

*Workforce Investment Act Title II  
Adult Education and Family Literacy Act*

# **NEVADA ADULT BASIC EDUCATION CONTENT STANDARDS FOR ADULT BASIC EDUCATION**

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Nevada Department of Education



State of Nevada

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# Content Standards for Adult Basic Education: Background and Use

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## Background

### What is Not Covered in the Standards

### How to Use the Content Standards

## Background

Nevada's Content Standards for Adult Basic Education arose from a need to establish a common set of content standards for Adult Education programs that would clearly define important basic skills for Adult Basic Education (ABE) students to know in the areas of reading, writing, listening and speaking, mathematics, science, social studies, and technology. These were originally developed in 2004 and 2005 for English as a Second Language (ESL), ABE, and Adult Secondary Education (ASE). Citizenship Content Standards were developed in 2007.

These research-based standards had been aligned to the National Reporting System (NRS) levels, and the Comprehensive Adult Student Assessment System (CASAS) levels, scale score ranges, competencies and assessments. The CASAS competencies provided the functional life skills through which basic skills could be presented. The competencies chosen covered generic life skills, employability and workplace skills, as well as other skills needed to function effectively in the community. The CASAS assessments provided the measure of proficiency for these basic skills.

The CASAS assessments and competencies worked together to create an integrated system for an effective adult basic skills learning

continuum. The alignment of the CASAS levels, scaled score ranges, and the NRS levels showed the relationship between each.

The ABE Content Standards were revised in 2006. English Literacy/Civics Standards (EL/Civics) were created and infused within the ESL Content Standards at this time.

In 2010, federal legislation required states to develop even more rigorous content standards that would ensure that all students are career - ready and college - ready for the major global economic and technological shifts happening in the twenty-first century. Students need to acquire foundational skills in reading, writing, listening and speaking. They must also be ready and able to take on the high demands of our emerging technological society. They need to be able to sift through large amounts of challenging media they can synthesize and evaluate in order to conduct their own research, answer questions or solve problems and be able to produce a range of various print media for their college and careers.

After close examination of the current research on career pathways, Nevada has updated and revised all of the content standards to include skills necessary for college- and career - readiness.

Nevada is also now closely aligning all of its content standards to the Common Core Standards. As eloquently stated in its introduction, “Students who are college- and career- ready in Reading, Writing, Speaking, Listening and Language...demonstrate independence... build strong content knowledge...respond to the varying demands of audience, task, purpose, and discipline...comprehend as well as critique...value evidence...use technology and digital media strategically and capably...[and] come to understand other perspectives and cultures” (*Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects*, June 10, 2010, p. 7). This list aptly delineates the foundational skills that all of our students need to acquire in the twenty-first century. Our educators are now being asked to set ambitious college - ready and career - ready goals for all of their adult students.

## **What is College - Ready and Career - Ready?**

The ability to read, write, communicate, work as a team, think critically, and problem solve are all necessary foundational skills to be successful in any future endeavors. Being college - ready means being prepared for any post-secondary form of education or training. Being career - ready means being prepared to successfully acquire fulfilling jobs that will provide a family-sustaining wage and allow for advancement.

Both college- and career - ready performance measures require similar skills. There are similarities in the expectations of employers and colleges in terms of skills needed to succeed. Colleges need employers to inform them of the up-to-date skills that students need to have, and employers need colleges to provide the knowledge and training to successfully prepare students for employment. For the student, higher levels of education equate to higher wages.

## **What is Not Covered in the Standards**

The content standards broadly define what adult basic education students are expected to know and be able to do so that they can access the knowledge and skills needed in their future education and careers. The content standards articulate major foundational skills. They do not dictate how teachers should teach these standards. This leaves room for teachers to determine for themselves how these standards should be reached as well as what additional relevant topics should be addressed. Teachers have the freedom to develop a range of supports and to identify and apply all tools and knowledge that will help their students—including ESL students and students with special needs—meet these standards.

The performance measures presented within each content standard are not intended as a checklist nor are they exhaustive, but the more performance measures a student meets, “the more likely it is that he or she will be career and college ready” (*Texas College and Career Readiness Standards*, p. iv).

In order for these standards to become a significant part of our students’ education, Nevada teachers need to find ways to implement them into their classroom curriculum. Here are some suggestions:

- Participate in the Standards-in-Action Project where ESL, ABE and ASE teachers work collaboratively to unpack the standards in order to really understand what they mean, align the standards to their curriculum and resources, and create activities that align to the standards. To learn more about this project, visit the [Standards in Action](#) innovations.
- Become familiar with the National Career Awareness Project: this project offers an excellent curriculum guide that delivers relevant lesson activities on career awareness for ESL, ABE and ASE students. To learn more about this project, the visit [National Career Awareness Project](#).

- Request sustained professional development (PD) that will allow collaboration and networking with colleagues over time, encouraging teachers to share ideas, problems, and solutions and to try out suggestions with their classes. Teachers who have participated in this type of PD have overwhelmingly stated that sustained PD over time is relevant, helpful, and an excellent venue for peer sharing and self-reflective practice. They have noticed marked improvement in the quality of their teaching and have seen increased student outcomes.

## **How to Use the Content Standards**

This section provides definitions for standards-related terms along with a non-academic example to illustrate the concepts.

### **Content Standard**

A content standard broadly defines what a student must know and be able to do. It is brief and written to the point. The standards are presented using jargon-free English so that instructors and adult students can easily understand them.

- Example: The student is able to acquire the necessary skills to be able to perform gymnastics.

### **Performance Measure**

Performance measures contain all of the knowledge and skills a student needs to know in order to master the more broadly defined content standard. They are like benchmarks that describe the skills and understanding that a student must master.

- Example: The student demonstrates proficiency in basic bar routines.

## **College- and Career - Readiness Performance Measures**

College- and career - readiness performance measures include both college - readiness skills and career - readiness skills. Both of these types of skills prepare the student for successful transition to post-secondary education/training and chosen careers.

The college- and career - readiness performance measures are infused within all of the content standards for all levels of all program types (ESL, ABE, ASE) and are designed to prepare students for any chosen career path.

### How these revised, updated Content Standards are presented:

The content standards for each ABE content area are presented at the beginning of each content section and include all educational levels (example: ABE Reading: ABE Beginning Literacy Reading--R1; ABE Beginning Basic Reading--R2; ABE Intermediate Low Reading--R3; ABE Intermediate High Reading--R4). The subsequent pages contain charts of the performance measures across all levels so that teachers can easily see the skills that students mastered at the levels prior to entering their classes and what they will need to master before they move on to the next level. The performance measures are measurable statements with some examples.

