL (3 levels)
- Workplace Readiness for Adult ESOL (1 level)

Agencies will report the progress of students in these courses through the course Progress Report, which is based on the curriculum standards. The Progress Report is used to document that the students have satisfactorily completed the competencies in the curriculum standards for the course. The completed Progress Report document will be kept by the agency as part of the student's permanent record, and the agency will report to the FLDOE that the students have completed the course.

3.9.2 Standardized Assessments

Students enrolled in the Adult ESOL and ELCATE courses must be post-tested with a state-approved test to show progress. If the reading score reaches or exceeds the top score of the EFL the student is in, the student is considered to have completed one EFL and advanced to a higher EFL. Agencies will report any learning gains to the FLDOE in their regularly scheduled submissions.

See the Adult Education Assessment Technical Assistance Paper for additional information on pre-tests and post-tests.

3.10 Reporting

3.10.1 Courses Reported by FLDOE to NRS

The completions of students enrolled in Adult ESOL and ELCATE are reported by the FLDOE to the NRS. Students in these courses show completion by taking an assessment that is approved by the FLDOE for NRS reporting purposes. In order to be considered as having completed the EFL he or she is in, the student must reach or exceed the top score of the level. In order to be considered as having completed the entire course, the student must reach or exceed the top score of the highest EFL of the course.

3.10.2 Courses Reported to FLDOE but Not Reported by FLDOE to NRS

The completions of students enrolled in the following courses, Academic Skills for Adult ESOL, Citizenship, Literacy Skills for Adult ESOL, and Workplace Readiness for Adult ESOL, are not reported by the FLDOE to the NRS. Students enrolled in these courses show they have completed the course by satisfactorily completing the course competencies. Upon completion of the competencies, the agency records the student completion through the Progress Report for that course. The completed Progress Report is kept on file by the agency, which reports to the FLDOE that the student has earned a state LCP. The FLDOE does not report to the NRS the completion of students in courses measured through a Progress Report.

3.10.3 EFLs and LCPs Based on Reading Score; Reporting of Listening and Reading Scores Required

Effective July 1, 2012, the USDOE and the FLDOE discontinued use of the CASAS Life and Work listening tests for NRS reporting purposes. FLDOE assessment policy requires agencies to continue to administer both listening and reading pretests and posttests to all students enrolled in the ESOL and ELCATE

courses. Students enrolling in the Academic Skills course and the Citizenship course are required to take a reading and listening pre-test, but are not required to take a reading and listening post-test. (See complete information on pre-testing and post-testing below in the respective sections for these courses.)

FLDOE policy is that agencies will continue to report both reading and listening scores to the FLDOE. While programs will continue to submit the listening score in their data submission to the state, programs will not use the listening score to establish EFLs, level completions or LCPs. Results of the listening test should be used locally to help determine the instructional needs of the students.

3.11 Records

The State Board of Education Administrative Rule 6A-10.0381, Registration of Adult Education Students, states the following on the retention of records for adult education students:

“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.”

3.12 Audits

Nonprofit CBOs must provide an audit report annually in accordance with State of Florida Statutes §216.348, F. S., and §215.97(8) (e), F.S., in order to receive federal funds. These statutes can be found at the State of Florida Legislature website.

The following Florida Auditor General Rules apply to adult education programs: Chapter 10.650, Nonprofit and For-Profit Organizations, Chapter 10.800, District School Boards, and Chapter 10.700, Certain Nonprofit Organizations. These can be found at the State of Florida Auditor General website.

3.13 Instructor Certification

Adult education instructors working in adult education programs operated by school districts and colleges are required by FLDOE to have at least a bachelor’s degree in order to teach adult education courses at agencies funded with state and federal funds. Agencies have the option to require more criteria and specific designations.

Additional staff development and certification options for teachers can be found at the following web

4 ADULT ESOL COURSES

4.1 ACADEMIC SKILLS COURSE

School District Course Code Number (CCN) #9900051

College Classification of Instructional Program (CIP) #1532.010302

4.1.1 Course Description

This course is designed to prepare students for postsecondary programs such as college, university, and post-secondary career and technical education.

4.1.2 Intended Population

The Academic Skills course is intended for 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 may register for the Academic Skills course if they demonstrate they have sufficient knowledge and skills in English to perform the work required of the course.

4.1.3 Testing for Placement

Students registering in the Academic Skills course must be tested in both listening and reading for placement into the course using a state-approved test. Although it is not required that students obtain the entry-level scores noted below before being placed into the course, it is strongly recommended. Other evidence, such as class work completed by the student, may be taken into consideration when determining that a student is ready to take in the course. The recommended entry-level test scores are as follows:

- ≥541 on the Basic English Skills Test (BEST) Plus.
- ≥235 Reading and ≥235 Listening on the Comprehensive Adult Student Assessment System (CASAS).
- ≥588 Reading and ≥607 Listening on the Tests of Adult Basic Education (TABE) Complete Language Assessment System - English (CLAS-E).

Once a student has completed the enrollment process to enter the Academic Skills course, no further testing with a state-approved test is required to show progression or completion of the course. However, it may benefit students if they are provided with opportunities to be assessed with standardized tests, in order to provide them with information on their skills and to prepare them for taking standardized tests in college.

See the FLDOE Assessment TA Paper for additional information on assessing students enrolling in the Academic Skills course. The TA paper can be found in the “Technical Assistance Papers” section of the FLDOE Adult Education webpage.

4.1.4 Curriculum Standards

The curriculum standards of the Academic Skills course emphasize topics that students need to succeed in their transition to a college or university: language grammar structures, college-level reading and writing, the culture of the United States higher educational system, and how to use technology for postsecondary-level work.

4.1.5 Instruction

Instruction may be delivered face-to-face, in a computer lab, or through a combination of distance learning blended with classroom participation. Lessons that require students to do basic research, data collection, and preparing reports and presentations are recommended to facilitate their transition to a college or university.

4.1.6 Progression

Students make progress by completing the competencies of the curriculum standards. As students complete the course competencies, the instructor will make a notation of the competencies completed on the course Progress Report. Standardized assessments may also be used to guide instruction and to help prepare students for taking tests in college. Examples of assessments for Academic Skills students would be CASAS level D tests in reading, TABE 9/10 level A tests in reading and language, and the Test of English as a Foreign Language™ (TOEFL™). The FLDOE Division of Florida Colleges uses the

Postsecondary Education Readiness Test (PERT) as a college entrance exam. The PERT provides diagnostic information on the skills that students need to work on.

4.1.7 Completion of the Course

Students exit the Academic Skills course upon satisfactory completion of the course competencies. The instructor and school administrator sign off on the completed Progress Report for each student, and a record of this is kept in the student's permanent file. It is then reported to the FLDOE as one LCP. FLDOE does not include information on the completions of students in this course in its annual NRS report because the course uses a Progress Report instead of a state-approved assessment.

