

# Washington ESL Adult Learning Standards

## Standard: To speak so others can understand

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Beginning Literacy	Low Beginning	High Beginning	Low Intermediate	High Intermediate	Advanced
The following indicators are statements that every Washington ESL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.					
<p><b>By the end of Level 1, every WA ESL student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• S 1.1 Recall and use a limited set of learned words and phrases related to basic personal information, basic objects, and a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks.</li> </ul>	<p><b>By the end of Level 2, every WA ESL student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• S 2.1 Recall and use a limited set of learned words, phrases, and short sentences related to basic personal information, basic objects, and a limited number of activities and immediate needs in familiar, predictable, and straightforward communication tasks.</li> </ul>	<p><b>By the end of Level 3, every WA ESL student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• S 3.1 Recall and use a somewhat limited vocabulary including words related to common, everyday topics, personal experience; know and use basic grammar and sentence structure (heard in the immediate environment); know and use basic awareness of appropriate register (level of formality) in familiar, predictable communication tasks.</li> </ul>	<p><b>By the end of Level 4, every WA ESL student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• S 4.1 Recall and use high-frequency vocabulary including words related to common, everyday topics and personal experience, use knowledge of basic grammar, discourse forms, and sentence structure in familiar communicative tasks.</li> </ul>	<p><b>By the end of Level 5, every WA ESL student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• S 5.1 Recall and use sufficient oral vocabulary (range of common vocabulary related to personal experience and everyday activities, some idioms) as well as control of basic grammar and a variety of sentence types and registers in a range of familiar to somewhat unfamiliar or unpredictable communication tasks.</li> </ul>	<p><b>By the end of Level 6, every WA ESL student will know and be able to:</b></p> <ul style="list-style-type: none"> <li>• S 6.1 Recall and use a range of vocabulary including words related to most everyday, school, work, and social situations; know and use a variety of complex sentence structures and grammatical forms; know and use appropriate register in a range of communicative tasks, including unfamiliar, unpredictable, and uncomfortable interactions.</li> </ul>

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<ul style="list-style-type: none"> <li>S 1.2 Use simple strategies (such as learned words and phrases and responding to simple, direct questions) to select and relay information.</li> <li>S 1.3 Apply simple strategies (such as gestures, eye contact, and very simple requests for understanding from the listener) to monitor effectiveness of the communication and to meet the speaking purpose.</li> </ul>	<ul style="list-style-type: none"> <li>S 2.2 Use simple strategies (such as familiar phrases and questions; responding to simple, direct questions; and combining or re-combining learned or heard words and phrases) to select and relay information.</li> <li>S 2.3 Apply simple strategies (such as gestures, eye contact, and simple, repeated requests for feedback from listener) to monitor effectiveness of the communication and to meet the speaking purpose.</li> </ul>	<ul style="list-style-type: none"> <li>S 3.2 Use simple strategies (such as reacting to questions or combining and recombining short known words or phrases) to select and relay information.</li> <li>S 3.3 Apply simple strategies (such as making and responding to requests for feedback repetition, and rephrasing) to monitor and enhance the effectiveness of the communication and to meet the speaking purpose.</li> </ul>	<ul style="list-style-type: none"> <li>S 4.2 Select from a limited range of strategies (such as combining and recombining known or heard words, phrases, and sentences reformulation, or self-correction) to select and relay information.</li> <li>S 4.3 Apply some strategies (such as checking pace and register, repeating/clarifying/correcting errors as necessary, self-rating/evaluation) to monitor and enhance effectiveness of the communication and to meet the speaking purpose.</li> </ul>	<ul style="list-style-type: none"> <li>S 5.2 Select from a range of strategies (such as elaborating with some detail and examples; determining most important/right amount of information and content to convey) to select, organize, and relay information.</li> <li>S 5.3 Apply a range of strategies (including attention to appropriate register, repetition of information, adjustments in pace, tone, volume, eye contact, body language based on listener's response and needs) to monitor and enhance effectiveness of communication and to meet the speaking purpose.</li> </ul>	<ul style="list-style-type: none"> <li>S 6.2 Select from a wide range of strategies (such as taking into account the interests of others; predicting outcomes, interests, or likely questions and responses; organizing information based on determination of relevance and audience needs; elaborating with significant detail and examples) to select, organize, and relay information.</li> <li>S 6.3 Apply a wide range of strategies (including body language, pause fillers, stalling devices, and different rates of speech as needed) to monitor and enhance effectiveness of communication and to meet the speaking purpose.</li> </ul>

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<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 1 can speak learned and rehearsed words and phrases with hesitation and some inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 2 can sometimes speak learned and rehearsed words, phrases, and simple sentences fluently and accurately but other times speak with hesitation and inaccuracy in a familiar setting with a familiar audience (usually face-to-face with one person). A high level of support is provided (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or nonstandard and speech may, at times, be difficult to understand even by a skilled, supportive listener.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 3 can speak mostly short utterances (sometimes inaccurate, incomplete sentences and sometimes fluent and accurate sentences that may be expansions of learned materials and stock phrases) in familiar settings with a familiar audience (usually face-to-face with one person) when provided with a high level of support (in the form of written, visual, or verbal prompts). Pronunciation may be inaccurate or non-standard and speech may be difficult to understand even by a skilled, supportive listener.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 4 can speak fluently and accurately in familiar settings with one or more familiar listeners (either face-to-face or in a brief telephone conversation) when a moderately high level of support is provided (in the form of written, visual, or verbal prompts). There may be some errors in pronunciation, but with repetition, speech can usually be understood by a skilled, supportive listener.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE, AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 5 can speak fluently and accurately in settings and with audiences that may not be entirely familiar when provided with some support (in the form of guided practice, listening to a model, or advance organizers). There may be occasional pronunciation, word choice, or structural errors that hinder understanding, but speech is generally understandable (with repetition) by a skilled, supportive listener.</i></p>	<p><b>SHOW FLUENCY, INDEPENDENCE AND ABILITY TO PERFORM IN A RANGE OF SETTINGS</b></p> <p><i>Adults performing at Level 6 can speak fluently and accurately in most settings with familiar and unfamiliar audiences when provided with minimal support (in the form of opportunities for role plays/ practice, learner-generated practice scripts, etc.). Pronunciation does not impede understanding and speech can generally be understood by an unskilled listener.</i></p>