**NOTE:** Nevada's revised, updated ABE Content Standards reflect the Common Core Standards and the CASAS competencies; however, suggested CASAS competencies have not been included as it is no longer feasible now that we are moving toward multiple assessments such as the Test of Adult Basic Education (TABE) and the General Assessment of Instructional Needs (GAIN). Programs may correlate the content standards and performance measures to the CASAS competencies if they so choose. Programs are also encouraged to provide teachers the opportunity to create aligned lesson activities for each performance measure and create a program resource binder for all of their program teachers to use.

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The CASAS Competencies  
The Nevada Content Standards (revised in 2006)

The Common Core State Standards  
Texas College and Career Readiness Standards  
Michigan DOE Career and Employability Skills Content Standards and Benchmarks  
Jones, J. The Foundation Skills. *Job Skills for the 21<sup>st</sup> Century: A Guide for Students*. Westport, CT: Oryx Press, 1996

The Nevada ABE Content Standards were developed in part from the following states' existing standards (available at the [Adult Content Standards Warehouse](#)):

Arizona  
California  
Connecticut  
Florida  
Iowa  
Oregon  
Michigan  
Texas

## ABE Reading Standards and Performance Measures for all Levels

**R1. READING STANDARD:** The beginning literacy learner recognizes the one-to-one correspondence between letters and sounds and is able to respond to short stories that are familiar in content. Upon exiting the beginning literacy level, the learner will demonstrate the following measures:

**R2. READING STANDARD:** The beginning basic learner uses a variety of strategies to demonstrate comprehension of various texts (phonics, sight words, vocabulary, main idea, and supporting details). Upon exiting the beginning basic level, the learner will demonstrate the following measures:

**R3. READING STANDARD:** The intermediate low learner identifies, analyzes and applies knowledge of the elements of a variety of fiction and nonfiction texts using multiple pre, during and post reading strategies. Upon exiting the intermediate low level, the learner will demonstrate the following measures:

**R4. READING STANDARD:** The intermediate high learner uses advanced strategies to interpret and analyze various forms of text. Upon exiting the intermediate high level, the learner will demonstrate the following measures:

<b>Beginning Literacy</b>	<b>Beginning Basic</b>	<b>Low Intermediate</b>	<b>High Intermediate</b>
<b>R1.1</b> Identifies letters and sounds of the English alphabet (upper and lower case)	<b>R2.1</b> Interprets simple words, phrases and sentences (e.g., bus, on the bus, My son was on the bus.)	<b>R3.1</b> Distinguishes between the various English sounds when reading words, phrases and sentences	<b>R4.1</b> Combines phrases to make sentences (e.g., in the car / She sat – She sat in the car.)
<b>R1.2</b> Recognizes that letters make words and words make sentences	<b>R2.2</b> Interprets sentences	<b>R3.2</b> Interprets paragraphs	<b>R4.2</b> Interprets passages
<b>R1.3</b> Completes a simple chart, graph, table, and diagram; answers questions from looking at a simple map	<b>R2.3</b> Interprets information from simple charts, maps, graphs, tables, and diagrams	<b>R3.3</b> Applies information from charts, maps, graphs, tables, and diagrams to plan an event	<b>R4.3</b> Uses charts, maps, graphs, tables, and diagrams to apply extracted information for personal everyday use
<b>R1.4</b> Recognizes common, everyday symbols, signs, and labels	<b>R2.4</b> Interprets common symbols, signs, and labels	<b>R3.4</b> Categorizes common and less common symbols, signs, and labels (e.g., street signs and symbols, signs in the community, clothes labels)	<b>R4.4</b> Distinguishes between a wide variety of symbols, signs, and labels for everyday purposes (e.g., street signs to know for driver’s license test, symbols in the mall to navigate)
<b>R1.5</b> Recognizes simple forms (e.g., appointment sign-in sheet, class registration)	<b>R2.5</b> Interprets simple forms (e.g., appointment sign-in sheet, class registration)	<b>R3.5</b> Interprets complex forms (e.g., rental, insurance)	<b>R4.5</b> Evaluates complex similar forms (rental agreements, insurance policies, tax forms)
<b>R1.6</b> Identifies numbers to one hundred to one hundred (e.g., 50 and fifty), clock times (e.g. 5:45 and quarter to six), dates (e.g. March 5, 2010 and 3/5/10)	<b>R2.6</b> Demonstrates knowledge of numbers and number words to 1,000 and reads clock time represented in 5-minute increments	<b>R3.6</b> Interprets numbers and number words to 100,000, all forms of clock times and all forms of written dates	<b>R4.6</b> Categorizes numbers and number words to one million, all forms of clock times and all forms of written dates (e.g., 10/2/11/October 2, 2011; 1,000,000/one million; 8:30/eight-thirty)

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<p><b>R1.7</b> Reads and identifies sight words (e.g. from the First and Second Dolch sight word list—see appendix)</p>	<p><b>R2.7</b> Reads and interprets sight words (e.g. from the Second and Third Dolch sight word list—see appendix)</p>	<p><b>R3.7</b> Reads and interprets sight words (e.g. from Fry's First 300 Most Frequently Used Words – see appendix)</p>	<p><b>R4.7</b> Categorizes various sight words using Fry's First 300 Most Frequently Used Words – see appendix (e.g., opposites, emotions, direction words)</p>
<p><b>R1.8</b> Relates letters to a possible range of pronunciations including recognizing common homographs (e.g. <i>bow/bow</i>, <i>live/live</i>, <i>read/read</i>)</p>	<p><b>R2.8</b> Applies a variety of decoding strategies such as phonics and sight words to read text</p>	<p><b>R3.8</b> Uses context clues and language structures to analyze words for correct pronunciation</p>	<p><b>R4.8</b> Uses context clues, inferences, and language structures to analyze words for correct pronunciation</p>
<p><b>R1.9</b> Identifies simple sentences containing familiar vocabulary</p>	<p><b>R2.9</b> Interprets simple passages containing familiar vocabulary</p>	<p><b>R3.9</b> Analyzes the meaning of unfamiliar vocabulary from texts using contextual clues, decoding skills, and other reading comprehension strategies</p>	<p><b>R4.9</b> Interprets specialized vocabulary in context using word analysis or inference (e.g. health unit of study, employment application, computer terminology)</p>
<p><b>R1.10</b> Explains the meaning of simple contractions and abbreviations</p>	<p><b>R2.10</b> Compares contractions and abbreviations and their meanings</p>	<p><b>R3.10</b> Categorizes groups of contractions and abbreviations (e.g., Mr./Mrs., Dr.; can't, he'll, won't; Ave., Blvd)</p>	<p><b>R4.10</b> Selects and applies contractions and abbreviations (e.g., St./street, FL/Florida, Dr./doctor)</p>
<p><b>R1.11</b> Interprets the meanings of unfamiliar vocabulary using word formations (e.g. roots, prefixes, suffixes) and functions (e.g. homonyms, superlatives, comparatives) along with structural and context clues</p>	<p><b>R2.11</b> Applies knowledge of synonyms, antonyms and contextual support to make meaning of unfamiliar vocabulary</p>	<p><b>R3.11</b> Applies structural and context clues along with homonyms to determine the meaning of the word that best fits a given context</p>	<p><b>R4.11</b> Uses word, sentence and paragraph clues to determine vocabulary meaning and accurately interprets idioms, analogies, figurative expressions and etymologies to clarify word meanings</p>