4.1.8 Transition

Ongoing academic and career counseling is recommended to ensure a smooth transition to a college or university. The National College Transition Network (NCTN) provides information on strategies to help students transition to college. 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 FLDOE Adult Education office.

4.2 ADULT ESOL COURSE **School District CCN #9900040** **College CIP #1532.010300**

4.2.1 Course Description

The Adult ESOL course is designed to provide adult ELLs with the knowledge and skills they need to communicate effectively in English. This is the main course of the adult ESOL program.

The Adult ESOL course has six levels that correspond to the six EFLs of the NRS:

- Foundations (NRS uses the term "Beginning Literacy" for this level.)
- Low Beginning
- High Beginning
- Low Intermediate
- High Intermediate
- Advanced

4.2.2 Intended Population

This course is for students who wish to improve their English language skills. It is recommended that students enrolling in the Adult ESOL course demonstrate they can read and write in at least one language before enrolling in the course.

4.2.3 Pre-testing for Assigning Students to Levels and Establishing Initial EFL for Reporting Purposes

The purpose of pre-testing is to determine the instructional needs of students, assign students to a level within a course, and to establish the Initial EFL of students as a baseline for NRS and state reporting purposes. Students enrolling in this course must be tested in both reading and listening. Both scores will be reported to the state, however, only the reading score will be used to establish the Initial EFL.

4.2.3.1 Approved Standardized Tests for the Adult ESOL Course

Agencies must pre-test all students enrolling in the Adult ESOL course with one of the following state-approved tests: BEST Literacy, BEST Plus, CASAS Life and Work Series, or TABE CLAS-E.

4.2.3.1.1 BEST Literacy and BEST Plus:

BEST Literacy assesses the skills of reading and writing, and BEST Plus assesses the skills of listening and speaking. These tests are designed to be used independently of each other, therefore agencies are not required to use the two tests together. The tests are valid for determining the instructional needs of students and assigning them to a level. Both BEST Literacy and BEST Plus are approved by FLDOE to establish the student's Initial educational functioning level. Both are also approved for reporting EFLs to the NRS and for reporting LCPs to the state.

However, it is important that programs know that BEST Literacy can be used to place students into the Advanced Level, but not to exit students out of the Advanced Level. This is because the scale scores of BEST Literacy fall below the range for completing the Advanced Level of the Adult ESOL course.

4.2.3.1.2 CASAS Life and Work Series:

Agencies using the CASAS Life and Work series tests will administer the CASAS Oral Screening to all new students. Returning students do not need to take the Oral Screening. After administering the Oral Screening to new students, agencies are required to pre-test students in both the reading and listening skill areas.

Starting July 1, 2012, programs using CASAS are to use the reading test score only to establish the student's Initial EFL for reporting EFLs to the NRS and for reporting LCPs to the state. The listening score will continue to be reported to the state, however, agencies will not use it to establish the student's Initial EFL for NRS and state LCP reporting purposes. Agencies will use the lower of the two scores to determine the instructional needs of the students and to assign them to a level within the program.

4.2.3.1.3 TABE CLAS-E:

Agencies using TABE CLAS-E will administer the locator to all new and returning students. After administering the locator, agencies are required to pre-test students in both the reading and listening skill areas.

As with CASAS, starting July 1, 2012, FLDOE policy is that agencies using TABE CLAS-E will also use the reading test score only to establish the student's Initial EFL for reporting EFLs to the NRS and for reporting LCPs to the state. The listening score will continue to be reported to the state, however, agencies will not use it to establish the student's Initial EFL for NRS and state LCP reporting purposes. Agencies will use the lower of the two scores to determine the instructional needs of the students and to assign them to a level within the program.

4.2.3.2 Students Not Able to Obtain Valid Score on Standardized Tests to Enroll in the Foundations Level of the Adult ESOL Course

Some students enrolling in the Adult ESOL course may not be able to take a pre-test in one or both of the skill areas of reading and listening. As noted, agencies that use CASAS will administer the CASAS Oral Screening to all new students. If the Oral Screening score is below 6, the agency will administer the Native Language Literacy screening tool and follow the scoring guidelines.

If a student enrolling in the Adult ESOL course is not able to take a pre-test in one of the two skill areas (reading or listening), the agency will follow the program's data recording policy. Students who are unable to obtain a valid score on a pre-test in one of the two skill areas will by default be sent to a classroom that teaches the Foundations Level. However, before the school can establish the Initial EFL for the student and report it to the FLDOE, the school must continue to have the student attempt to take the pre-test until he or she obtains a valid pre-test score on the test. Without a valid pre-test score, the school may enroll the student in the course, but the student cannot be assigned an Initial EFL level without having a valid score.

As with students who may not be able to obtain a valid pre-test score in one of the two skill areas (reading or listening), some students enrolling in the Adult ESOL course may not be able to obtain a valid pre-test score in either skill area. If this occurs, the agency will follow its local data handling procedures. For audit purposes, a note should be added to the student's record that the student was unable to obtain a valid score in the two skill areas. The school may enroll the student in the Foundations level, which is the lowest educational functioning level of the Adult ESOL Course. The school must continue to have the student attempt to take the pre-test until he or she obtains a valid pre-test score. The school may enroll the student in the course, but the student cannot be assigned an Initial EFL level without having a valid score.

Students who have been enrolled into the ESOL course at the Foundations level but have not yet obtained a valid reading and/or listening pre-test score at time of enrollment must continue to take a listening pre-test until they receive a valid pre-test reading and/or listening score. It is recommended that these students be re-tested as soon as it becomes clear they are likely to obtain a valid pre-test score. Some students may be ready after only one week; others may be ready after a month.

4.2.4 Curriculum Standards of the Adult ESOL Course

The adult ESOL curriculum standards cover the following seven topics:

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

4.2.5 Instruction

Instruction will be based on the curriculum standards for this course. It is expected that the instructor will provide each student with a syllabus or a written description of the course that includes the topics that will be covered, the objectives that students are expected to achieve, as well as any textbooks to be used.

Lessons should be based on the context of students' daily lives. Materials and lessons should be functionally useful to the student in the social, cultural, civic, health, economic, education, and work aspects of life in the United States. Lessons based on projects that can be applied to everyday life will help students retain the information better. For an overview of teaching methods, instructors may take

the comprehensive online course, “Teaching Adult ESOL.” This is a free online course for adult education teachers that can be accessed through the website of Florida TechNet.

