

# REEP ESL Curriculum for Adults

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## REEP's ASSESSMENT FRAMEWORK

Assessment is essential to the instructional process. Effective implementation of the REEP Curriculum Assessment

- assures teachers, learners, and administrators monitor that necessary lifeskills and language skills have been identified, practiced, and mastered,
- allows teachers to determine the effectiveness of their instruction and to make adjustments to ensure that the needs of students are met,
- provides a means of charting learner progress within a level and readiness for promotion,
- provides learners with feedback on their progress, and
- increases learners' confidence and motivation as they see their inventory of skills grow.

Crucial to all stages of the assessment process are the [REEP Level Descriptions](#) which describe the speaking, listening, reading, and writing skills that a learners needs in order to succeed in a given level. These descriptions provide the standards against which to measure learner proficiency and progress.

The chart below illustrates REEP's assessment framework, describing when and why we assess our learners as well as the assessment measures currently used. See sidebar listings for further detail.

PURPOSE/DESCRIPTION	ASSESSMENT MEASURES
<p><b>Initial Assessment of New Students</b></p> <p><b>Placement into REEP instructional levels:</b> New students are tested prior to enrollment to determine placement into one of the ten instructional levels. In addition to the scores on the two tests, the following criteria are also considered in placement: education level, age, time in the US, and previous study at REEP and/or other English programs.</p>	<p><b>REEP Oral Skills Exam (ROSE):</b> A one-on-one oral interview, adapted from the Center for Applied Linguistics' Basic English Skills Test.</p> <p><b>REEP Written Placement Tests:</b> Developed in-house and correlated to REEP levels; consist of a locator test (lifeskills, reading, writing), a literacy test (for those unable to complete locator), and an essay test (for intermediate + on the locator and oral test). Scoring rubric and prompt developed in-house and used for scoring placement tests.</p>
<p><b>Initial Assessment of New and Continuing Students</b></p> <p><b>Validation of Initial Placement:</b> At the beginning of the instructional cycle, classroom teachers assess students' language abilities in a classroom setting to determine whether the</p>	<p><b>Performance-based assessments</b> conducted in class by teachers to assess students' language skills against the <i>REEP Level Descriptions</i>, which describe the abilities that a learner should exhibit upon entry into a certain level.</p>

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<p>student has been placed appropriately - either through intake testing or by the previous classroom teacher.</p>	
<p><b>Progress Assessment</b></p> <p>Throughout the cycle of instruction, teachers use performance based assessments to monitor their students' learning and progress.</p> <p>At the end of the instructional cycle, teachers make promotion and retention decisions based on the following critical measures:</p> <ul style="list-style-type: none"><li>• How well a student's language performance matches the level description for the next appropriate level,</li><li>• Mastery of performance objectives,</li><li>• Ability to use language appropriate to the performance objectives,</li><li>• Mastery of reading and writing development objectives, and</li><li>• Attendance, participation, motivation, years of education, age, length of time in the US, and student self-assessment information.</li></ul>	<p><b>Assessment of Lifeskills</b></p> <p><b>Objectives:</b> Performance Based Assessments that focus on specific tasks or objectives. Also see <i>Lifeskills Performance Objectives</i> for assessment procedures, <i>Competency Checklists</i>, and <i>Reporting Progress</i>.</p> <p><b>Culminating Assessments:</b> Performance Based Assessments that assess students' mastery of language and lifeskills within a particular lifeskill topic unit. These require learners to use a variety of sources of information and allow learners to apply a variety of language and communication skills. See <i>Culminating Assessment</i> for assessment procedures. See Resources for sample assessment tasks.</p> <p><b>REEP Writing Assessment:</b> Scoring rubric developed in-house and teacher-developed prompts used for assessing classroom writing.</p> <p><b>Learner Goals:</b> A process framework developed by REEP staff for short-term goal work, including instructional objectives as well as instructional and assessment tools. See <i>Needs Assessment</i>.</p>

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