

Oregon Educational Functioning Level Descriptors

ABE/GED/ESL

Reading

Math

Speaking/Listening

Writing

OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

ABE/GED Reading

Descriptors

EFF Read with Understanding

**Oregon Educational Functioning Level Descriptors
ABE/GED Reading**

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.

**Oregon Educational Functioning Level Descriptors
ABE/GED Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
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.

**Oregon Educational Functioning Level Descriptors
ABE/GED Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
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.

**Oregon Educational Functioning Level Descriptors
ABE/GED Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
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.

**Oregon Educational Functioning Level Descriptors
ABE/GED Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
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.

**Oregon Educational Functioning Level Descriptors
ABE/GED Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
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.

OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

ESL Reading

Descriptors

EFF Read with Understanding
NRS

**Oregon Educational Functioning Level Descriptors
ESL Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
Beginning Literacy	180 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. Has no or minimal reading skills in any language. 2. May be able to recognize letters, numbers, and a few words (e.g. own name). 3. May have little or no comprehension of how print corresponds to spoken language.
Low Beginning	181-190		<p>Ability at this level:</p> <ol style="list-style-type: none"> 1. Can read numbers and letters and some common sight words. 2. May be able to sound out simple words. 3. Can read some familiar words and phrases, but has a limited understanding of connected prose in English.

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ESL Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
High Beginning	191-200		<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. <hr/> <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. <hr/> <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.

**Oregon Educational Functioning Level Descriptors
ESL Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
Low Intermediate	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. <p>.....</p> <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. <p>.....</p> <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.

**Oregon Educational Functioning Level Descriptors
ESL Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
High 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 on 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.

**Oregon Educational Functioning Level Descriptors
ESL Reading**

Federal Ed Functioning Level	CASAS Reading Score	All Levels	Educational Functioning Level Descriptors
Advanced ESL	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.

OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS
ABE/GED Math

Descriptors

CASAS

Numeracy Standards, Numeracy Collection

**Oregon Educational Functioning Level Descriptors
ABE/GED Math**

Federal Ed Functioning Level	CASAS Math Score	Educational Functioning Level Descriptors
Beginning Literacy	200 and below	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Can identify the numeracy task. 2. Uses a variety of problem solving strategies such as estimating, guessing and checking, making a model or diagram, or looking for a pattern and using a calculator to verify an estimate. 3. Evaluates to determine if an answer makes sense. 4. Recognizes and writes numbers up to 3 digits. 5. Adds and subtracts single digit numbers. 6. Recognizes, counts, converts, and uses coins and currency. 7. Identifies geometric figures such as circles, triangles, or polygons.
Beginning Basic	201-210	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Can identify the numeracy task. 2. Uses a variety of problem solving strategies such as estimating, guessing and checking, working backwards, making a model or diagram, looking for a pattern, or using a calculator to verify an estimate. 3. Evaluates to determine if an answer make sense. 4. Recognizes various monetary amounts and identifies the place value. 5. Calculates a single simple operation when numbers are given. 6. Uses data to solve simple problems related to daily living, such as grocery shopping and computing travel distances. 7. Performs paper/pencil computations, building upon mental math skills form previous beginning literacy level. 8. Recognizes fractional quantities—half of the people in the room, measuring cups for cooking, ... 9. Reads measurement devices such as thermometers, clocks, rulers, odometers, or scales to identify simple quantities. 10. Defines and identifies simple measurement of units of length, weight, time, area and volume. Can recognize equivalent measurements (e.g., 12" is equal to 1'). 11. Substitutes/uses “unknowns” in familiar number sentences such as “I am thinking of a number that, when added to four, will equal twelve.”

**Oregon Educational Functioning Level Descriptors
ABE/GED Math**

Federal Ed Functioning Level	CASAS Math Score	Educational Functioning Level Descriptors
Low Intermediate	211-220	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Can identify the numeracy task. 2. Uses a variety of problem solving strategies such as estimating, guessing and checking, working backwards, making a model or diagram, looking for a pattern, using a calculator to verify an estimate, and simplifying the problem using substitution. 3. Evaluates to determine if an answer makes sense. 4. Performs all four basic math operations with whole numbers with high accuracy. 5. Uses all basic math symbols (+, -, x, ÷, ≤, ≥, ≠). Can use mathematical notation to describe a problem. 6. Uses numerical representations instead of concrete objects to show decimal and fractional equivalents. 7. Creates simple charts and graphs from classroom survey data. 8. Performs computational tasks related to life roles such as calculating bank deposits, balancing a checkbook, and doing calculations on a simple order form. 9. Reads and extracts information from charts, graphs, tables, maps, and schedules. Examples include wage schedules, bus schedules, savings plans, bar and pie graphs, tables of mileage and gas consumption, and tax tables. 10. Estimates values between given points using common measurement devices such as thermometers, clocks, rulers, odometers, or scales. 11. Makes predictions of the probability of an event, such as a coin toss, rolling dice, the gender of an unborn child and winning the lottery. 12. Uses concrete objects or paper and pencil representation to illustrate ratio and proportion. 13. Computes perimeter, area, and volume, such as in determining square footage, amount of fencing, or capacity of coolers (using a single unit of measurement). 14. Interprets wages, deductions, benefits, and timekeeping forms. 15. Recognizes and uses patterns to make predictions such as the next number in a sequence. 16. Recognizes patterns of chance and probability such as coin tosses, rolling dice, gender of an unborn child or winning lotteries

