REEP ESL Curriculum for Adults

FINAL ASSESSMENT

Evaluating Learners at the End of the Instructional Cycle
At the end of the instructional cycle, teachers make promotion and retention decisions based on the following critical measures:

- How well a student's language performance matches the level description for the next appropriate level (See **REEP Level Descriptions**),
- Mastery of performance objectives,
- Ability to use language appropriate to the performance objectives,
- Mastery of reading and writing development objectives, and
- Attendance, participation, motivation, years of education, age, length of time in the US, and student self-assessment information.

TYPICAL CYCLE TO CYCLE MOVEMENT USING THE REEP CURRICULUM	
LEVEL	**PROMOTION/RETENTION IN FOLLOWING CYCLE**
100	Retain in 100; Promote to 150 or 200 (Choice is based on **speaking** ability; reading and writing levels are the same.)
150	Retain in 150; Promote to 200 or 250 (Choice is based on **written** ability; speaking and listening levels are the same.)
200	Retain in 200; Promote to 250 or 300 (Choice is based on **speaking** ability; reading and writing levels are the same.)
250	Retain in 250; Promote to 350. Promotion to 300 indicates students have very strong oral skills but very weak written skills.
300	Retain in 300; (Students often repeat 300 to allow time for their literacy skills to develop to the 350/450 level.) Promote to 350 or 400. (Choice based on **speaking** skills; 350 and 400 are the same reading/writing level. 350 is actually a lower speaking level than 300).
350	Retain in 350; Promote to 400 or 450 (Choice is based on **written** ability; speaking and listening levels are the same).
400	Retain in 400 Promote to 450. Occasionally, students skip 450 and are promoted to 500.
450	Retain in 450 or Promote to 500.
500	Retain in 500 or Promote to 550.
550	Retain in 550 or exit the program. If student meets exit description and wants to stay in the program, they should be marked as 650.

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