The classroom should be “English-rich.” It is recommended to place labels on common objects around the room with students of beginning levels. Posters can be put up around the room, preferably created by the students themselves, on components and structures that they find challenging in using the English language. Students can use their posters as a teaching tool in presentations to their peers. Learning centers should be set up around the classroom that students can use individually or in groups. Some useful learning centers focus on writing, listening, reading, grammar, vocabulary, and art.

The following teaching strategies have proven to work well 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 single topic
- Cooperative writing: a group of students collaborate
- 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.

4.2.6 Student Progression

4.2.6.1 Post-tests

After students have participated in the number of instructional hours recommended by the test publisher, they will take a post-test to determine if they have made educational gains. Students complete a level when they take a post-test and reach or exceed the top scale score for the level they are in. The agency will post-test in both reading and listening, and use the lower of the two scores to determine the learning needs of students and to assign them to a level within the course. The agency will compare the pre-test reading score to the post-test reading score to calculate the number of EFLs or LCPs that will be reported. It is possible that the scores may indicate the student has completed more than one level. If this occurs the agency will report the total number of EFLs and LCPs earned by the student to the state data reporting system.

4.2.6.2 Recommended Hours of Instruction and Post-testing Times

Post-testing must occur at times that are in accordance with the test publisher guidelines. The Center for Applied Linguistics (CAL), publisher of BEST Literacy and BEST Plus tests, recommends post-testing after the student has participated in 80 to 100 hours of instruction. CASAS, the publisher of CASAS tests, recommends post-testing after the student has participated in 70 to 100 hours of instruction. CTB McGraw-Hill, the publisher of TABE CLAS-E tests, recommends post-testing after the student has participated in 60 hours of instruction.

4.2.6.3 CASAS Life and Work 80 Series listening test

As of July 1, 2012, the CASAS Life and Work 80 Series listening test is no longer allowed for NRS reporting purposes. FLDOE policy requires programs to administer a post-test in both listening and reading to determine the instructional needs of students. When reporting the students’ post-test

scores and their EFLs for NRS purposes, only the reading score will be used. The same applies to reporting any state LCPs that students may earn when post-testing.

4.2.6.4 Managed Enrollment and Post-testing times

Programs that have managed enrollment classes of seven to nine weeks and meet two to three times per week for three or four hours can post-test students who attended class regularly at the end of the course. Programs that have open entry classes would need to track daily attendance to determine if a student has met the number of recommended hours of instruction before post-testing.

4.2.7 Completion of the Course

A student will complete the Adult ESOL course upon reaching or exceeding the top scale score for the highest level of the course. For agencies using CASAS and TABE CLAS-E, use only the reading score to report to the state that the student has completed the course. The scale scores for the tests used with this course are included in Table 7 (BEST Literacy and BEST Plus), Table 8 (CASAS), and Table 9 (TABE CLAS-E).

4.2.8 Transition

It is important to provide adult ESOL students with guidance on the steps they can take to go on to ABE, GED Preparatory, Career and Technical programs, or college. Students at the beginning levels of ESOL can start to identify steps they need to take toward a career or college. Some adult ESOL students may need guidance in specific areas, such as preparing for college entrance exams and filling out financial aid applications. Others may need to learn about the academic and cultural differences between college in their home country and the United States. The National College Transition Network (NCTN) provides information on strategies to help students transition to college. 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 FLDOE Adult Education office.

4.3 CITIZENSHIP COURSE

School District CEN #9900090

College CIP #1532.010200

4.3.1 Course Description

This course is designed to help immigrants who are classified by the U.S. Bureau of Citizenship and Immigration Services (CIS) Legal Permanent Residents (LPR) pass the Citizenship Interview and Examination. The curriculum standards of this course cover English language skills as well as information needed to pass the Citizenship Interview and Examination. LPRs fluent in English (from Canada or Jamaica, for example) may also enroll in this course.

4.3.2 Intended Population

This course is intended LPRs who have completed the steps required by the U.S. Bureau of Citizenship and Immigration Services (CIS) to take the Citizenship Interview and Examination. The course is for students who seek instruction that will prepare them to pass the Citizenship Interview and Examination. Students enrolling in this course should already have a date scheduled by CIS to take the Citizenship Interview and Examination before enrolling in the course.

4.3.3 Placement

LPRs wishing to enroll in the Citizenship course must take a state-approved standardized assessment. ESOL students will be more likely to successfully complete the course if they attain a Low Intermediate level on the BEST Plus, BEST Literacy, CASAS (reading and listening), or TABE CLAS-E (reading and listening). Immigrants who are fluent in English will be more likely to successfully complete the course if they attain a Basic Beginning level on the TABE test. Other factors may be taken into consideration if students obtain a score lower than the recommended level, such as a portfolio of work. Programs are strongly advised against enrolling students that score lower than the recommended level. The language skills required for successful completion of the test are such that students with scores lower than the recommended level will likely not be able to pass the Citizenship Interview and Examination.

Table 1: Citizenship Course Placement

Student's Primary Language	Tests to Use	Recommended Educational Functioning Level	Recommended Score
Other than 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 Standards

The competencies for this course cover U.S. history, government, culture, and symbols. The course puts emphasis on the rights and responsibilities of citizens established in the U.S. Constitution. The competencies also cover each of the 100 test questions that are available for use by CIS examiners.

4.3.5 Instruction

The course may be offered through face-to-face instruction, computer-assisted instruction, or independent study formats. Instructional content may be derived from textbooks and/or resources provided by CIS.

In the independent study format, students may utilize a study guide and workbooks correlated to the curriculum standards. Students complete work at their own pace and the instructor provides guidance as needed.

4.3.6 Progression

Students make progress in the course by completing the competencies included in the course standards. As the student goes through the competencies of the course, the instructor will document the student's progress on the Progress Reports. The items listed in the Progress Report are based upon the course competencies.

4.3.7 Completion of the Course

Students exit the Citizenship course upon satisfactory completion of the course competencies. The instructor and school administrator sign off on the completed Progress Report for each student, and a record of this is kept in the student's permanent file. It is then reported to the FLDOE as one LCP. FLDOE does not include information on the learning gains made by students in this course in its annual NRS report.

FLDOE does not require data on whether the student takes or passes the official U.S. CIS naturalization exam to show completion of the Citizenship course. The data required of the state is simply to show the student completed the course, not to provide documentation of having attempted to take the official exam or to have obtained U.S. citizenship.

4.4 ENGLISH LITERACY FOR CAREER AND TECHNICAL EDUCATION (ELCATE) COURSE **School District CCN #9900050** **College CIP #1532.010301**

4.4.1 Course Description

ELCATE is designed to prepare students for transition to a FLDOE Career and Technical Education (CTE) course provided by a school district or college. The course has three levels:

- Beginning (corresponds to the NRS Low Intermediate level)
- Intermediate (corresponds to the NRS High Intermediate level)
- Advanced (corresponds to the NRS Advanced Level)

4.4.2 Intended Population

This course is primarily for students who have enrolled in the Adult ESOL course and have a goal to transition to a CTE program established by the FLDOE. Students who have not previously or are not currently enrolled in the Adult ESOL course may enroll in ELCATE. The students who enroll in ELCATE may be interested in exploring more than one career.