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<b>R1.12</b> Recognizes various presented idioms	<b>R2.12</b> Illustrates various presented idioms	<b>R3.12</b> Interprets meanings of idioms from context	<b>R4.12</b> Justifies idioms in context and interprets the connotative meaning of a word ( <i>basic</i> has the connotation <i>easy</i> or <i>common</i> )
	<b>R2.13</b> Makes inferences and draws conclusions from simple sentences and phrases	<b>R3.13</b> Makes inferences and draws conclusions from simple paragraphs	<b>R4.13</b> Makes inferences and draws conclusions from complex text
<b>R1.14</b> Reads aloud simple texts with reasonable fluency, stress, and intonation	<b>R2.14</b> Reads aloud level-appropriate texts with reasonable fluency, stress and intonation	<b>R3.14</b> Reads aloud both familiar and unfamiliar texts with reasonable fluency, stress and intonation	<b>R4.14</b> Reads aloud unfamiliar texts with fluency using appropriate stress and intonation
<b>R1.15</b> Arranges a sequence of pictures to construct a story	<b>R2.15</b> Predicts the content of a level-appropriate text from the title, pictures, and type of material	<b>R3.15</b> Applies prior knowledge to assist in understanding information in level-appropriate texts	<b>R4.15</b> Uses various reading strategies to assist in understanding information in level-appropriate texts (e.g., using context clues, applying knowledge of prefixes and suffixes)
<b>R1.16</b> Identifies careers (e.g., through short narratives, job ads)	<b>R2.16</b> Interprets job ads and articles on a variety of careers	<b>R3.16</b> Examines key points in a variety of career descriptions (e.g., job search web sites)	<b>R4.16</b> Evaluates training or education requirements and job responsibilities of a specific career
<b>R1.17</b> Interprets employment opportunities in the community (e.g., job ads, employment outlook data from sites such as <a href="#">NVCIS</a> Nevada Career Information System)	<b>R2.17</b> Identifies career clusters and employment opportunities in the community (e.g., short articles, employment outlook data from sites such as <a href="#">NVCIS</a> Nevada Career Information System)	<b>R3.17</b> Distinguishes between career clusters and employment opportunities in the community (e.g., short articles, employment outlook data from sites such as <a href="#">NVCIS</a> Nevada Career Information System )	<b>R4.17</b> Organizes career information and labor market trends from a variety of sources (e.g., articles, employment outlook data from sites such as <a href="#">NVCIS</a> Nevada Career Information System ) to create a portfolio

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<p><b>R1.18</b> Identifies careers of interest based on likes, dislikes, and skills (e.g., short narrative descriptions of job requirements )</p>	<p><b>R2.18</b> Identifies short and long term requirements to reach a career goal (e.g., descriptions of career preparation/ readiness from sites such as <u>NVCIS</u> Nevada Career Information System)</p>	<p><b>R3.18</b> Examines short and long term requirements to reach a career goal (e.g., descriptions of career preparation/ readiness from sites such as <u>NVCIS</u> Nevada Career Information System)</p>	<p><b>R4.18</b> Assesses short and long term requirements to reach a career goal (e.g., descriptions of career preparation/ readiness from sites such as <u>NVCIS</u> Nevada Career Information System) to create a portfolio</p>
<p><b>R1.19</b> Recognizes the differences between education and career goals (e.g., short videos)</p>	<p><b>R2.19</b> Describes the relationship between education and career goals (e.g., short videos)</p>	<p><b>R3.19</b> Analyzes the relationship between education and career goals (e.g., videos, articles, written interviews )</p>	<p><b>R4.19</b> Evaluates the necessity of connecting education and career goals</p>
<p><b>R1.20</b> Illustrates health and safety practices and drug-free behavior at home, in school and the workplace from information on videos or in short narratives (e.g., presentations, creating a simple brochure)</p>	<p><b>R2.20</b> Distinguishes between health and safety practices and drug-free behavior at home, in school and the workplace (e.g., videos, short articles)</p>	<p><b>R3.20</b> Appraises the cause/effect relationship between health and safety practices and success at home, in school and the workplace (e.g., videos, articles, reports)</p>	<p><b>R4.20</b> Prepares a health and safety plan for home, school and work</p>
<p><b>R1.21</b> Skims various forms of simple text for general meaning and scans for specific information</p>	<p><b>R2.21</b> Skims level appropriate paragraphs for general meaning and scans for specific information</p>	<p><b>R3.21</b> Skims short stories for general meaning and scans for specific information</p>	<p><b>R4.21</b> Skims various forms of academic and work-related text for general meaning and scans for specific information</p>
<p><b>R1.22</b> Collaborates in teams and works individually to complete assigned tasks that include following directions (e.g., visual or written step-by-step)</p>	<p><b>R2.22</b> Collaborates in teams and works individually to complete assigned tasks that include following written directions (e.g., following instructions to complete an application)</p>	<p><b>R3.22</b> Collaborates in teams and works individually to complete assigned tasks that include following written directions (e.g., following instructions to complete a Web Quest)</p>	<p><b>R4.22</b> Collaborates in teams and works individually to complete assigned tasks that include following written directions (e.g., following instructions to complete a Web Quest or a graph; complete a subject-specific search)</p>

