

## High Intermediate ESL

Summary of NRS Level	MCAEL Descriptors		Program Level Exercises: Where are the learners in your program?
<p><b>Listening and Speaking:</b> Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p> <p><b>Basic Reading and Writing:</b> Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p> <p><b>Functional and Workplace Skills:</b> Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic</p>	<p>A person at this level likely can:</p> <p>satisfy most oral and literacy needs, in familiar and increasingly unfamiliar contexts and <b>has progressed beyond basic repeated and formulaic structures in reading, writing, speaking, and listening</b> (can begin to elaborate with more vocabulary and control of grammar);</p> <p>a student at this level may be new to the country, lived in the United States for years and anywhere in between;</p> <p>learners that this level are likely to be interested in topics and language practice that will help them prepare for transitioning to academic or other study;</p> <p>a learner at this level would not likely experience difficulty in an English-speaking work environment, except in certain situations (such as needing to understand and use specialized English or vocabulary or write detailed reports)</p>	<p><b>Instruction:</b> Learners at this level have acquired a significant amount of English and are ready to be challenged to acquire much more vocabulary, grammar structures, content, and fluency. Learners can work with authentic text (such as small articles from newspapers); decide on, plan, work on, complete, and evaluate projects; plan, give and evaluate short presentations on topics of interest; write, peer edit, revise short essays; write and revise resumes; and practice job interviews. Jigsaw activities and assignments that take learners into the community are particularly effective at this level.</p> <p><b>Effective Materials:</b> English learner dictionaries, level 4 (or higher) of core textbooks or readers are useful, but, as much as possible, learners and teachers should move to authentic text on content of interest (such as newspaper articles, government and community information) and specific vocabulary, usage, and grammar of interest and need.</p> <p><b>Timeline:</b> Depending on personal factors—such as linguistic and educational background, age, health, time in the United States—and program factors—such as hours of instruction per week, focus of instruction—it may take some learners at this level several months to move to a higher level.</p>	<p>1. Currently, our program places learners into levels using the following tests or procedures: _____</p> <p>2. Our program serves learners at this level.</p> <p style="text-align: center;">yes                      no                      sometimes</p> <p>3. In our program students at this level are in the _____ class(es).</p> <p>4. The number of hours of instruction available for a learner at this level per session or semester is _____.</p> <p>5. In our program, learners at this level engage in the following learning activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>6. Students use the following materials and resources (published or teacher- and learner-made):</p> <p>_____</p> <p>_____</p> <p>_____</p>

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<p>computer software, such as word processing, and can follow simple instructions for using technology.</p> <p><b>CASAS Reading scale scores:</b></p> <p>Reading: 211-220</p> <p>Listening: 211-220</p> <p>Writing: 226-242</p> <p><b>BEST Plus:</b> 473-506 (SPL 5)</p> <p><b>BEST Literacy:</b> 68– 75 (SPL 6)</p> <p><b>TABE CLAS-E scale scores:</b></p> <p>Total Reading and Writing: 515-556</p> <p>Total Listening and Speaking: 526-558</p>	<p>TIPS: <b>1.</b> Learners at this level may seem (to themselves or the teacher) to make progress more slowly than they did in earlier levels. This is typical and occurs as learners acquire more specific and complex skills. For example, it is more obvious and dramatic to go from a beginner speaking no English to saying, “My name is Rosa and I live in Silver Spring” than it is for a high intermediate learner to understand the differences between the present perfect and the present perfect progressive tenses.</p> <p><b>2.</b> Don’t assume that that a high-intermediate or advanced adult English language learner will need/want to transition to adult basic education (ABE) or GED. In many cases, these learners have already attended or completed high school or college.</p> <p><b>3.</b> At this level, learners may be transitioning from working on BICS (Basic Interpersonal Communication Skills) to CALPS (Cognitive Academic Language Proficiency Skills).</p> <p><b>4.</b> Include grammar, usage, and vocabulary components in the class needs assessment. While class activities should be focused on communication ,lifeskills, and pre-academic topics, learners should also be able to choose which structures need special attention.</p>	<p><b>Exiting the level or program:</b> To move to the advanced level, a learner should be able to function independently in most social and work situations, understand complex oral instructions, ask for clarification as needed, communicate by phone, control almost all basic grammar, can identify and paraphrase the main idea, and write a paragraph (or more) with a main idea and supporting sentences.</p> <p><b>Cultural/Demographic Notes:</b> Montgomery County, Maryland has a very large immigrant population (26.7% of residents according to the 2000 Census), but it also significant is that 90.3% of residents ages 25+ have a high school diploma and 54.6% of residents ages 25+ have a bachelor’s or above degree (both from 2000 Census; see U.S. Census Bureau State and County Quick Facts at <a href="http://quickfacts.census.gov/qfd/states/24/24031.htm">http://quickfacts.census.gov/qfd/states/24/24031.htm</a>)</p> <p><b>Background Resources:</b> <i>A Process for Working with Adult ESL Students on Short-Term Goals</i>  <a href="http://www.apsva.us/15401081182015517/lib/15401081182015517/reepcurriculum/goalsprocess.html">www.apsva.us/15401081182015517/lib/15401081182015517/reepcurriculum/goalsprocess.html</a>;</p> <p><i>Supporting Adult English Language Learners’ Transitions to Post-Secondary Education</i>  <a href="http://www.cal.org/caela/esl_resources/briefs/transition.html">http://www.cal.org/caela/esl_resources/briefs/transition.html</a></p>	<p>7. Currently our program decides a person at this level is ready for the next level or a different program when:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p>
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