4.4.3 Assessment

The CASAS Life and Work 80 Series reading and listening tests are approved by FLDOE for use with students in the ELCATE course. Note that BEST Literacy, BEST Plus and TABE CLAS-E are not approved by the FLDOE for use with the ELCATE course for NRS purposes or for state LCPs.

4.4.3.1 Pre-test Students who have not previously or are not currently enrolled in the Adult ESOL course must take a pre-test with CASAS Life and Work Listening and Reading and obtain a score of 200 or more on the lower of the two tests. Use only the reading score for reporting the student's Initial EFL to the NRS, and for reporting to the state. Use the lower of the two scores to guide the instruction of the student.

Students who have previously or are currently enrolled in the Adult ESOL course must have completed the Adult ESOL High Beginning Level with scores of 200 or more in both listening and reading on the CASAS Life and Work Series tests before enrolling in ELCATE. If the most recent test scores obtained by the student are less than four months old, the agency may use them for enrolling the student in ELCATE and there is no need to pre-test the student. Use only the reading score for reporting the student's

Initial EFL to the NRS, and for reporting to the FLDOE. Use the lower of the two scores to guide the instruction of the student.

4.4.3.2 Tests for Instructional Guidance Purposes

The agency may also administer other tests that may provide useful information that will help prepare students to transition to CTE programs. The CASAS Employability Competency Series mathematics tests can provide useful information. The following TABE 9/10 tests can provide useful information: TABE 9/10 Mathematics, TABE 9/10 Language, and TABE 9/10 Reading.

4.4.4 Curriculum Standards

The ELCATE curriculum standards focus on four strands: academic reading and writing skills, use of technology, test-taking skills, and culture of the workplace and of the CT classroom. The four language skills (listening, speaking, reading, and writing) are also addressed in the ELCATE competencies. The standards cover the basic components of the English language (grammar, etc.) as well as the uses of English in everyday life situations and in the workplace.

4.4.5 Instruction

The methods used in teaching ELCATE should take into account standard procedures and practices of CTE instruction, such as punctuality, completing projects and working in teams. Students may be encouraged to do a presentation to the rest of the class, using materials related to the career of their choice. Reading instruction, particularly in the context of career paths, should be emphasized throughout the course. Guest presenters with work experience related to the careers that interest students should be invited to speak to the class.

The course competencies are intended to be a guide for instruction, and can be supplemented with materials related to specific career options, such as lists of targeted vocabulary words. Instruction may also be enhanced with computer-based lessons. Lessons and activities should be contextualized in order to prepare students for success in the CTE course they wish to enter.

4.4.6 Student Progression

4.4.6.1 Post-tests

After students have participated in the number of instructional hours recommended by the test publisher (70-100 hours, per CASAS), they will take a post-test to determine if they have made educational gains. Students complete a level when they take a post-test and reach or exceed the top scale score for the level they are in. The agency will post-test in both reading and listening and use the lower of the two scores to determine the learning needs of students and to assign them to a level within the course. Both scores will be reported to the FLDOE, however, the agency will compare the pre-test reading score to the post-test reading score to calculate the number of EFLs or LCPs that will be reported.

4.2.6.2 Recommended Hours of Instruction and Post-testing Times

Post-testing must occur at times that are in accordance with the test publisher guidelines. CASAS, the publisher of the Life and Work 80 Series tests, recommends post-testing after the student has received 70 to 100 hours of instruction.

4.4.7 Completion of the Course

A student will complete the ELCATE course upon reaching or exceeding the top scale score for the highest level of the course. Use only the reading score to report to the state that the student has completed the course. See Table 8 for the CASAS test scale scores used with this course.

4.4.8 Transition

Since the goal of the ELCATE student is to enter a CTE program, it would be appropriate to assess students that are in the Advanced Level of ELCATE with TABE 9/10. TABE scores cannot be used for reporting ELCATE outcomes but the scores can be used for informational purposes for counseling the student and career planning.

Agencies that offer CTE programs should encourage students at each step on their educational pathway to go on to these programs as they are ready. ELCATE students should be afforded opportunities to visit CTE programs and talk with instructors and students of various 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 FLDOE Adult Education office.

4.5 LITERACY SKILLS COURSE
School District CCN #9900300
College CIP #1532.010303

4.5.1 Course Description

This course is designed to teach basic literacy (reading and writing) skills in English. Students who successfully complete this course will be able to enter the Adult ESOL Course.

4.5.2 Intended Population

This course is intended for students who have little or no ability to read and write in any language. These students may be adept in speaking and listening with understanding in several languages, but they are not able to functionally read or write in any language.

Table 2 presents a description of the types of literacy.

Table 2: Effects of First Language Literacy on Second Language Learning*

L1 Literacy	Explanation	Special Considerations
<i>Pre-literate</i>	L1 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.	Learners may feel stigmatized.
<i>Semi-literate</i>	Learners have had limited access to literacy instruction.	Learners may have had past negative experiences with literacy learning.

*This table was adapted from a table in the following brief: *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

The steps for placing students in the Literacy Skills course are as follows:

1. Administer the CASAS Oral Screening Questions.
2. If the student obtains five points or less on the CASAS Oral Screening, administer the five Practice Items from the CASAS Literacy Form 27 test.
3. If the student has difficulty completing the five Practice Items from the CASAS Literacy Form 27 test, administer the Native Language Literacy Screening tool. The directions in the screening tool for scoring and administration will allow the agency to place the student correctly in the Literacy Skills course.

If the agency does not offer the Literacy Skills course and the student wishes to attempt taking the Adult ESOL course, the agency may enroll him or her into that course. See the instructions in section 4.2.3.2 above for complete instructions.

Note that enrolling students who cannot read and/or write in any language can lead to problems for these students and the other students in the class. Mixing students who are attempting to learn how to read or write for the first time with students who already know how to read and write may be detrimental to both groups. Students who are pre-literate, non-literate or semi-literate may become frustrated because they are unable to understand most of the instruction. Students who are able to read and write may become frustrated because they perceive that the other students slow down their progress.

4.5.4 Curriculum Standards

The standards for this course cover three levels that address the needs of students in pre-writing and pre-reading stages. The competencies address four language skill areas: reading, writing, listening, and speaking. Sound-to-symbol correspondence is introduced along with decoding and other basic literacy skills. The standards are intended to act as a guide for teaching basic literacy skills and life skills. They are not meant to be followed in an exact sequence. The basic literacy skills should be taught simultaneously with the life skills topics. The level of mastery expected increases with each level, and the competencies in the third level of the course prepare the student to enter the Adult ESOL course.