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<p><b>R1.23</b> Collaborates in teams and works individually to identify a problem presented through a short narrative or video</p>	<p><b>R2.23</b> Collaborates in teams and works individually to interpret a problem presented in a short narrative or video</p>	<p><b>R3.23</b> Collaborates in teams and works individually to examine a problem presented in a short narrative or video</p>	<p><b>R4.23</b> Collaborates in teams and works individually to identify a problem presented in a narrative or video and analyzes cause/effect relationships</p>
<p><b>R1.24</b> Identifies community member needs and matches those with appropriate businesses (e.g., lost dog with animal shelter; destitute families and food banks)</p>	<p><b>R2.24</b> Describes community member needs and matches those with appropriate businesses (e.g., destitute families and food banks, lost dog)</p>	<p><b>R3.24</b> Identifies ways that classrooms, schools, workplaces, and communities are social systems (e.g., match needs and services among members)</p>	<p><b>R4.24</b> Demonstrates the value of business systems (e.g., customer service plans, workplace conflict solutions)</p>
<p><b>R1.25</b> Recognizes basic punctuation (period, comma, exclamation mark, question mark, quotation marks)</p>	<p><b>R2.25</b> Recognizes basic punctuation (period, comma, exclamation mark, question mark, quotation marks, parentheses)</p>	<p><b>R3.25</b> Compares basic punctuation (period, comma, exclamation mark, question mark, quotation marks, parentheses, semi colon)</p>	<p><b>R4.25</b> Differentiates basic punctuation (period, comma, exclamation mark, question mark, quotation marks, parentheses, semi colon, colon)</p>
<p><b>R1.26</b> Recognizes basic sentence structures and functions (verb forms, modals, determiners, adjectives, adverbs)</p>	<p><b>R2.26</b> Differentiates between simple compound sentences, related conjunctions, and verbs + infinitives</p>	<p><b>R3.26</b> Analyzes simple compound sentences, related conjunctions, and phrasal verbs and idioms</p>	<p><b>R6.26</b> Assesses compound and complex sentences, linking words, adverbial clauses, and gerunds</p>
<p><b>R1.27</b> Answers wh- questions related to a text</p>	<p><b>R2.27</b> Demonstrates comprehension of a text (e.g., checking predictions, think-alouds, answering questions)</p>	<p><b>R3.27</b> Demonstrates comprehension of a text through restating what was read and sequencing the main points</p>	<p><b>R4.27</b> Demonstrates comprehension of a text through analyzing the author's purpose, constructing the main idea and supporting ideas, describing the beginning, middle and conclusion of the story, and checking pre-reading predictions</p>

<b>Beginning Literacy</b>	<b>Beginning Basic</b>	<b>Low Intermediate</b>	<b>High Intermediate</b>
<b>R1.28</b> Summarizes a short, simple passage	<b>R2.28</b> Summarizes a short story	<b>R3.28</b> Summarizes the setting of a passage	<b>R4.28</b> Summarizes a story and describes the setting, and characters' motives
<b>R1.29</b> Identifies the main idea of a short story	<b>R2.29</b> Restates the main idea of a story	<b>R3.29</b> Identifies the main idea and supporting details in familiar texts	<b>R4.29</b> Identifies the main idea and supporting details in unfamiliar texts
<b>R1.30</b> Identifies the author's purpose in a short, familiar reading passage	<b>R2.30</b> Identifies the author's purpose in both a familiar and unfamiliar reading passage	<b>R3.30</b> Interprets the author's theme in an unfamiliar reading selection	<b>R4.30</b> Interprets more complex elements of plot, setting, character development, conflict and resolution
<b>R1.31</b> Compares and contrasts information presented in two different sources (e.g., street map; employment requirements)	<b>R2.31</b> Compares and contrasts information presented in two different workplace sources (e.g., employee handbook, union contract/bylaws)	<b>R3.31</b> Compares and contrasts information presented in two or three different authentic sources (e.g., employee handbook, union contract/bylaws)	<b>R4.31</b> Appraises information presented in two or three different authentic workplace sources (e.g., employee handbook, union contract/bylaws)
<b>R1.32</b> Recalls personal experiences that are related to text	<b>R2.32</b> Draws from personal experiences when responding to a work of literature	<b>R3.32</b> Draws from personal experiences when responding to a work of literature	<b>R4.32</b> Analyzes a work of literature and compares the information to contemporary experiences
<b>R1.33</b> Interprets fact from opinion in written materials	<b>R2.33</b> Differentiates fact from opinion in written materials	<b>R3.33</b> Distinguishes facts from opinions collected from multiple sources	<b>R4.33</b> Evaluates the veracity of a writer's claims
<b>R1.34</b> Collects and organizes information for a specific purpose from a variety of sources (e.g., magazines, handouts, newspapers)	<b>R2.34</b> Collects and analyzes information for a specific purpose from a variety of sources (e.g., magazines, newspapers, the Internet)	<b>R3.34</b> Collects and evaluates information for a specific purpose from a variety of sources (e.g., magazines, newspapers, the Internet, textbooks)	<b>R4.34</b> Analyzes, evaluates, and synthesizes information from a variety of sources (e.g., magazines, newspapers, the Internet, textbooks)

<b>Beginning Literacy</b>	<b>Beginning Basic</b>	<b>Low Intermediate</b>	<b>High Intermediate</b>
<b>R1.35</b> Locates information using an index or table of contents	<b>R2.35</b> Identifies specific information using an index or table or table of contents	<b>R3.35</b> Scans for specific information needed using an index or table of contents	<b>R4.35</b> Interprets information from an index or table of contents
<b>R1.36</b> Identifies school and workplace equipment and machines (e.g., computers, monitors, keyboards, Xerox, or other job-specific equipment)	<b>R2.36</b> Demonstrates the correct use of a computer, keyboard, and monitor or other classroom and workplace equipment	<b>R3.36</b> Chooses the appropriate classroom or workplace equipment (e.g., computer, projector, fax machine) according to a specific need	<b>R4.36</b> Applies the functions of computer applications (e.g., MS Word, Word pad, Power Point)
<b>R1.37</b> Identifies common documents required for employment (e.g., Social Security card, birth certificate)	<b>R2.37</b> Interprets common documents required for employment (e.g., Social Security card, birth certificate)	<b>R3.37</b> Identifies job-specific documents required for employment (e.g., food handler's certificate, commercial driver's license)	<b>R4.37</b> Interprets job-specific documents required for employment (e.g., food handler's certificate, commercial driver's license, skills certification )
<b>R1.38</b> Identifies common pre-employment requirements (e.g., fingerprinting, background checks, credit checks, drug tests, physical exams)	<b>R2.38</b> Interprets the process of common pre-employment requirements (e.g., fingerprinting, background checks, credit checks, drug tests, physical exams)	<b>R3.38</b> Examines the process of common pre-employment requirements (e.g., fingerprinting, background checks, credit checks, drug tests, physical exams)	<b>R4.38</b> Creates a check list for common pre-employment requirements (e.g., fingerprinting, background checks, credit checks, drug tests, physical exams)

## ABE Writing Standards and Performance Measures for all Levels

**W1. WRITING STANDARD:** The beginning literacy learner conveys ideas in writing following a structured, externally developed model to organize information in simple structures such as lists or responses to prompts. Upon exiting the beginning literacy level, the learner will demonstrate the following measures:

**W2. WRITING STANDARD:** The beginning basic learner communicates in writing using familiar vocabulary and basic text structure, and revises using strategies including rereading, revising based on review, editing grammar, punctuation and spelling. Upon exiting the beginning basic level, the learner will demonstrate the following measures:

**W3. WRITING STANDARD:** The intermediate low learner writes simple narrative, informative and expressive texts for varied audiences with few errors in a range of familiar settings. Upon exiting the intermediate low level, the learner will demonstrate the following measures:

**W4. WRITING STANDARD:** The intermediate high learner writes multiple well-constructed paragraphs with few errors for varied purposes and audiences in a range of settings. Upon exiting the intermediate high level, the learner will demonstrate the following measures:

<b>Beginning Literacy</b>	<b>Beginning Basic</b>	<b>Low Intermediate</b>	<b>High Intermediate</b>
<b>W1.1</b> Uses capital and lower case letters	<b>W2.1</b> Capitalizes the greeting of a letter and the first word in the closing of a letter (e.g., Dear..., Sincerely)	<b>W3.1</b> Capitalizes proper nouns including days of the week, months of the year, countries, states, rivers and continents	<b>W4.1</b> Capitalizes initials, abbreviations, and the first, last and other main words in titles of chapters, stories, poems, reports, songs, books, movies and television programs
<b>W1.2</b> Creates lists of familiar items (e.g., days of the week, months of the year)	<b>W2.2</b> Formulates lists to use as strategies for remembering information	<b>W3.2</b> Lists personal, educational and workplace goals	<b>W4.2</b> Formulates a checklist to establish, maintain and use for personal organization
<b>W1.3</b> Completes authentic forms (e.g., change of address, library card application)	<b>W2.3</b> Completes a personal information worksheet (e.g., information needed to complete employment, rental, and credit applications)	<b>W3.3</b> Prepares a list of employment/character references	<b>W4.3</b> Composes work related memos and e-mails
<b>W1.4</b> Completes simple job applications on paper and online	<b>W2.4</b> Completes simple forms (e.g., change of address, applications for jobs, or check cashing/ shopping/ membership cards) on paper and online	<b>W3.4</b> Creates a resume on paper and online	<b>W4.4</b> Designs a resume and a cover letter on paper and online
<b>W1.5</b> Records dictated words, phrases, and sentences that have been taught	<b>W2.5</b> Records familiar and unfamiliar dictated words, phrases, and sentences	<b>W3.5</b> Records the main ideas from a short, paragraph or simple story	<b>W4.5</b> Records the main ideas from a short presentation (e.g., short video advertisement; Power Point presentation)
<b>W1.6</b> Writes compound sentences based on previously learned vocabulary using correct subject-verb agreement	<b>W2.6</b> Organizes, writes, and edits a descriptive or narrative paragraph on a familiar topic applying capitalization, spelling, punctuation, and basic grammar rules	<b>W3.6</b> Organizes, writes, and edits an analytical paragraph on a familiar topic (e.g., compare/contrast; cause/effect) applying capitalization, spelling, punctuation, and grammar rules	<b>W4.6</b> Organizes, writes, and edits an essay (group of paragraphs) on a familiar topic that develops and supports one central idea

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<p><b>W1.7</b> Collects information for a specific purpose from a variety of sources (e.g., magazines, handouts, newspapers, and individuals) and presents the results in writing</p>	<p><b>W2.7</b> Collects and analyzes information for a specific purpose from a variety of sources (e.g., magazines, newspapers, the Internet and individuals) and presents the results in writing</p>	<p><b>W3.7</b> Collects, analyzes, and organizes information for a specific purpose from a variety of sources and presents the results in writing</p>	<p><b>W4.7</b> Analyzes, evaluates, and synthesizes information from a variety of sources and presents the results in writing</p>
<p><b>W1.8</b> Writes the main idea from a short text</p>	<p><b>W2.8</b> Writes the main idea of an article from print or online newspaper</p>	<p><b>W3.8</b> Reads an article from a print or online newspaper and presents an opinion in writing</p>	<p><b>W4.8</b> Reads an editorial from a print or online newspaper, develops a position on the main idea, and supports it in writing</p>
<p><b>W1.9</b> Writes simple notes to convey a message (e.g., note to a co-worker or child's teacher)</p>	<p><b>W2.9</b> Writes short notes (e.g., to a teacher or employer explaining an absence; to a landlord requesting a repair)</p>	<p><b>W3.9</b> Writes simple letters of request/complaint/cover letter</p>	<p><b>W4.9</b> Writes formal correspondence (e.g., cover letter, letter to a utility, letter to a congressperson)</p>
<p><b>W1.10</b> Prepares a simple map with very simple directions (e.g., to home from school)</p>	<p><b>W2.10</b> Writes simple instructions (e.g., recipe)</p>	<p><b>W3.10</b> Completes tasks requiring written communication (e.g., customer orders, short work orders)</p>	<p><b>W4.10</b> Writes a detailed procedure in writing (e.g., how to change a tire, obtain a loan from a bank, or complete a work related task)</p>
<p><b>W1.11</b> Collaborates in teams and works individually to complete simple assigned tasks that include following directions (e.g., written step-by-step and reports the results in writing)</p>	<p><b>W2.11</b> Collaborates in teams and works individually to complete assigned tasks that include following directions and reports process and results in writing</p>	<p><b>W3.11</b> Collaborates in teams and works individually to complete assigned projects that include following directions and explains the process, problems, and results in writing</p>	<p><b>W4.11</b> Collaborates in teams and works individually to complete assigned projects that include following directions and explains the process, the time spent, the limitations, and the results in writing</p>

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<p><b>W1.12</b> Uses a simple dictionary for reference when writing</p>	<p><b>W2.12</b> Uses tools such as simple dictionaries, grammar checklists, and basic computer applications when writing (e.g., MS Word spell check)</p>	<p><b>W3.12</b> Uses tools such as dictionaries, grammar checklists, graphic organizers, and computer applications when writing (e.g., MS Word check, MS grammar check)</p>	<p><b>W4.12</b> Uses tools such as dictionaries, grammar checklists, graphic organizers, and computer applications when writing (e.g., online dictionary, thesaurus)</p>
<p><b>W1.13</b> Recognizes a problem presented through a short narrative and presents it in writing</p>	<p><b>W2.13</b> Explains a problem presented in a short narrative and suggests solutions in writing</p>	<p><b>W3.13</b> Analyzes problem presented in a short narrative and suggests solutions in writing</p>	<p><b>W4.13</b> Evaluates a problem presented in a narrative for cause/effect relationships and suggests solutions in writing</p>
<p><b>W1.14</b> Communicates ideas in varied formats (e.g., pictures, charts, graphs)</p>	<p><b>W2.14</b> Writes short paragraphs on familiar topics (e.g., family or neighborhood)</p>	<p><b>W3.14</b> Uses basic technology materials (e.g., black/white board, projector) to make presentations to the class</p>	<p><b>W4.14</b> Demonstrates presentation skills using a variety of media (e.g., PowerPoint, CDs, DVDs, online media)</p>
<p><b>W1.15</b> Identifies the relationship between doing well in school and performing well in a career using a graphic organizer</p>	<p><b>W2.15</b> Completes a self-assessment of attendance and work habits</p>	<p><b>W3.15</b> Demonstrates regular attendance and satisfactory task completion in school and at work through journal writing or a self-check list</p>	<p><b>W4.15</b> Demonstrates application of knowledge learned from mistakes, demonstrates persistence and adaptability to change through journal writing</p>
<p><b>W1.16</b> Demonstrates computer keyboarding</p>	<p><b>W2.16</b> Uses a search engine to find information (e.g., Google, Yahoo, TMCC site search)</p>	<p><b>W3.16</b> Demonstrates use of computer applications (e.g., MS Word, Word Pad, Power Point)</p>	<p><b>W4.16</b> Demonstrates use of computer applications (e.g., Excel)</p>

