

# **OREGON EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS**

## **ESL Speaking/Listening**

**2009-2010**

### **Descriptors**

**CASAS**

**SPLs**

**NRS**

**Oregon Educational Functioning Level Descriptors  
ESL Speaking/Listening**

Federal Ed Functioning Level	Student Performance Level (SPL)	BEST Plus (S) Score	CASAS (L) Score	Educational Functioning Level Descriptors
<b>Beginning ESL Literacy</b>	0-1	400 and below	180 and below	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> <li>1. Cannot speak or understand English, or understands only a few isolated words or extremely simple learned phrases.</li> <li>2. Spoken vocabulary is limited to a few isolated words.</li> <li>3. Has no control of grammar.</li> <li>4. Functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information.</li> </ol>
<b>Low Beginning ESL</b>	2	401-417	181-190	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> <li>1. Understands a limited number of very simple learned phrases and questions, spoken slowly with frequent repetitions.</li> <li>2. Expresses a limited number of immediate needs using very simple learned phrases. Has little communicative output and only in the most routine situations.</li> <li>3. Functions in English in a very limited way in situations related to immediate needs and in social situations.</li> <li>4. Has some oral communication abilities using simple learned and repeated phrases.</li> <li>5. Has little or no control over grammar.</li> </ol>
<b>High Beginning ESL</b>	3	418-438	191-200	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> <li>1. Understands simple learned phrases and questions, spoken slowly with frequent repetitions.</li> <li>2. Expresses immediate needs using simple learned phrases.</li> <li>3. Functions in some situations related to immediate needs and in familiar social situations.</li> <li>4. Has limited control of basic grammar.</li> <li>5. Understands frequently used words in context and very simple phrases and questions, spoken slowly and with repetition.</li> <li>6. Has some oral communication abilities using simple learned and repeated phrases.</li> </ol>
<b>Low Intermediate ESL</b>	4	439-472	201-210	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> <li>1. Understands simple phrases easily and some new simple phrases containing familiar vocabulary.</li> <li>2. Expresses basic needs, including asking and responding to questions related to those needs, using both learned and a limited number of new phrases.</li> <li>3. Participates in basic conversations with hesitation and frequent pauses.</li> <li>4. Can often function in common work and community situations.</li> <li>5. Has some control of grammar with errors, which may interfere with comprehensibility.</li> </ol>

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<b>High Intermediate ESL</b>	5	473-506	211-220	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> <li>1. Understands learned phrases easily and new phrases containing familiar vocabulary spoken slowly with repetition.</li> <li>2. Asks and responds to direct questions on familiar and some unfamiliar subjects.</li> <li>3. Relies on learned phrases but also uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses.</li> <li>4. Clarifies general meaning by simple rewording.</li> <li>5. Participates in conversation in limited social situations and used new phrases with hesitation.</li> <li>6. Can communicate using descriptive and concrete terms.</li> <li>7. Has control of basic grammar with occasional errors, which do not interfere with comprehensibility.</li> </ol>
<b>Advanced ESL</b>	6	507-540	221-235	<p>Ability at the upper end of this level</p> <ol style="list-style-type: none"> <li>1. Understands conversations containing some unfamiliar vocabulary on many subjects. May need repetition, reworking or slower speech.</li> <li>2. Has some ability to understand without face-to-face contact.</li> <li>3. Relies less on learned phrases; speaks with creativity, but with hesitation.</li> <li>4. Clarifies general meaning by rewording.</li> <li>5. Relies on descriptive and concrete terms. May attempt more abstract terms.</li> <li>6. Participates in conversations on many everyday subjects, which may include unfamiliar vocabulary</li> <li>7. Functions independently in most situations, but may need some help.</li> <li>8. Has control of basic grammar, but inconsistently. May attempt to use more difficult grammar but with limited control.</li> </ol>