

OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

ABE/GED Reading

Descriptors

EFF Read with Understanding

**Oregon Educational Functioning Level Descriptors
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Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
Beginning Literacy	200 and below	<p>Read With Understanding</p> <ul style="list-style-type: none"> • Determine the reading purpose. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate it with prior knowledge to address reading purpose. 	<p>Ability at this level:</p> <ol style="list-style-type: none"> 1. Use the knowledge, skills, and strategies at this level to read words slowly and with some effort but with few errors to independently accomplish simple, well defined, and structured reading tasks in one or more comfortable settings. <p>.....</p> <ol style="list-style-type: none"> 1. Recognize words or word groups in simple non-continuous text by decoding letter/sound correspondence, isolating and saying first/last sounds, naming pictures to isolate and say initial sounds, sounding out words by segmenting words into separate sounds and syllables combining or blending sounds, recognizing simple rhyming word patterns, or recalling oral vocabulary and sight words. 2. Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends) and common vocabulary. 3. Monitor accuracy of decoding and word recognition by using strategies such as rereading or making word lists. 4. Recall prior knowledge of topic to assist in understanding. <p>.....</p> <p>Read words in short, simple texts to accomplish a variety of adult goals, such as:</p> <ul style="list-style-type: none"> • Read a grocery list and recognize words and prices in a store ad to make decisions about what to buy. • Read personal names and addresses in order to make an invitation list. • Read product names and quantities to fill a purchase order. • Read names and office numbers in order to distribute interoffice mail to the correct locations. • Read personal information prompts in order to accurately fill out simple applications, registration forms, etc. • Read product and store names or symbols on signs and storefronts in order to identify places to shop. • Read months, days and dates on a personal calendar in order to identify and enter important events.

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Beginning Basic	201-210		<p>Ability at this level:</p> <ol style="list-style-type: none"> 1. Use the knowledge, skills, and strategies at this level to read words slowly but easily and with few errors, to independently accomplish simple, well-defined, and structured reading tasks in a range of comfortable and familiar settings. <hr/> <ol style="list-style-type: none"> 1. Decode and recognize everyday, simple words in short, simple text by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words. 2. Demonstrate familiarity with simple, everyday content knowledge and vocabulary. 3. Monitor and enhance comprehension by using some simple strategies (such as rereading, restating, copying and rephrasing text, making a list of new words, or using a simplified dictionary). 4. Recall prior knowledge to assist in choosing appropriate text and comprehending its meaning. <hr/> <p>Read small blocks of simple text to accomplish a variety of adult goals, such as:</p> <ul style="list-style-type: none"> • Read aloud an age-appropriate book to a young child. • Read a short narrative about a community concern in order to identify and think about one's own community issues. • Read about entry-level job duties in order to decide whether or not to apply. • Read simple greeting cards to choose an appropriate card for a special occasion. • Read utility bills in order to understand how and when to pay them • Read short narrative about immigrant experiences to reflect on and learn about others in the community. • Read the newspaper weather forecast to decide on appropriate clothes for a weekend trip.

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Low Intermediate	211-220		<p>Ability at this level:</p> <ol style="list-style-type: none"> 1. Use the knowledge, skills, and strategies at this level to read words automatically and accurately to independently accomplish simple, well-defined, and structured reading tasks in a range of comfortable and familiar settings. <p>.....</p> <ol style="list-style-type: none"> 1. Decode and recognize most words in short to medium length continuous text, by drawing on prior familiarity with content and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace. 2. Demonstrate familiarity with common high-interest content, related vocabulary, and pronunciation rules. 3. Monitor and enhance comprehension by use of a range of simple strategies such as recalling, restating, rephrasing, explaining the content of the text or using simple examples. 4. Activate prior knowledge and combine it with new information. <p>.....</p> <p>Read and gather information from multiple pages of simple text to accomplish a variety of adult goals, such as:</p> <ul style="list-style-type: none"> • Read a chart describing a company’s job benefits to make decisions about personal choice of benefits. • Read a short story about how cultural differences can lead to conflict to analyze and reflect or personal relationship problems. • Read a minimum wage poster to determine if a job wage is legal. • Read a short story about losing a job to reflect on the ways job loss can affect family relationships. • Read housing rental ads to compare housing options and make a decision about which house is better for the family. • Read a summary of citizenship application information in order to help someone decide whether to pursue citizenship.