The Literacy Skills course covers three literacy skills topic areas:

- Reading
- Writing
- Sound discrimination

The course also covers five life skills topic areas:

- Communication

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

4.5.5 Instruction

The following recommendations were presented in a report of a research project conducted among Literacy for Adult ESOL students in Miami-Dade Public Schools:

- **Make use of environmental print.** This consists of words and symbols readily found in students' homes (DVD, Hot, Cold), around town (Bank, Oil Change), or at their places of work (Exit, Danger). Teachers can use symbols that students are already familiar with to ease them into being able to assimilate new meanings. When teachers use visual cues, this helps students discover that letters represent sounds and convey meaning. Most emerging literacy students have put many symbols to memory and attached meaning to them. In studies conducted on these students it has been found that they usually are able to do one or more of the following activities:
 - Identify bank buildings by the flag they usually have.
 - Identify the Wal-Mart store by the star in the sign.
 - Know when drivers should stop or go in traffic by the colors of the signals.
- **Align instructional materials used in the classroom to the skill level of the students.** Find ways to have students work with authentic materials found in the real world. Pictures that relate to a text help students comprehend what they are reading more easily. Vocabulary words should be presented in writing only after extensive verbal practice with the words. New words should be presented a few at a time, and students should have ample opportunities to interact with them. Sentences written in the active voice are much easier to comprehend than those written in the passive voice.
- **Present text in ways that make it easier to access.** Emerging literacy students have less difficulty reading words with plenty of white space around them. When creating materials for students to practice reading and writing, use the same format consistently and use fonts that resemble hand-printed letters` such as Comic Sans.
- **Introduce spelling by using sounds and rules that are similar to their home language.** Spelling instruction should begin with the commonalities between English and the student's home language to facilitate the transfer of sounds and common rules to the new language. Teachers should emphasize the sound to symbol correspondences of the English alphabetic system.
- **Instructors working with this population need specialized professional development.** Teachers may need to be trained to use the following strategies:

- Visual cues (symbols, colors, and shapes) to help students recognize and remember letters and words.
- Phonological cues to help students acquire new words.
- Teaching the skills of prediction and speculation.

4.5.6 Student Progression

As students advance through the competencies in the course, the instructor will document satisfactory completion using the Progress Report for each of the three levels in the course. The instructor and the school administrator will sign off on each Progress Report completed. Upon completion of the Progress Report for one level, the student will pass to the next higher level.

The instructor and school administrator sign off on the completed Progress Report for each student, and a record of this is kept in the student's permanent file. It is then reported to the FLDOE as one LCP. FLDOE does not include information on the learning gains made by students in this course in its annual NRS report because the course does not use a state-approved assessment to show completion.

4.5.7 Completion of the Course

When a student demonstrates the ability to successfully complete the content covered by each level of the course, the agency will document the student's completion of the course with one Progress Report for each level completed, and report them as LCPs to the FLDOE. Students who go through the entire course will have earned a total of three LCPs.

Students exit the Literacy Skills course upon satisfactory completion of the course competencies. The instructor and school administrator sign off on the completed Progress Report for each student, and a record of this is kept in the student's permanent file. It is then reported to the FLDOE as one LCP. FLDOE does not include information on the learning gains made by students in this course in its annual NRS report because the course does not use a state-approved assessment to show completion.

4.5.8 Transition

Students who choose to continue studying English can transition to the Adult ESOL course. Students who transition to the Adult ESOL course from the Literacy Skills course do not need to take the CASAS Oral Screening.

4.6 WORKPLACE READINESS (WPR)

School District CCN #9900080

College CIP #1532.010502

SPECIAL NOTE: This course will no longer be offered as of July 1, 2014. It will not be posted in the FLDOE Course Code Directory for the 2014-2015 program year.

4.6.1 Course Description

This course is designed to allow workers to receive English language classes at their jobsite or another location provided by the employer, either before, during, or after working hours. It is primarily intended to help the participants to maintain their employment and enhance their opportunities within the company. The content is customized through a training plan developed in collaboration with the agency and the employer.

The employer provides a place for the classes, either at the work site or another location. The agency provides the instructor, classroom materials and any assessments that are used in the course.

4.6.2 Intended Population

This course is designed for students who meet the definition of adult education students in section 2.1. In addition, the students in this course must be employed by an employer that requests the services of the agency to provide ESOL instruction. Selection of students for participation in the Workplace Readiness course is the responsibility of the employer.

4.6.3 Assessment

As with all adult education students the FLDOE requires that students in WPR be assessed within the first 12 hours of enrollment. Because of the flexible nature of the course, if the employer and the school choose not to use a state-approved standardized assessment, that is allowed. However, although it is not a state requirement to use a state-approved test it may benefit all stakeholders to have them take a standardized test. The employer may request that the agency use a standardized assessment or the agency may recommend using one.

4.6.4 Curriculum Standards

The standards of the course are customized through a course Training Plan that is spelled out in a contract between the agency and the employer. The Training Plan should include:

- Expectations of the employer.
- Goals of the students.
- Benchmarks that will be met by students as they work toward their goals.
- Specific skills and knowledge that will be taught.
- A course outline that is realistic, attainable, and specific to the workplace.
- An assessment plan that describes how the skills and knowledge will be measured.
- The duration of the course.

4.6.5 Instruction

Instruction should be aligned to the content and skills that are to be taught. Many opportunities present themselves to apply what is learned to the context of the workplace. Lessons should be designed that implement project-based instruction and task-based learning.

4.6.6 Student Progression

Students show progression by meeting their goals and benchmarks of the course Training Plan.

4.6.7 Completion of the Course

When students meet the requirements of the Training Plan, the instructor and school administrator sign off on a Workplace Accountability Report for each student. This is kept in the student's permanent file and reported to the FLDOE as one LCP. FLDOE does not include information on the learning gains made by students in this course in its annual NRS report because the course does not require the agency to use a state-approved assessment to show completion.