**Oregon Educational Functioning Level Descriptors
ABE/GED Math**

Federal Ed Functioning Level	CASAS Math Score	Educational Functioning Level Descriptors
High Intermediate	221-235	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Can identify the numeracy task. 2. Chooses the most appropriate/efficient problem solving strategies for a given situation, such as estimating, guessing and checking, working backwards, making a model or diagram, or looking for a pattern, using a calculator to verify an estimate and simplify the problem using substitution. 3. Performs multi-step computational tasks related to life roles. 4. Performs all four basic math operations with whole umbers and fractional equivalentents (decimals, percentages, and fractions). 5. Solves expressions containing exponents. 6. Translates life situations or narrative math problems into mathematical equations. 7. Interprets and uses graphs, spreadsheets, and charts to make decisions. 8. Uses proportional reasoning such as map distance scales or scaled drawings. 9. Creates charts and graphs from data sets (e.g., pie, line, or bar). 10. Reads specialized measurement devices such as micrometers and voltmeters with metric and uncommon units. 11. Applies formulas to compute perimeter, circumference, area, and volume, including cylinders (using a single unit of measurement). 12. Recognizes and uses patterns to make predictions, such as the next number in a sequence using whole numbers and fractional equivalentents. 13. Recognizes statistical analyses (mean, median, mode) based on charts, graphs, and data sets.

**Oregon Educational Functioning Level Descriptors
ABE/GED Math**

Federal Ed Functioning Level	CASAS Math Score	Educational Functioning Level Descriptors
Low Adult Secondary	236-245	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Can identify the numeracy task. 2. Uses appropriate problem solving strategies. 3. Extrapolates quantities between values of given points using specialized measurement deices with metric and uncommon units such as micrometers and voltmeters. 4. Selects appropriate formulas to compute perimeter, circumference, area, and volume. 5. Gathers data and represents it using graphs, spreadsheets and charts. Makes predictions about trends and probabilities. 6. Applies math to personal finance and workplace settings, such as computing net pay as a percentage of gross. 7. Interprets and uses graphs, spreadsheets, and charts to make predictions such as in recognizing trends and probabilities and to make decisions. 8. Applies proportional reasoning (ratios) in calculations such as recipe conversion and fuel mixtures. 9. Creates, interprets, and solves simple algebraic expressions and equations. 10. Uses positive and negative numbers (as on a number line) to describe mathematical relationships and change, such as in altitude, temperature, stock market, and cash flow. 11. Selects and uses statistical analyses (mean, median, mode, etc.) to make predictions and decisions. 12. May pass the GED mathematics test.
High Adult Secondary	246 and above	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Can identify the numeracy task. 2. Uses appropriate problem solving strategies. 3. Applies principles of geometry to measure angles, lines and surfaces. 4. Applies quantitative technical information from more complex manuals, and material safety data sheets (MSDS). 5. Can pass the GED mathematics test.

OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

ESL Speaking/Listening

Descriptors

CASAS

SPLs

NRS

**Oregon Educational Functioning Level Descriptors
ESL Speaking/Listening**

Federal Ed Functioning Level	Student Performance Level (SPL)	BEST Plus (S) Score	CASAS (L) Score	Educational Functioning Level Descriptors
Beginning ESL Literacy	0-1	400 and below	180 and below	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Cannot speak or understand English, or understands only a few isolated words or extremely simple learned phrases. 2. Spoken vocabulary is limited to a few isolated words. 3. Has no control of grammar. 4. 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.
Low Beginning ESL	2	401-417	181-190	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Understands a limited number of very simple learned phrases and questions, spoken slowly with frequent repetitions. 2. Expresses a limited number of immediate needs using very simple learned phrases. Has little communicative output and only in the most routine situations. 3. Functions in English in a very limited way in situations related to immediate needs and in social situations. 4. Has some oral communication abilities using simple learned and repeated phrases. 5. Has little or no control over grammar.
High Beginning ESL	3	418-438	191-200	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Understands simple learned phrases and questions, spoken slowly with frequent repetitions. 2. Expresses immediate needs using simple learned phrases. 3. Functions in some situations related to immediate needs and in familiar social situations. 4. Has limited control of basic grammar. 5. Understands frequently used words in context and very simple phrases and questions, spoken slowly and with repetition. 6. Has some oral communication abilities using simple learned and repeated phrases.
Low Intermediate ESL	4	439-472	201-210	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Understands simple phrases easily and some new simple phrases containing familiar vocabulary. 2. Expresses basic needs, including asking and responding to questions related to those needs, using both learned and a limited number of new phrases. 3. Participates in basic conversations with hesitation and frequent pauses. 4. Can often function in common work and community situations. 5. Has some control of grammar with errors, which may interfere with comprehensibility.