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
	<p><b>W2.17</b> Applies technology to classroom situations (e.g., complete an online grammar quiz, complete an online survey)</p>	<p><b>W3.17</b> Applies technology to classroom situations (e.g., complete a Webquest, create a PowerPoint presentation)</p>	<p><b>W4.17</b> Compares classroom and workplace technology and presents the information in writing</p>
<p><b>W1.18</b> Develops a short term plan to reach a career goal</p>	<p><b>W2.18</b> Develops short and long term plans to reach a career goal</p>	<p><b>W3.18</b> Describes the relationship between education and career success and applies that knowledge to the development of a goal through a presentation</p>	<p><b>W4.18</b> Creates a plan for continuing education, full-time employment, and career training while working, and/or working while attending school</p>

## ABE Math Standards and Performance Measures for all Levels

**M1. MATH STANDARD:** The beginning literacy learner uses a variety of problem-solving strategies; recognizes and writes numbers up to three digits; adds and subtracts single-digit numbers; identifies geometric figures such as circles and triangles; counts money amounts. Upon exiting the beginning literacy level, the learner will demonstrate the following measures:

**M2. MATH STANDARD:** The beginning basic learner evaluates to determine if an answer make sense; uses data to solve simple problems related to daily living; performs paper/pencil computations; reads measurement devices such as thermometers, clocks, and rulers; defines and identifies simple measurement of units of length, weight, and time. Upon exiting the beginning basic level, the learner will demonstrate the following measures:

**M3. MATH STANDARD:** The intermediate low learner performs all four basic math operations with whole numbers; recognizes fractional quantities; uses all basic math symbols; creates simple charts and graphs; reads and extracts information from charts, graphs, tables, maps, and schedules; computes perimeter, area, and volume; recognizes and uses patterns to make predictions such as the next number in a sequence. Upon exiting the intermediate low level, the learner will demonstrate the following measures:

**M4. MATH STANDARD:** The intermediate high learner uses problem solving strategies for a given situation, such as estimating, guessing and checking; performs all four basic math operations with whole numbers; fractional equivalents, decimals, and percents; translates life situations or narrative math problems into mathematical equations; interprets and uses graphs, spreadsheets, and charts; applies formulas to compute perimeter, circumference, area, and volume; recognizes statistical analyses (mean, median, mode). Upon exiting the intermediate high level, the learner will demonstrate the following measures:

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<b>M1.1</b> Counts by 2s, 5s, 10s	<b>M2.1</b> Counts by 2s, 3s, 5s, 10s, 25s and 50s	<b>M3.1</b> Interprets the relative size of commonly used fractions and decimals	<b>M4.1</b> Analyzes the relative size of percents
<b>M1.2</b> Uses ordinal numbers 1st – 10 <sup>th</sup>	<b>M2.2</b> Uses ordinal numbers 11th – 100th		
<b>M1.3</b> Selects the correct operation to solve addition and subtraction problems	<b>M2.3</b> Recognizes that all math has only four operations (addition, subtraction, multiplication, and division)	<b>M3.3</b> Selects appropriate operation to solve specific problems involving decimals and fractions	<b>M4.3</b> Selects appropriate operation to solve specific problems involving percents
<b>M1.4</b> Adds and subtracts numbers (e.g., 4 -2; 10 + 2)	<b>M2.4</b> Adds and subtracts numbers (e.g., 15 -12; 122 - 11)	<b>M3.4</b> Identifies and uses mathematical symbols and words that represent those symbols (e.g., =, >, <, ≠, *, /)	<b>M4.4</b> Identifies and uses mathematical symbols and words that represent those symbols (e.g., =, >, <, ≠, *, /, %)
<b>M1.5</b> Recognizes place value and can tell whether two numbers are same or different up to 1000	<b>M2.5</b> Interprets place value for ones, tens, hundreds, tenths, and hundredths	<b>M3.5</b> Locates fractions on a number line	<b>M4.5</b> Uses primes, factors, and multiples to build number sequence
<b>M1.6</b> Reads and comprehends numbers to one hundred (e.g., 50 and fifty), clock times (e.g. 5:45 and quarter to six), dates (e.g. March 5, 2010 and 3/5/10) and money amounts	<b>M2.6</b> Reads and comprehends numbers and number words to 1000 and reads clock time represented in 5-minute increments)	<b>M3.6</b> Reads and comprehends numbers and number words to 100,000, all forms of clock times and all forms of written dates	<b>M4.6</b> Reads and comprehends numbers and number words to one million, all forms of clock times and all forms of written dates)

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<p><b>M1.7</b> Interprets basic math vocabulary (more, less, same as, above, below, between, in, out, over and under)</p>	<p><b>M2.7</b> Recognizes key words in choosing operations to solve problems (add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per); identifies symbols for equal, not equal, less than and greater than</p>	<p><b>M3.7</b> Identifies verbal names, written word names, and standard numbers of commonly used fractions and standard numbers with decimals</p>	<p><b>M4.7</b> Discriminates between verbal names, written word names, and standard numbers with percents</p>
<p><b>M1.8</b> Solves real world problems using different addition methods (manipulatives, mental math, paper and pencil)</p>	<p><b>M2.8</b> Solves real world problems using different addition and subtraction methods (manipulatives, mental math, paper and pencil)</p>	<p><b>M3.8</b> Uses objects to represent whole numbers, commonly used fractions, or mixed numbers and relates these numbers to real world problems (1/4 pizza, 1/2 sandwich, 1/2 pie)</p>	<p><b>M4.8</b> Uses different estimation strategies to solve word problems; checks reasonableness of calculations</p>
<p><b>M1.9</b> Uses addition to solve real world money problems less than \$1.00</p>	<p><b>M2.9</b> Solves word problems involving comparison shopping of less than \$10</p>	<p><b>M3.9</b> Solves word problems involving comparison shopping of less than \$100</p>	<p><b>M4.9</b> Calculates and compares the unit prices for different sizes of food containers and for different brands using a calculator or pencil and paper</p>
<p><b>M1.10</b> Uses and describes basic U.S. measurement concepts</p>	<p><b>M2.10</b> Identifies the larger of two U.S. measurements</p>	<p><b>M3.10</b> Identifies equal measures defined in different units</p>	<p><b>M4.10</b> Selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy</p>
<p><b>M1.11</b> Uses U.S. units such as inches, pounds, degrees, and cups to measure quantities</p>	<p><b>M2.11</b> Identifies common units of U.S. measurement for length, capacity, weight, and temperature</p>	<p><b>M3.11</b> Determines capacity by measuring in teaspoons, tablespoons, cups, pints, quarts, gallons, and liters</p>	<p><b>M4.11</b> Solves problems involving units of measure and converts answers to a larger or small unit within either the metric or U.S. system</p>

