

REEP ESL Curriculum for Adults

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INITIAL ASSESSMENT

New Students

At REEP, new students are tested prior to enrollment to determine placement into one of the ten instructional levels (100, 150, 200, 250, 300, 350, 400, 450, 500, and 550).

Assessment measures and criteria:

To assess oral competency, the REEP Oral Skills Exam is administered. To assess reading and writing competency, the REEP written Placement Tests are administered. In addition to the scores on these two tests, the following criteria are also considered in placement: age, time in the US, and previous study at REEP and/or other English programs.

A new student's education level also influences initial placement. The REEP Instructional Levels are tracked into the "00" and "50" levels. The "00" levels consist of: 100, 200, 300, 400, and 500. Upon initial placement into the instructional system, a student with six or fewer of years of education and weak written skills is more likely to place into an "00" level. In an "00" class, more emphasis is placed on development of reading and writing. The "50" levels consist of: 150, 250, 350, 450, and 550. A student with more education and stronger written skills is likely to place into a "50" level.

REEP Instructional Levels and REEP Skill Levels:

While the REEP Curriculum has ten instructional levels (100, 150, 200, 250, 300, 350, 400, 450, and 550), there are not ten levels for each individual skill areas (reading, writing, speaking, listening). The individual skill levels overlap within the instructional levels. This assists in placement of students with differing oral and written skills, e.g. intermediate speaking skills but beginning writing skills.

There are 6 levels for each individual skill area. These match up to the instructional levels in the following way:

<i>SPEAKING AND LISTENING SKILL LEVELS</i>	<i>SPEAKING AND LISTENING INSTRUCTIONAL LEVELS</i>
1	100 and 150
2	200 and 250
3	350
4	300
5	400 and 450
6	500 and 550

<i>READING AND WRITING SKILL LEVELS</i>	<i>READING AND WRITING INSTRUCTIONAL LEVELS</i>
1	100
2	150 and 200
3	250 and 300
4	350 and 400
5	500 and 450
6	550

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New and Continuing Students

At the beginning of the instructional cycle, teachers assess students' language abilities in the classroom setting to determine whether the students have been placed appropriately - either through intake testing or by the previous classroom teacher. In developing assessment activities that allow students to demonstrate their abilities, it is critical to consult the [REEP Level Descriptions](#), which describe the abilities that a learner should exhibit upon entry into a certain level. It is also helpful to consult previous progress reports, previous teachers, and test scores.

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