

# **OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**

## **ABE/GED Writing**

### **Descriptors**

**HSWA**

**CASAS**

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ABE/GED Writing**

Federal Ed Functioning Level	CASAS FWA – Picture (ABE/GED)	HSWA (ABE/GED)	Educational Functioning Level Descriptors
<b>Beginning Literacy</b>	200 and below	1	<p>HSWA ability at this level:</p> <ol style="list-style-type: none"> <li>1. Writing lacks purpose of development.</li> <li>2. Dominant feature of the writing is the absence of control or structure or the conventions of Standard Written English.</li> <li>3. Deficiencies are so severe that the writer’s ideas are difficult or impossible to understand.</li> </ol> <p>.....</p> <p>CASAS ability at this level:</p> <ol style="list-style-type: none"> <li>1. Recognizes and writes letters and numbers</li> <li>2. Writes and signs own name.</li> <li>3. Writes own address and date correctly.</li> <li>4. Fills in basic personal information forms with some assistance.</li> <li>5. Writes simple lists of familiar items (e.g., telephone numbers, shipping lists).</li> <li>6. Writes simple phrases based on familiar vocabulary.</li> <li>7. Generally can write letters, numbers and a limited number of basic sight words and simple sentences related to immediate needs.</li> <li>8. Can fill in basic personal information on simplified forms including signature and date.</li> <li>9. Writes very simple notes (e.g., a note to a co-worker or child’s teacher).</li> <li>10. Can make simple entries on a work log form.</li> <li>11. Can complete a simple inventory form.</li> <li>12. Can handle only the most basic written communication in English in routine entry-level jobs in which all tasks can be demonstrated.</li> </ol>
<b>Beginning Basic</b>	201-225	2	<p>HSWA ability at this level:</p> <ol style="list-style-type: none"> <li>1. Writing is characterized by a lack of organization or inadequate support for ideas.</li> <li>2. Paper development is usually superficial or unfocused.</li> <li>3. Errors in the conventions of Standard Written English may seriously interfere with the overall effectiveness of the paper.</li> </ol> <p>.....</p> <p>CASAS ability at this level:</p> <ol style="list-style-type: none"> <li>1. Can write simple notes and messages based on familiar situations.</li> <li>2. Completes short work orders.</li> <li>3. Fills out forms requiring basic personal information.</li> <li>4. Takes simple phone messages.</li> <li>5. Can handle jobs or job training involving some simple written communication.</li> </ol>

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<b>Low Intermediate</b>	226-242	3	<p>HSWA ability at this level:</p> <ol style="list-style-type: none"> <li>1. The Level-3 paper usually shows some evidence of planning, although the development is insufficient.</li> <li>2. Supporting statements may be limited to a listing or a repetition of ideas.</li> <li>3. Often demonstrates repeated weaknesses in the conventions of Standard Written English.</li> </ol> <p>.....</p> <p>CASAS ability at this level:</p> <ol style="list-style-type: none"> <li>1. Can write simple notes and messages based on familiar situations.</li> <li>2. Completes short work orders</li> <li>3. Fills out forms requiring basic personal information.</li> <li>4. Takes simple phone messages.</li> <li>5. Can handle jobs or job training involving some simple written communication.</li> </ol>
<b>High Intermediate</b>	243-260	4	<p>HSWA ability at this level:</p> <ol style="list-style-type: none"> <li>1. Paper shows evidence of writer's organizational plan.</li> <li>2. Support, though adequate, tends to be less extensive or effective than that found in the Level-5 paper.</li> <li>3. Generally observes the conventions of Standard Written English.</li> <li>4. Errors are not severe enough to interfere significantly with the writer's main purpose.</li> </ol> <p>.....</p> <p>CASAS ability at this level:</p> <ol style="list-style-type: none"> <li>1. Can write short routine work memos or reports.</li> <li>2. Can write e-mail messages.</li> <li>3. Can fill out basic medical forms and job applications.</li> <li>4. Can describe basic work procedures in writing.</li> <li>5. Can complete incident report forms.</li> <li>6. Can make log entries to document work activities.</li> <li>7. Can take notes and phone messages.</li> <li>8. Can write personal notes or letters.</li> <li>9. Generally able to begin General Education Development (GED) preparation.</li> <li>10. <i>May</i> be able to pass the writing section of the GED test.</li> </ol>

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<b>Low Adult Secondary</b>	261-270	5	<p>HSWA ability at this level:</p> <ol style="list-style-type: none"> <li>1. Clearly organized with effective support for each of the writer's major points.</li> <li>2. Writing offers substantive ideas but lacks the fluency found in the Level-6 paper.</li> <li>3. There are some errors, but conventions of Standard English are consistently under control.</li> </ol> <p>.....</p> <p>CASAS ability at this level:</p> <ol style="list-style-type: none"> <li>1. Generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs.</li> <li>2. Can take notes from meetings and recorded messages.</li> <li>3. Can describe work or training procedures including basic safety directives, job aids, and maintenance instructions in writing.</li> <li>4. Can state personal and employment goals in writing.</li> <li>5. Able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).</li> </ol>
<b>High Adult Secondary</b>	271 and above	6	<p>HSWA ability at this level:</p> <ol style="list-style-type: none"> <li>1. Offers sophisticated ideas within an organizational framework that is clear and appropriate for the topic.</li> <li>2. Supporting statements are particularly effective because of their substance, specificity, or illustrative quality.</li> <li>3. The writing is vivid and precise, although it may contain an occasional error in the conventions of Standard Written English.</li> </ol> <p>.....</p> <p>CASAS ability at this level:</p> <ol style="list-style-type: none"> <li>1. Generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs.</li> <li>2. Can take notes from meetings and recorded messages.</li> <li>3. Can describe work or training procedures including basic safety directives, job aids, and maintenance instructions in writing.</li> <li>4. Can state personal and employment goals in writing.</li> <li>5. Able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).</li> </ol>