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
<p><b>M1.12</b> Identifies a square, circle, sphere, rectangle, cube, and triangle</p>	<p><b>M2.12</b> Identifies and describes the characteristics of basic two and three dimensional shapes</p>	<p><b>M3.12</b> Draws and/or models two and three dimensional shapes (e.g., cube, sphere, cone, cylinder, rectangular solid) from a verbal description</p>	<p><b>M4.12</b> Uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures (parallel, perpendicular, similar, congruent)</p>
<p><b>M1.13</b> Identifies simple patterns (e.g., group by shape, color, size)</p>	<p><b>M2.13</b> Identifies different patterns and relationships using patterns and symbols (e.g., if the function of <math>x=3</math>, <math>x + 1 = 4</math>)</p>	<p><b>M3.13</b> Describes a variety of patterns and relationships through models (e.g., manipulatives, tables, graphs, and rules)</p>	<p><b>M4.13</b> Predicts and verifies patterns involving tessellation (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles)</p>
	<p><b>M2.14</b> Uses objects to perform geometric transformations including flips, slides and turns</p>	<p><b>M3.14</b> Predicts, illustrates and verifies which figures could result from a flip, slide, or turn of a given figure</p>	<p><b>M4.14</b> Interprets geometric concepts, including flips, slides, turns, enlargements, symmetry, reflections, similarity, perpendicular, parallel</p>
		<p><b>M3.15</b> Recognizes simple algebraic formulas (e.g., <math>1+3=x</math>)</p>	<p><b>M4.15</b> Solves one step equations involving any of the mathematical operations (e.g., <math>x + 9 - 27 = 2</math>, <math>x/4 = 3</math>, <math>x - (-4) = 2</math>)</p>
		<p><b>M3.16</b> Solves problems by generating, collecting, organizing, displaying and analyzing data using bar, circle, line or pictographs and charts</p>	<p><b>M4.16</b> Arranges data in the construction of pictographs, bar graphs, circle graphs, line graphs, and charts</p>

Beginning Literacy	Beginning Basic	Low Intermediate	High Intermediate
		<p><b>M3.17</b> Constructs a rectangular coordinate system that illustrates positive and negative x and y values to 7</p>	<p><b>M4.17</b> Constructs a rectangular coordinate system that illustrates positive and negative x and y values to 500</p>
		<p><b>M3.18</b> Uses different estimation strategies to solve word problems; checks reasonableness of calculations</p>	<p><b>M4.18</b> Uses rounding techniques to estimate the solution to an addition or subtraction measurement word problem; then determines the actual result</p>
		<p><b>M3.19</b> Identifies communicative and associative properties (e.g., <math>6 \times 2 = 2 \times 6</math>; <math>1 + 3 + 4 = 4 + 3 + 1</math>)</p>	<p><b>M4.19</b> Applies the distributive property (e.g., <math>6(4 + 2) = 24 + 12 = 36</math>)</p>
		<p><b>M3.20</b> Uses geometric formulas to solve problems involving perimeter and area of squares, triangles, cubes, and rectangular solids</p>	<p><b>M4.20</b> Uses geometric formulas for perimeter, area, circumference, and volume</p>
		<p><b>M3.21</b> Computes and finds averages (means)</p>	<p><b>M4.21</b> Differentiates between mean and median</p>

## Appendix B: NRS Level Descriptors for Adult Basic Education

Educational Functioning Level Descriptors—Adult Basic Education			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>Beginning ABE Literacy</b></p> <p><i>Test Benchmark:</i>  <i>TABE (9–10) scale scores (grade level 0–1.9):</i></p> <ul style="list-style-type: none"> <li>· Reading: 367 and below</li> <li>· Total Math: 313 and below</li> <li>· Language: 389 and below</li> </ul> <p><i>CASAS scale scores:</i></p> <ul style="list-style-type: none"> <li>· Reading: 200 and below</li> <li>· Math: 200 and below</li> <li>· Writing: 200 and below</li> </ul> <p><i>Wonderlic GAIN scale scores:</i></p> <ul style="list-style-type: none"> <li>· English: 200-406</li> <li>· Math: 200-314</li> </ul>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and individual has no knowledge of computers or other technology.</p>

Source: National Reporting System Online

<http://www.nrsonline.org/reference/index.html?chapter=2&section=1&topic=1&subtopic=0OUTCOME>

### Educational Functioning Level Descriptors—Adult Basic Education

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Beginning Basic Education</b></p> <p><i>Test Benchmark:</i>  <i>TABE (9–10) scale scores (grade level 2–3.9):</i></p> <ul style="list-style-type: none"> <li>· Reading: 368–460</li> <li>· Total Math: 314–441</li> <li>· Language: 390–490</li> </ul> <p><i>CASAS scale scores:</i></p> <ul style="list-style-type: none"> <li>· Reading: 201–210</li> <li>· Math: 201–210</li> <li>· Writing: 201–225</li> </ul> <p><i>Wonderlic GAIN scale scores:</i></p> <ul style="list-style-type: none"> <li>· English: 407-525</li> <li>· Math: 315-522</li> </ul> <p><i>MAPT scale scores:</i></p> <ul style="list-style-type: none"> <li>· All tests: 200-299</li> </ul>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Source: National Reporting System Online

<http://www.nrsonline.org/reference/index.html?chapter=2&section=1&topic=1&subtopic=0OUTCOME>

### Educational Functioning Level Descriptors—Adult Basic Education

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Low Intermediate Basic Education</b></p> <p><i>Test Benchmark:</i>  <i>TABE (9–10) scale scores</i>  <i>(grade level 4–5.9):</i></p> <ul style="list-style-type: none"> <li>· Reading: 461–517</li> <li>· Total Math: 442–505</li> <li>· Language: 491–523</li> </ul> <p><i>CASAS scale scores:</i></p> <ul style="list-style-type: none"> <li>· Reading: 211–220</li> <li>· Math: 211–220</li> <li>· Writing: 226–242</li> </ul> <p><i>Wonderlic GAIN scale scores:</i></p> <ul style="list-style-type: none"> <li>· English: 526-661</li> <li>· Math: 523-669</li> </ul> <p><i>MAPT scale scores:</i></p> <ul style="list-style-type: none"> <li>· All tests: 300-399</li> </ul>	<p>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 a 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>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>

Source: National Reporting System Online

<http://www.nrsonline.org/reference/index.html?chapter=2&section=1&topic=1&subtopic=0OUTCOME>