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High Intermediate	221-235		<p>Ability at this level:</p> <ol style="list-style-type: none"> 1. Use the knowledge, skills, and strategies at this level to read at an appropriate pace and with good comprehension, to independently accomplish structured reading tasks in a variety of familiar settings <p>.....</p> <ol style="list-style-type: none"> 1. Recognize unfamiliar (some specialized) words and abbreviations using work analysis or inference. 2. Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary. 3. Locate important information in text using a wide range of strategies. 4. Monitor and enhance comprehension using a wide range of strategies (such as posing and answering questions, trial and error, adjusting reading pace). 5. Organize information using some strategies (such as recall, restatement, simple sequencing, simple categorization). 6. Activate prior knowledge and combine it with new information. <p>.....</p> <p>Read and locate important information in short texts to accomplish a variety of adult goals, such as:</p> <ul style="list-style-type: none"> • Read fast food nutrition charts to choose meals that are appropriate for a special diet. • Read brief newspaper editorials on opposing sides of a subject of interest to clarify one’s own opinion on the subject. • Read newspaper advice columns to stimulate thinking about personal issues. • Read the TV Guide movie guide to determine if specific movies are appropriate for children. • Read information about labor unions to make a decision about joining a union. • Read a magazine article about typical behavior for toddlers to figure out how to deal with a two-year-old’s tantrums. • Read a brochure from a health clinic to learn about signs of depression in order to give informed advice to a good friend.

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Low Adult Secondary	236-245		<p>Ability at this level:</p> <ol style="list-style-type: none"> 1. Use the knowledge, skills, and strategies at this level to read at an appropriate pace and with good comprehension, to independently accomplish structured, complex reading tasks in a variety of familiar and some novel settings <p>.....</p> <ol style="list-style-type: none"> 1. Recognize and interpret abbreviations and specialized vocabulary. 2. Demonstrate familiarity with everyday and some specialized content knowledge and vocabulary, and with paragraph structure and document organization. 3. Locate important information, read identified sections for detail, and determine missing information using a wide range of strategies. 4. Monitor and enhance comprehension using a wide range of strategies. 5. Organize and analyze information and reflect upon its meaning using a range of strategies (such as classification, categorization, comparison/contrast). 6. Use new information to evaluate prior knowledge. <p>.....</p> <p>Read, gather, and analyze information from dense or multipart texts to accomplish a variety of adult goals, such as:</p> <ul style="list-style-type: none"> ● Read a magazine article about home Internet connection providers to analyze the options described and select a provider. ● Read information about advertising techniques and analyze the ways advertisers persuade consumers to buy their products to become better informed about an upcoming purchase. ● Read a campus safety brochure to be aware of a school's rules, regulations, and resources available for students. ● Read OSHA information about noise exposure to solve a problem at work. ● Read self-help book about family finances in order to find ways for one's family to save money. ● Read information about voter eligibility in order to decide if one is eligible to vote in an upcoming election. ● Read instructions from a job search--focused website in order to find information and advice on effective résumé writing.

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High Adult Secondary	246 and above		<p>Ability at this level:</p> <ol style="list-style-type: none"> 1. Use the knowledge, skills, and strategies at this level to read at an appropriate pace and with good comprehension to independently accomplish structured or unstructured, complex reading tasks in a variety of familiar and novel settings. <p>.....</p> <ol style="list-style-type: none"> 1. Recognize and interpret terms, signs, symbols, acronyms, and abbreviations. 2. Demonstrate familiarity with extensive specialized content knowledge and vocabulary and with the organization of long, complex prose and complex documents. 3. Use a wide range of strategies to guide reading of long texts. 4. Identify both directly stated and implied important information. 5. Monitor and enhance comprehension using a wide range of strategies (such as brainstorming and question formulation techniques). 6. Analyze information and reflect upon its meaning using a wide range of strategies (such as applying relevant information to multiple scenarios, summarizing, drawing “big picture” conclusions and generalizations from detailed reading). 7. Integrate new information with prior knowledge to develop deep understanding and make decisions and/or prepare to act. <p>.....</p> <p>Read, gather, and analyze information from long, complex texts to accomplish a variety of adult goals, such as:</p> <ul style="list-style-type: none"> • Read information about financial aid for higher education to decide whether or not to apply for loans and, if applying for aid, to understand options available. • Read a journal article on depression in adolescent children in order to get help in identifying and dealing with a child’s problems. • Read a consumer guide article about long distance telephone services in order to choose a long distance service for one’s home. • Read a journal article on childhood bullying in order to get ideas about how to cope with bullying behavior in a neighbor’s child. • Read Material Safety Data Sheets in order to get guidance about safely handling toxic materials in the workplace. • Read Material Safety Data Sheets in order to get guidance about safely handling toxic materials in the workplace. • Read a company’s employee handbook in order to get up-to-date information about the company’s employment leave policies. • Read a bulletin from a government agency in order to follow appropriate procedures for obtaining a Restraining Order.