

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.

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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.