TABLES

Table 3: Courses to be Reported to FLDOE that are Reported by FLDOE to USDOE/NRS

Course	CCN	CIP	Number of NRS EFLs	Number of State LCPs
Adult ESOL	9900040	1532.010300	6	6
ELCATE	9900050	1532.010301	3	3

Table 4: Courses to be Reported to FLDOE that are NOT Reported by FLDOE to USDOE/NRS

Course	CCN	CIP	Number of State LCPs
Academic Skills	9900051	1532.010302	1
Citizenship	9900090	1533.010200	1
Literacy Skills	9900300	1532.010303	3
Workplace Readiness	9900080	1532.010502	1

Table 5: Assessments Allowed for Reporting Purposes of Adult ESOL and ELCATE Courses

Course	BEST Literacy	BEST Plus	CASAS LIFE AND WORK SERIES (L/W)	TABE CLAS-E
Adult ESOL	Reporting Initial EFL & subsequent EFLs and LCPs up to Advanced, but not for completion of Advanced	Reporting Initial EFL & subsequent EFLs and LCPs of all levels	<ul style="list-style-type: none"> • Reporting Initial EFL and subsequent EFLs & LCPs of all levels • Use only the R score to establish Initial EFL, subsequent EFLs and LCPs for reporting to FLDOE • Use lower of R/L score to guide instruction 	<ul style="list-style-type: none"> • Reporting Initial EFL and subsequent EFLs & LCPs of all levels • Use only the R score to establish Initial EFL, subsequent EFLs and LCPs for reporting to FLDOE • Use lower of R/L score to guide instruction
ELCATE	Not to be used with ELCATE.	Not to be used with ELCATE.	<ul style="list-style-type: none"> • Reporting Initial EFL and subsequent EFLs & LCPs of all levels • Use only the R score to establish Initial EFL, subsequent EFLs and LCPs for reporting to FLDOE • Use lower of R/L score to guide instruction 	Not to be used with ELCATE.

Table 6: Courses Using State-Approved Progress Reports for Progression and Completion

Course Name	Placement	Progression	Completion
Academic Skills	<p><u>Required:</u> Administer state-approved test.</p> <p><u>Recommended scores:</u> BEST Plus test score ≥ 541 CASAS Life and Work (L&W) Reading and Listening test scores ≥ 235 TABE CLAS-E Reading test score ≥ 589; Listening test score ≥ 608</p>	<p><u>Required:</u> Progress Report</p>	<p><u>Required:</u> Progress Report</p>
Citizenship	<p><u>Required:</u> Administer state-approved test</p> <p><u>Recommended scores for Non-English speakers:</u></p> <ul style="list-style-type: none"> • BEST Literacy test score ≥ 64 • BEST Plus test score ≥ 541 • CASAS Life and Work Series: Use both R+L test scores ≥ 210 • TABE CLAS-E: Use both R score ≥ 477 and L score ≥ 469 <p><u>Recommended scores for English speakers:</u></p> <ul style="list-style-type: none"> • CASAS Life and Work Series: Use R test score only ≥ 210 • TABE CLAS-E Reading test score only ≥ 477 • TABE 9/10 Reading ≥ 368 	<p><u>Required:</u> Progress Report</p>	<p><u>Required:</u> Progress Report</p>
Literacy Skills	<p><u>Required:</u> 1) CASAS Oral Screening. 2) CASAS 27 Practice Items 3) Native Language Literacy Screening</p>	<p><u>Required:</u> Progress Report</p>	<p><u>Required:</u> Progress Report</p>
Workplace Readiness Skills	<p><u>Recommended:</u> Administer state-approved test.</p>	<p><u>Required:</u> Training Plan</p> <p><u>Recommended:</u> Administer state-approved test.</p>	<p><u>Required:</u> Training Plan</p> <p><u>Recommended:</u> Administer state-approved test.</p>

Table 7: BEST Literacy and BEST Plus Test Matrix

Adult ESOL Courses, Levels and BEST Literacy/BEST Plus Assessment Scale Scores				
COURSE	LEVEL	BEST Literacy	BEST Plus	COMMENTS
Adult ESOL Note: Student should be able to read and write in at least one language before being assigned to the Foundations level of this course.	Foundations	0–20	400 and below	Foundations: Students who are not able to obtain a valid pre-test score should continue to be pre-tested until they obtain a valid score. Students must complete one pre-test and post-test cycle before exiting the Foundations Level. BEST Literacy cannot show completion of 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 ¹	76-78	507–540	
Academic Skills For students who score out of ESOL.	One level	Not approved for use with this course	Placement: ≥541 recommended Progression: Progress Report. Completion: Progress Report	
Citizenship For legal residents with intent to take the USCIS citizenship exam.	One level	Approved for use with non-English speakers only ≥64 Recommended Progression: Progress Report Completion: Progress Report	Approved for use with non-English speakers only ≥439 Recommended Progression: Progress Report Completion: Progress Report	Intended only for immigrants who have current legal US resident (LPR) status.

Table 8: CASAS Test Matrix

Adult ESOL Courses, Levels and CASAS Assessment Scale Scores			
L = Listening R = Reading			
COURSE	LEVEL	Listening and Reading Scale Scores	COMMENTS
Adult ESOL For students who are functionally able to read and write in at least one language but want to learn English.	Foundations	<180	Students should be able to functionally read and write in at least one language before entering Foundations level. Enrolling students who are not able to obtain a valid pre-test score in R and/or L skill area(s) must continue to be pre-tested in the missing skill area(s) until they obtain a valid score. Students must complete one pre-test and post-test cycle before exiting the Foundations level. R only is used for establishing Initial EFL and subsequent EFLs and LCPs for reporting to FLDOE. Lower score of R/L is to be used for guiding instruction.
	Low Beginning	181-190	
	High Beginning	191-200	
	Low Intermediate	201-210	
	High Intermediate	211-220	
	Advanced	221-235	
ELCATE For students who plan to enter CTE programs.	Level A	201-210	R only is used for establishing Initial EFL and subsequent EFLs and LCPs for reporting to FLDOE. Lower score of R/L is to be used for guiding instruction.
	Level B	211-220	
	Level C	221-235	
Literacy Skills For students who are not functionally able to read and write in any language.	Level A Level B Level C	Placement: 1) CASAS Oral Screening 2) CASAS 27 Practice Items 3) Native Language Literacy Screening Progression: Progress Report Completion: Progress Report	Students should be only those who are not functionally able to read and write in any language as determined by being screened with the Native Language Literacy Screening Tool. Do not administer R+L pre-tests or post-tests.
Academic Skills For students who score out of ESOL.	Not leveled	Placement: ≥235 recommended Progression: Progress Report Completion: Progress Report	Students are required to take R+L to enter. Some with ≤235 in lowest skill may enroll if other evidence shows they are able to do entry level work of the course.
Citizenship For US Legal Residents who can take USCIS exam.	Not leveled	Placement for both non-English and English speakers: ≥201 recommended Progression: Progress Report Completion: Progress Report	Non-English speaking students required to take R+L. English-speaking students required to take R only. It is recommended that both groups obtain score of ≥201 to enroll in the course.