### Educational Functioning Level Descriptors—Adult Basic Education

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>High Intermediate Basic Education</b></p> <p><i>Test Benchmark:</i>  <i>TABE (9–10) scale scores</i>  <i>(grade level 6–8.9):</i></p> <ul style="list-style-type: none"> <li>· Reading: 518–566</li> <li>· Total Math: 506–565</li> <li>· Language: 524–559</li> </ul> <p><i>CASAS scale scores:</i></p> <ul style="list-style-type: none"> <li>· Reading: 221–235</li> <li>· Math: 221–235</li> <li>· Writing: 243–260</li> </ul> <p><i>Work Keys Scale Scores:</i></p> <ul style="list-style-type: none"> <li>· Reading for Information: 75–78</li> <li>· Applied Mathematics: 75–77</li> </ul> <p><i>Wonderlic GAIN scale scores:</i></p> <ul style="list-style-type: none"> <li>· English: 662-746</li> <li>· Math: 670-775</li> </ul> <p><i>MAPT scale scores:</i></p> <ul style="list-style-type: none"> <li>· All tests: 400-499</li> </ul>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not necessarily consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic mathematical operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to manage basic life skills tasks such as graphs, charts, and labels and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as troubleshooting a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Source: National Reporting System Online

<http://www.nrsonline.org/reference/index.html?chapter=2&section=1&topic=1&subtopic=00OUTCOME>

## Appendix C: The Top 60 Soft Skills

The Workforce Profile defined about 60 soft skills which employers seek. They are applicable to any field of work, according to the study, and are, the "personal traits and skills that employers state are the most important when selecting employees for jobs of any type."

1. Math.
2. Safety.
3. Courtesy.
4. Honesty.
5. Grammar.
6. Reliability.
7. Flexibility.
8. Team skills.
9. Eye contact.
10. Cooperation.
11. Adaptability.
12. Follow rules.
13. Self-directed.
14. Good attitude.
15. Writing skills.
16. Driver's license.
17. Dependability.
18. Advanced math.
19. Self-supervising.
20. Good references.
21. Being drug free.
22. Good attendance.
23. Personal energy.
24. Work experience.
25. Ability to measure.
26. Personal integrity.
27. Good work history.
28. Positive work ethic.
29. Interpersonal skills.
30. Motivational skills.
31. Valuing education.
32. Personal chemistry.
33. Willingness to learn.
34. Common sense.
35. Critical thinking skills.
36. Knowledge of fractions.
37. Reporting to work on time.
38. Use of rulers and calculators.
39. Good personal appearance.
40. Wanting to do a good job.
41. Basic spelling and grammar.
42. Reading and comprehension.
43. Ability to follow regulations.
44. Willingness to be accountable.
45. Ability to fill out a job application.
46. Ability to make production quotas.
47. Basic manufacturing skills training.
48. Awareness of how business works.
49. Staying on the job until it is finished.
50. Ability to read and follow instructions.
51. Willingness to work second and third shifts.
52. Caring about seeing the company succeed.
53. Understanding what the world is all about.
54. Ability to listen and document what you have heard.
55. Commitment to continued training and learning.
56. Willingness to take instruction and responsibility.
57. Ability to relate to coworkers in a close environment.
58. Not expecting to become a supervisor in the first six months.
59. Willingness to be a good worker and go beyond the traditional eight-hour day.
60. Communication skills with public, fellow employees, supervisors, and customers.

*Source: Challa S S J Ram Phani, The Top 60 Soft Skills at Work*

## Appendix D: Fry's First 300 Most Frequently Used Words

First Hundred			Second Hundred			Third Hundred		
a	then	it	also	night	four	along	money	clean
can	no	on	color	school	may	didn't	sing	fall
her	that	for	home	upon	play	food	turn	hear
many	what	in	must	because	such	keep	bed	order
see	and	of	red	far	white	sat	early	start
us	eat	their	think	left	both	though	grow	write
about	if	which	am	only	friend	always	myself	close
come	not	like	could	seem	men	does	sister	fast
here	the	other	house	use	please	full	walk	help
me	when	this	name	best	sure	letter	brown	pair
she	will	would	right	find	wish	second	eight	stop
very	at	before	too	let	box	today	hat	yellow
after	give	had	another	open	girl	anything	now	clothes
day	just	little	dear	shall	more	dog	sit	fat
him	one	our	into	want	present	funny	warm	hold
much	there	three	near	better	tell	longer	buy	part
so	with	you	run	first	why	set	every	ten
was	be	boy	tree	live	bring	took	happy	yes
again	go	has	away	over	got	around	o'clock	coat
did	know	long	each	should	morning	don't	six	fine
his	or	out	kind	way	pretty	gave	wash	hope
my	they	to	never	big	than	love	car	ride
some	work	your	saw	five	year	seven	eyes	thank
we	been	but	under	look	call	town	hard	yesterday
all	good	have	back	own	hand	ask	off	cold
do	are	any	ear	soon	most	door	sleep	fire
how	from	make	last	where	ran	goes	water	hot
new	is	put	next	black	these	might	carry	round
take	old	two	say	found	came	show	face	third
were	them	by	until	made	high	try	head	cut
an	who	he	ball	people	mother	ate	once	fly
down	as	man	end	stand	read	dress	small	jump
I	get	said	leave	while	thing	green	woman	same
		up		book				those

Source: as presented at [http://lincs.ed.gov/readingprofiles/Instant\\_Words.pdf](http://lincs.ed.gov/readingprofiles/Instant_Words.pdf)

## Appendix E: Dolch Sight Word List

Preprimer		Primer		First		Second		Third	
a	not	all	on	after	old	always	off	about	light
and	one	am	our	again	once	around	or	better	long
away	play	are	out	an	open	because	pull	bring	much
big	red	at	please	any	over	been	read	carry	myself
blue	run	ate	pretty	as	put	before	right	clean	never
can	said	be	ran	ask	round	best	sing	cut	only
come	see	black	ride	by	some	both	sit	done	own
down	the	brown	saw	could	stop	buy	sleep	draw	pick
find	three	but	say	every	take	call	tell	drink	seven
for	to	came	she	fly	thank	cold	their	eight	shall
funny	two	did	so	from	them	does	these	fall	show
go	up	do	soon	give	then	don't	those	far	six
help	we	eat	that	going	think	fast	upon	full	small
hers	yellow	four	there	had	walk	first	us	got	start
I	you	get	they	has	where	five	use	grow	ten
in		good	this	her	when	found	very	hold	today
is		has	too	him		gave	wash	hot	together
it		he	under	how		goes	which	hurt	try
jump		into		just		green	why	if	warm
little		like		know		its	wish	keep	
look		must		let		made		kind	
make		new		live		many		laugh	
me		no		may					
my		now		of					

Source: <http://www.createdbyteachers.com/sightfreemain.html>