

**OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**

**ESL Reading**

**2011-2012**

**Descriptors**

**EFF Read with Understanding  
NRS**

**Oregon Educational Functioning Level Descriptors  
ESL Reading**

<b>Federal Ed Functioning Level</b>	<b>CASAS Reading Score</b>	<b>All Levels</b>	<b>Educational Functioning Level Descriptors</b>
<b>Beginning Literacy</b>	180 and below	<p>Read With Understanding</p> <ul style="list-style-type: none"> <li>• Determine the reading purpose.</li> <li>• Select reading strategies appropriate to the purpose.</li> <li>• Monitor comprehension and adjust reading strategies.</li> <li>• Analyze the information and reflect on its underlying meaning.</li> <li>• Integrate it with prior knowledge to address reading purpose.</li> </ul>	<p>Ability at this level:</p> <ol style="list-style-type: none"> <li>1. Has no or minimal reading skills in any language.</li> <li>2. May be able to recognize letters, numbers, and a few words (e.g. own name).</li> <li>3. May have little or no comprehension of how print corresponds to spoken language.</li> </ol>
<b>Low Beginning</b>	181-190		<p>Ability at this level:</p> <ol style="list-style-type: none"> <li>1. Can read numbers and letters and some common sight words.</li> <li>2. May be able to sound out simple words.</li> <li>3. Can read some familiar words and phrases, but has a limited understanding of connected prose in English.</li> </ol>

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<b>High Beginning</b>	191-200		<p>Ability at this level:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <hr/> <ol style="list-style-type: none"> <li>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.</li> <li>2. Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds (individual consonants and vowels, digraphs and blends) and common vocabulary.</li> <li>3. Monitor accuracy of decoding and word recognition by using strategies such as rereading or making word lists.</li> <li>4. Recall prior knowledge of topic to assist in understanding.</li> </ol> <hr/> <p>Read words in short, simple texts to accomplish a variety of adult goals, such as:</p> <ul style="list-style-type: none"> <li>• Read a grocery list and recognize words and prices in a store ad to make decisions about what to buy.</li> <li>• Read personal names and addresses in order to make an invitation list.</li> <li>• Read product names and quantities to fill a purchase order.</li> <li>• Read names and office numbers in order to distribute interoffice mail to the correct locations.</li> <li>• Read personal information prompts in order to accurately fill out simple applications, registration forms, etc.</li> <li>• Read product and store names or symbols on signs and storefronts in order to identify places to shop.</li> <li>• Read months, days and dates on a personal calendar in order to identify and enter important events.</li> </ul>

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<b>Low Intermediate</b>	201-210		<p>Ability at this level:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>.....</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Demonstrate familiarity with simple, everyday content knowledge and vocabulary.</li> <li>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).</li> <li>4. Recall prior knowledge to assist in choosing appropriate text and comprehending its meaning.</li> </ol> <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"> <li>• Read aloud an age-appropriate book to a young child.</li> <li>• Read a short narrative about a community concern in order to identify and think about one’s own community issues.</li> <li>• Read about entry-level job duties in order to decide whether or not to apply.</li> <li>• Read simple greeting cards to choose an appropriate card for a special occasion.</li> <li>• Read utility bills in order to understand how and when to pay them</li> <li>• Read short narrative about immigrant experiences to reflect on and learn about others in the community.</li> <li>• Read the newspaper weather forecast to decide on appropriate clothes for a weekend trip.</li> </ul>

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<b>High Intermediate</b>	211-220		<p>Ability at this level:</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>.....</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Demonstrate familiarity with common high-interest content, related vocabulary, and pronunciation rules.</li> <li>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.</li> <li>4. Activate prior knowledge and combine it with new information.</li> </ol> <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"> <li>● Read a chart describing a company's job benefits to make decisions about personal choice of benefits.</li> <li>● Read a short story about how cultural differences can lead to conflict to analyze and reflect on personal relationship problems.</li> <li>● Read a minimum wage poster to determine if a job wage is legal.</li> <li>● Read a short story about losing a job to reflect on the ways job loss can affect family relationships.</li> <li>● Read housing rental ads to compare housing options and make a decision about which house is better for the family.</li> <li>● Read a summary of citizenship application information in order to help someone decide whether to pursue citizenship.</li> </ul>

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