TABLE 9: TABE CLAS-E Test Matrix

Adult ESOL Courses, Levels and TABE CLAS-E Assessment Scale Scores				
L = Listening R = Reading				
COURSE	LEVEL	LISTENING	READING	COMMENTS
Adult ESOL For students who are able to functionally read or write in at least one language but want to learn English.	Foundations	230-389	250-392	Students should be able to functionally read and write in at least one language before entering Foundations level. Enrolling students who are not able to obtain a valid pre-test score in R or L skill area(s) must continue to be pre-tested in the missing skill area(s) until they obtain a valid score. Students must complete one pre-test and post-test cycle before exiting the Foundations level. R only is used for establishing Initial EFL and subsequent EFLs and LCPs for reporting to FLDOE. Lower score of R/L is to be used for guiding instruction.
	Low Beginning	390-437	393-436	
	High Beginning	438-468	437-476	
	Low Intermediate	469-514	477-508	
	High Intermediate	515-549	509-557	
	Advanced	550-607	558-588	
Academic Skills For students who score out of ESOL.	One level	Placement: ≥608L and ≥589R recommended. Progression: Progress Report. Completion: Progress Report.		Required to take R+L but recommended to use score in the lowest skill area to enroll in the course.
Citizenship For legal residents with intent to take the USCIS exam.	One level	Placement for non-English speaking students: ≥469L and ≥477R recommended. Placement for English speaking students: TABE 9&10 ≥368 in Reading recommended. Progression: Progress Report. Completion: Progress Report.		Non-English speaking students required to take R+L but recommended to use score in lowest skill area to enroll in the course. English speaking students required to take TABE 9/10.

Appendix A

ACRONYMS

AAAE	Applied Academics for Adult Education (AAAE is formerly known as Vocational Preparatory Instruction, or VPI.)
ABE	Adult Basic Education
ARM	Accountability, Research, and Measurement (ARM is a Division of FLDOE.)
BEST	Basic English Skills Test (This acronym refers to the two tests published by the Center for Applied Linguistics: BEST Literacy and BEST Plus.)
CAELA	Center for Adult English Language Acquisition (CAELA is a project of the Center for Applied Linguistics.)
CAL	Center for Applied Linguistics
CASAS	Comprehensive Adult Student Assessment System (CASAS is a test publishing company.)
CBO	Community-Based Organization
CCTCMIS	Community College and Technical Center Management Information System (CCTCMIS is a section of FLDOE ARM.)
CIP	Classification of Instructional Program (CIP is a number for college courses.)
CIS	Citizenship and Immigration Services (CIS is a Bureau of the U.S. Department of Homeland Security.)
DAEL	Division of Adult Education Literacy (USDOE)
DCAE	Division of Career and Adult Education (FLDOE)
ECS	Employability Competency Series (ECS is a test series of CASAS.)
ELCATE	English Literacy for Career and Technical Education
ELL	English Language Learner
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FAC	Florida Administrative Code
FBO	Faith-Based Organization
FLDOE	Florida Department of Education
GED	General Educational Development
LCP	Literacy Completion Point
LEA	Local Education Agency
LEP	Limited-English-Proficient
LINCS	Literacy Information and Communication System (USDOE)
NRS	National Reporting System (USDOE)
OVAE	Office of Adult and Vocational Education (USDOE)
SAIL	System for Applied Individualized Learning
TABE	Tests of Adult Basic Education
TABE CLAS-E	Tests of Adult Basic Education Complete Language Assessment System – English
USDOE	United States Department of Education
VPI	Vocational Preparatory Instruction (The name for this program has been changed to Applied Academics for Adult Education (AAAE), as of July 1, 2010.)

Appendix B

RESOURCES FOR ADULT ESOL PRACTITIONERS

FLORIDA

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

A nonprofit membership association that 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, FLDOE

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

Florida Literacy Coalition (FLC)

A nonprofit coalition of literacy agencies and practitioners that 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 TechNet

A website of adult education resources sponsored by the FLDOE.

Sunshine State Teachers of English for Speakers of Other Languages (SSTESOL)

A nonprofit membership organization that advocates on behalf of K-12 and adult ESOL educators. SSTESOL has an annual conference in May each year, and provides resources, and professional development opportunities to ESOL instructors.

NATIONAL

American Institutes for Research (AIR)

A national educational research firm that supports improvements in adult basic education and ESOL programs. AIR conducts field-based studies and evaluations of adult education and ESOL instructional practices, assessment methods, and literacy. AIR also develops and evaluates adult education professional development and provides training and technical assistance to staff of local, state, and federal agencies. AIR works with OVAE on the NRS at a national level.

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. AALPD works to build a network of professional developers to share information and communicate fresh ideas and promising practices, to provide professional development for professional developers based on their needs and interests, and to contribute the voice of the field to shaping policy initiatives.

Center for Applied Linguistics and the Center for Adult English Language Acquisition (CAELA)

A nonprofit center that develops and disseminates reports, briefs, articles, and handbooks for K-12 and adult ESL program administrators and teachers.

Intelecom

A nonprofit that develops and disseminates video and print-based stories that teach U.S. culture, civics and English language skills.

Literacy Information and Communication System (LINCS)

LINCS is sponsored by the Office of Vocational and Adult Education. It is designed to organize and promote resources within the field of adult education and serve as a central repository for information.

National Adult Education Professional Development Consortium (NAEPDC)

A nonprofit agency that promotes the leadership of state staff in adult education for states and territories.

National Reporting System (NRS)

A reporting system for federally-funded adult education programs. The NRS supports state adult education programs and USDOE in the management of the reporting system, which collects and disseminates data on adult education learner outcomes.

Office of Vocational and Adult Education (OVAE)

The adult education section of the USDOE.

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.

World Education

A nonprofit agency based in Boston, MA, that supports adult education programs. It publishes The Change Agent, a semi-annual, theme-based newspaper written by adult education students and

instructors. The Change Agent provides materials for discussion and lesson plans on social issues. It is written for a multilevel audience.

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

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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).

EFL	Speaking and Listening	Reading and Writing	Functional and Workplace
FOUNDATIONS	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	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; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
LOW BEGINNING	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. 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. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. 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. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
HIGH BEGINNING	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

EFL	Speaking and Listening	Reading and Writing	Functional and Workplace
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; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and 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; can write simple notes and messages on familiar situations but lacks clarity and focus. 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; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
HIGH INTERMEDIATE	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; 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. 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); can use context to determine meaning; can interpret actions required in specific written directions; 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; and 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; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

EFL	Speaking and Listening	Reading and Writing	Functional and Workplace
ADVANCED	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others’ meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. 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. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. 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. Makes some grammar and spelling errors. 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. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. 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. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

Appendix E

CASAS INTAKE PROCEDURE FOR STUDENTS WHO ARE LITERATE IN THEIR FIRST LANGUAGE

1: Administer the CASAS Oral Screening Tool

2. If the score is 6 or more, complete ONLY ONE of the steps below*

- Administer Reading and Listening pretests Level A Reading 81R/82R and Listening 81L/82L or Level B Reading 83R/84R and Listening 83L/84L.**
 - Use the Reading pretest score to establish the student’s Initial EFL as indicated by the chart below.
 - Assign students to a class in which instruction is at the level of the lower of the two scores.
- Administer Reading and Listening e-test.
 - Use the Reading pretest score to establish the student’s Initial EFL as indicated by the chart below.
 - Assign students to a class in which instruction is at the level of the lower of the two scores.
- Administer Reading and Listening Appraisal.
 - Select the appropriate reading and listening pre-test.
 - Use the Reading pretest score to establish the student’s EFL as indicated by the chart below.
 - Assign students to a class in which instruction is at the level of the lower of the two scores.