**Oregon Educational Functioning Level Descriptors
ESL Speaking/Listening**

Federal Ed Functioning Level	Student Performance Level (SPL)	BEST Plus (S) Score	CASAS (L) Score	Educational Functioning Level Descriptors
High Intermediate ESL	5	473-506	211-220	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Understands learned phrases easily and new phrases containing familiar vocabulary spoken slowly with repetition. 2. Asks and responds to direct questions on familiar and some unfamiliar subjects. 3. Relies on learned phrases but also uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. 4. Clarifies general meaning by simple rewording. 5. Participates in conversation in limited social situations and used new phrases with hesitation. 6. Can communicate using descriptive and concrete terms. 7. Has control of basic grammar with occasional errors, which do not interfere with comprehensibility.
Advanced ESL	6	507-540	221-235	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> 1. Understands conversations containing some unfamiliar vocabulary on many subjects. May need repetition, reworking or slower speech. 2. Has some ability to understand without face-to-face contact. 3. Relies less on learned phrases; speaks with creativity, but with hesitation. 4. Clarifies general meaning by rewording. 5. Relies on descriptive and concrete terms. May attempt more abstract terms. 6. Participates in conversations on many everyday subjects, which may include unfamiliar vocabulary 7. Functions independently in most situations, but may need some help. 8. Has control of basic grammar, but inconsistently. May attempt to use more difficult grammar but with limited control.

OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

ABE/GED Writing

Descriptors

**HSWA
CASAS**

**Oregon Educational Functioning Level Descriptors
ABE/GED Writing**

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

**Oregon Educational Functioning Level Descriptors
ABE/GED Writing**

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

**Oregon Educational Functioning Level Descriptors
ABE/GED Writing**

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

OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

ESL Writing

Descriptors

CASAS

**Oregon Educational Functioning Level Descriptors
ESL Writing**

Federal Ed Functioning Level	CASAS FWA - Picture (ESL)	Educational Functioning Level Descriptors
Beginning Literacy	N/A	<ol style="list-style-type: none"> 1. Copies letters and numbers 2. Copies basic personal identification information onto a form with assistance. 3. Copies lists of familiar words. 4. May not be literate in any language. 5. No writing ability whatsoever.
Low Beginning	136	<ol style="list-style-type: none"> 1. Recognizes and writes letters and numbers 2. Writes and signs own name. 3. Writes own address and date correctly. 4. Fills in basic personal information forms with some assistance. 5. Writes simple lists of familiar items (e.g., telephone numbers, shipping lists). 6. Writes simple phrases based on familiar vocabulary.
High Beginning	146-200	<ol style="list-style-type: none"> 1. Generally can write letters, numbers and a limited number of basic sight words and simple sentences related to immediate needs. 2. Can fill in basic personal information on simplified forms including signature and date. 3. Writes very simple notes (e.g., a note to a co-worker or child's teacher). 4. Can make simple entries on a work log form. 5. Can complete a simple inventory form. 6. Can handle only the most basic written communication in English in routine entry-level jobs in which all tasks can be demonstrated.
Low Intermediate	201-225	<ol style="list-style-type: none"> 1. Can write simple notes and messages based on familiar situations. 2. Completes short work orders. 3. Fills out forms requiring basic personal information. 4. Takes simple phone messages. 5. Can handle jobs or job training involving some simple written communication.
High Intermediate	226-242	<ol style="list-style-type: none"> 1. Can write simple notes and messages based on familiar situations. 2. Completes short work orders 3. Fills out forms requiring basic personal information. 4. Takes simple phone messages. 5. Can handle jobs or job training involving some simple written communication.

Oregon Educational Functioning Level Descriptors ESL Writing

Federal Ed Functioning Level	CASAS FWA - Picture (ESL)	Educational Functioning Level Descriptors
Advanced ESL	243-260	<ol style="list-style-type: none"> 1. Can write short routine work memos or reports. 2. Can write e-mail messages. 3. Can fill out basic medical forms and job applications. 4. Can describe basic work procedures in writing. 5. Can complete incident report forms. 6. Can make log entries to document work activities. 7. Can take notes and phone messages. 8. Can write personal notes or letters. 9. Generally able to begin General Education Development (GED) preparation. 10. <i>May</i> be able to pass the writing section of the GED test.