ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) USER GUIDE	
School District Course Code #0900040 • College Classification of Instructional Program #1532.010300	
Who is the intended population?	Speakers of other languages who: ✓ Need to learn English in order to communicate effectively in life and work settings. ✓ Are sixteen years of age or older and not enrolled in K-12. ✓ Are able to read and write in at least one language
What is purpose of the course?	Upon completion, students will be able to read, write, listen, and speak effectively in English at work, home, school, and in everyday settings.
How are students placed?	Placement consists of two parts: 1. For state reports, place on reading to determine the initial educational functioning level (EFL). 2. For instruction, place on the lower score of either reading or listening. Assign to a class that provides instruction in the lower skill area.
How are students tested?	• Students must pretest and posttest in listening and reading. Reading pretest scores that fall below the valid range cannot be used for reporting purposes. Students must continue to take a reading pretest until a score in the valid range is obtained. • Programs will use a state-approved test: BEST Literacy, BEST Plus, CASAS, or TABE CLAS-E.
What are students taught?	• English language skills: listening, speaking, reading, writing, grammar and vocabulary. • Functional life-skills topics: Communication, Civics, Family and Community Resources, Employment, Consumer Education, Health and Nutrition, Transportation and Travel, and Safety and Security.
How are Students taught?	• Teachers may use any number of classroom teaching methods/strategies to help students achieve their learning goals; no single method or strategy will work for all students. • Successful methods will balance explicit instruction of phonics and grammar with implicit, meaning-based instruction that takes into account the background and current life situation of students. • Project-based and problem-oriented learning exercises have proven effective in developing students' ability to put English to use more quickly. • It is not required to teach the course competencies in sequence. • Two sources of information on teaching methods/strategies are Florida IPDAE, www.flipdae.org, and the Center for Applied Linguistics, www.cal.org.
How do students progress & complete the course?	• For state reports, progress is based on the posttest reading score which determines if the student has completed the EFL they are in. • For instruction, progress is based on the lower score of either reading or listening. The lower score should be used to assign the student to a class that will provide instruction that will strengthen the student's lower skill area. • CASAS recommends students receive 70-100 hours of instruction before taking a posttest. BEST Literacy and BEST Plus recommend 80-100 hours, and TABE CLAS-E recommends 60 hours. • Students complete the course by obtaining the top score or higher in reading on an approved test: CASAS ≥235, BEST Plus ≥540, TABE CLAS-E ≥588.
How do students transition?	• Ongoing College and Career Readiness counseling will help students transition to: Academic Skills for ESOL, ABE, GED, CTE, or college. • In addition to College and Career Readiness academic skills, students will benefit from instruction that prepares them to read to develop conceptual and critical thinking skills. • The Office of Adult Education provides training on Florida Choices, a career-planning website.
Division of Career and Adult Education • Florida Department of Education • Program Year 2014-2015	