SCORES AND NAMES OF FLDOE / NRS LEVELS	IF READING PRETEST SCORE FALLS ON ...	REPORT THIS AS THE STUDENT’S INITIAL EFL FOR NRS PURPOSES	IF READING POSTTEST SCORE FALLS ON ...	REPORT THIS AS THE STUDENT’S NEXT EFL FOR NRS PURPOSES, AND...	REPORT THIS COMPLETION CODE FOR THE STUDENT’S STATE LCP
1-FOUNDATIONS 0-179	180-189	2-LOW BEGINNING	180-189	2-LOW BEGINNING	A
2-LOW BEGINNING 180-189	190-199	3-HIGH BEGINNING	190-199	3-HIGH BEGINNING	B
3-HIGH BEGINNING 190-199	200-209	4-LOW INTERMEDIATE	200-209	4-LOW INTERMEDIATE	C
4-LOW INTERMEDIATE 200-209	210-219	5-HIGH INTERMEDIATE	210-219	5-HIGH INTERMEDIATE	D
5-HIGH INTERMEDIATE 210-219	220-234	6-ADVANCED	220-234	6-ADVANCED	E
6-ADVANCED 220-234	235 or more	7-ACADEMIC (If offered)	235 or more	7-ACADEMIC (If offered)	F

* Some students with formal schooling may score below 6. It is recommended that these students take the appraisal.

** Programs that use Forms 27/28 should use **179 (NOT 180)** as the top valid score, and place student in **Foundations**.

CASAS INTAKE PROCEDURE FOR STUDENTS WHO MAY NOT BE LITERATE IN ANY LANGUAGE

1: Administer the CASAS Oral Screening Tool

2. If the score is 5 or less, administer the 5 practice items from Form 27.

3. A. If the student has difficulty doing the 5 practice items from Form 27, administer the Native Language Literacy Screening Tool (NLLST) in the language of the student to determine if the student can read and write in his or her native language.

- If the NLLST score indicates the student has little or no ability to read and write in his or her native language, place the student in the appropriate level of the Literacy Skills Course.
- The NLLST cannot be used to place students in the Foundations level of the Adult ESOL Course.

3. C. If the student has little or no difficulty doing the 5 practice items from form 27, administer the level A reading and listening tests, 81R/82R and 81L/82L.
Use the score obtained to place student in the level indicated in the chart below. Students who obtain a valid score in R and L must be placed according to the lower of the two scores.

3. B. If the program does not offer the Literacy Skills Course, have the student attempt to take the literacy level test 27/28 or level A tests 81R/82R and 81L/82L**. If the student does not obtain at least the lowest valid score of 170 or more on one or both of the 81R/82R and 81L/82L, place the student in the Foundations level. At least monthly have the student attempt to take the test(s) until he or she obtains a valid pre-test score in both R and L. For each attempt, alternate the test forms between 81R/82R and 82L/82L. From the date the student obtains a valid pre-test score, begin counting the number of hours of instruction for establishing the student’s post-test date. CASAS recommends 70-100 hours of instruction between pre-test and post-test dates.

SCORES AND NAMES OF FLDOE / NRS LEVELS	IF READING PRETEST SCORE FALLS ON ...	REPORT THIS AS THE STUDENT’S INITIAL EFL FOR NRS PURPOSES	IF READING POSTTEST SCORE FALLS ON ...	REPORT THIS AS THE STUDENT’S NEXT EFL FOR NRS PURPOSES, AND...	REPORT THIS COMPLETION CODE FOR THE STUDENT’S STATE LCP
1-FOUNDATIONS 0-179	180-189	2-LOW BEGINNING	180-189	2-LOW BEGINNING	A
2-LOW BEGINNING 180-189	190-199	3-HIGH BEGINNING	190-199	3-HIGH BEGINNING	B
3-HIGH BEGINNING 190-199	200-209	4-LOW INTERMEDIATE	200-209	4-LOW INTERMEDIATE	C
4-LOW INTERMEDIATE 200-209	210-219	5-HIGH INTERMEDIATE	210-219	5-HIGH INTERMEDIATE	D
5-HIGH INTERMEDIATE 210-219	220-234	6-ADVANCED	220-234	6-ADVANCED	E
6-ADVANCED 220-234	235 or more	7-ACADEMIC (If offered)	235 or more	7-ACADEMIC (If offered)	F

** Programs that use Forms 27/28 should use **179 (NOT 180)** as the top valid score, and place student in **Foundations**.

Appendix F

CASAS ORAL SCREENING TOOL		
Note: Oral Screening results are for information purpose only. Results cannot be used for placement		
	Name: _____	Date: _____
	Identifier Number: _____	
	What is your name? (not scored) This question may be omitted if the tester knows the examinee.	POINTS
1.	What country are you from? Naming a country is the correct response. Score 0 if the response is a city or state.	
2.	How long have you lived in the United States? Some possible responses: Four years, 1987, etc. To clarify, ask: When did you come to the United States?	
3.	Tell me why you want to learn English. Any appropriate reason may be acceptable. To clarify, ask: Why do you want to study English?	
4.	Do you read in your native language? If yes, ask: What do you like to read? Some possible responses: names of books, types of books, subjects. If no, ask: Why not? Some possible responses: I have no time to read; I can't read.	
5.	What work did you do in your country? Or, What work are you doing now? Any appropriate response is acceptable. If the person has not worked, expressing that is also correct.	
6.	How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country? Any appropriate response is acceptable.	
	TOTAL	
Points	Guidelines	
0 points	No response, incomprehensible, or does not answer the question Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.	
1 point	Comprehensible but not grammatically correct Note: Comprehensible = understandable and relevant	
2 points	Comprehensible and grammatically correct Note: Answers that are appropriate and represent what a native speaker would say should be given two points; therefore, some one-word answers would be given two points.	
Students scoring ≤5 points on the Oral Screening should be given the 5 practice questions from Form 27. Students who score 6 -11 points on the Oral Screening may take 81R and 81L. Students who score 12 points on the Oral Screening may take 83R and 83L.		