

REEP ESL Curriculum for Adults

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REEP LEVEL DESCRIPTIONS

The REEP level descriptions outline the speaking, listening, reading, and writing skills that learners should exhibit for a particular instructional level at the beginning of the cycle. The goals of these descriptions are to:

- assist in appropriate placement of learners,
- measure a learner's progress in English within an instructional cycle and from one instructional cycle to the next, and
- assist instructors in assessing a learner's readiness to transition from level to level and from one educational agency to another.

You may view the level descriptors in **three** ways: general descriptions for all levels, descriptors of all skills for a particular level, (e.g. 100, 150, etc); and descriptors of all levels by skill (e.g. speaking, listening, etc.):

1. **General Level Descriptions:** (see below)
2. **Descriptions by level:** [100](#) [150](#) [200](#) [250](#) [300](#) [350](#) [400](#) [450](#) [500](#) [550](#) [Exit](#)
3. **Descriptions by skill:** [Speaking](#) [Listening](#) [Writing](#) [Reading](#)

General Level Descriptions for REEP Instructional Levels: Click on individual levels for detailed descriptors.

[100 \(Low Beginning\):](#) Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures.

Correlations:

Speaking/Listening: REEP Skill Level 1; NRS Beginning ESL Literacy; SPL 0, I, II; BEST Short Form Placement Scores 0-12

Writing: REEP Rubric 0; REEP Skill Level 1; NRS Beginning ESL Literacy;

Reading: REEP Skill Level 1; CASAS Level A.

[150 \(Beginning\):](#) Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level.

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Correlations:

Speaking/Listening: REEP Skill Level 1; NRS Beginning ESL; SPL I, II, III; BEST Short Form Placement Scores 0-18

Writing: REEP Rubric 1; REEP Skill Level 2; NRS Beginning ESL

Reading: REEP Skill Level 2; CASAS Level B.

200 (High Beginning Oral/Beginning Literacy): Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

Correlations:

Speaking/Listening: REEP Skill Level 2; NRS Low Intermediate ESL; SPL III, IV; BEST Short Form Placement Scores 16-24

Writing: REEP Rubric 1; REEP Skill Level 2; NRS Low Beginning ESL

Reading: REEP Skill Level 2; CASAS Level A.

250 (High Beginning): Can satisfy some oral and written survival needs and very routine social demands. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

Correlations:

Speaking/Listening: REEP Skill Level 2; NRS Low Intermediate ESL; SPL III, IV; BEST Short Form Placement Scores 16-24

Writing: REEP Rubric 2; REEP Skill Level 3; NRS High Beginning ESL

Reading: REEP Skill Level 3; CASAS Level B.

300 (High Intermediate Oral/High Beginning Literacy): Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker **not** used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

Correlations:

Speaking/Listening: REEP Skill Level 4; NRS High Intermediate ESL; SPL V, VI; BEST Short Form Placement Scores 27-33

Writing: REEP Rubric 2; REEP Skill Level 3; NRS High Beginning ESL

Reading: REEP Skill Level 3; CASAS Level B.

350 (Intermediate): Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

Correlations:

Speaking/Listening: REEP Skill Level 3; NRS Low Intermediate ESL; SPL IV, V; BEST Short Form

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Placement Scores 23-29

Writing: REEP Rubric 3; REEP Skill Level 4; NRS Low Intermediate ESL

Reading: REEP Skill Level 4; CASAS Level B.

400 (High Intermediate to Advanced Oral \ (Low) Intermediate Literacy): Can satisfy most oral survival, social, and work demands; can satisfy most literacy survival needs, but has difficulty with social and work demands. A native speaker not used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

Correlations:

Speaking/Listening: REEP Skill Level 5; NRS Advanced ESL; SPL VI, VII; BEST Short Form Placement Scores 29+

Writing: REEP Rubric 3; REEP Skill Level 4; NRS Low Intermediate ESL

Reading: REEP Skill Level 4; CASAS Level B.

450 (High Intermediate): Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker **not** used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

Correlations:

Speaking/Listening: REEP Skill Level 5; NRS Advanced ESL; SPL VI, VII; BEST Short Form Placement Scores 29-33

Writing: REEP Rubric 3.5; REEP Skill Level 5; NRS High Intermediate ESL

Reading: REEP Skill Level 5; CASAS Level C.

500 (High Intermediate/Low Advanced): Has effective oral and literacy skills in survival and social situations. Can satisfy most routine work demands. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics.

Correlations:

Speaking/Listening: REEP Skill Level 6; NRS Advanced ESL; SPL VI, VII; BEST Short Form Placement Scores 30-40

Writing: REEP Rubric 4; REEP Skill Level 5; NRS High Intermediate ESL

Reading: REEP Skill Level 5; CASAS Level C.

550 (Advanced): Has effective oral and literacy skills in survival and social situations as well as familiar and unfamiliar work situations. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics.

Correlations:

Speaking/Listening: REEP Skill Level 6; NRS Advanced ESL; SPL VI, VII; BEST Short Form Placement Scores 34-40

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Writing: REEP Rubric 4.5; REEP Skill Level 6; NRS Advanced ESL

Reading: REEP Skill Level 6; CASAS Level D.

Exit: (Program Exit) Can participate effectively in most situations. A native English speaker **not** used to dealing with limited English speakers can generally communicate easily with a person at this level.

Correlations:

Speaking/Listening: SPL VIII+; BEST Short Form Placement Scores 38-40

Writing: REEP Rubric 5; NRS Advanced ESL

Reading: CASAS Level E.

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