Old versus New NRS Functional Levels

The Educational Functional Level (EFL) Descriptors for Literacy/English Language Arts are intended to guide both teaching and assessment for adult learners. They are divided into six EFLs: Beginning Literacy; Beginning Basic; Low Intermediate; High Intermediate; Low Adult Secondary; and High Adult Secondary. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level.

The EFLs for Literacy/English Language arts are organized into reading, writing, speaking and listening, and language domains. Emphasis was placed on reading and writing because most instruction and assessment attention will be paid to these domains for ABE students. In addition, the descriptors were further informed by OCTAE's Framework for Employability Skills to ensure the levels paid adequate attention to workforce preparation.

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy	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	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.	
Test Benchmark:	has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar	Students propared to exit this level are able to desigher a simple	
TABE (9–10): scale scores	words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal	problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using	
(grade level 0–1.9):	information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and	manipulatives or drawings and explain their processes and results	
Reading: 367 and below	contains frequent errors in spelling.	They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their	
Total Math: 313 and below	Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are	work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of	
Language: 389 and below	and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two- syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.	nanipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently. Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations. Algebraic Thinking: Students prepared to exit this level understand	
	retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or	and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.	
	reading level, they are able to identify the reasons an author gives	can analyze and compare 2-dimensional and 3-dimensional shapes	
	to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.	based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g.,	
	Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as	quadrilaterals and half- and quarter-circles) and with three- dimensional shapes (e.g., right prisms, cones, and cylinders) to	

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy (continued)	they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question. <i>Speaking and Listening:</i> Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it. <i>Language:</i> When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring intergular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, ingerative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, giga	create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit. Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.	

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Beginning Basic Education	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	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write
Test Benchmark:	lacks variety, but individual shows some control of basic grammar (e.g.,	Students prepared to exit this level are able to decipher two-step	changes. There is minimal knowledge of
TABE (9–10): scale scores	present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct	and experience with using computers and related technology. The individual can
(grade level 2-3.9):		units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and	handle basic entry level jobs that require
Reading: 368–460	Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short	symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the	short, explicit, pictorial texts (e.g.,
Total Math: 314–441	recognize the spelling regularly spelled one-synable words, and recognize the spelling-sound correspondences for common vowel	appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able	before using a piece of machinery); and
Language: 390–490	of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate	to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work	can read want ads and complete simple job applications.
	texts (e.g., texts with a Lexile Measure of between 420 – 820) with accuracy, appropriate rate, and expression 2 They are able to	more emcientily.	
	determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to	Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that	
	determine main ideas, ask and answer questions about key details	understanding to read, write, count, compare, and round three-digit whole numbers to the pearest 10 or 100. They are able to compute	
	Individuals also are able to explain how specific aspects of both	fluently with all four operations with whole numbers within 100.	
	digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most	addition and subtraction strategies work, and can demonstrate an	
	When listening to text above their current independent reading	and division. They can solve one- and two-step word problems	
	level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use	arithmetic patterns. They have an understanding of fractions,	
	text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able	especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of	
	to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author	fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or	
	wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.	denominator by reasoning about their size.	
		Algebraic Thinking: Students prepared to exit this level apply the	
	able to write opinion pieces on topics or texts, supporting a point	numbers. They understand the relationship between multiplication	
	of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly.	multiplication or division equations.	
	They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal	Geometry and Measurement: Students prepared to exit this level are	
	words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology	able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might	
	to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research	share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes particularly quadrilaterals. They	
	projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting	are able to partition shapes into parts with equal areas and express	
	evidence into provided categories.	common U.S. Customary and metric units for linear measurements	
	Speaking and Listening: Individuals ready to exit this level are able	involving measurement and estimation of intervals of time, liquid	
	to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences.	area and can relate it to addition and multiplication to solve real-	
	This includes gaining the floor in respectful way, linking their		

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Beginning Basic Education (continued)	comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented. <i>Language:</i> When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level- appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.	world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons. <i>Data Analysis</i> : Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one- and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half- and quarter-inch and display that data by making a line plot marked off in appropriate units.	

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Low Intermediate Basic Education	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	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.	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
Test Benchmark:	supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self	The Mathematical Practices: Students prepared to exit this level are able to decipher multi-step problems presented in a context and	can read simple charts, graphs, labels, and payroll stubs and simple authentic material
TABE (9–10): scale scores	and peer edit for spelling and punctuation errors.	reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using	if familiar with the topic. The individual can use simple computer programs and
(grade level 4–5.9):	<i>Reading:</i> Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level	explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using	perform a sequence of routine tasks given direction using technology (e.g., fax
Reading: 461–517	(e.g., a Lexile Measure of between 740 – 1010).3 They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar	mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as	machine, computer operation). The individual can qualify for entry level jobs
Total Math: 442–505	words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex	pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.	that require following basic written instructions and diagrams with assistance,
Language: 491–523	texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events	Number Sense and Operations: Students prepared to exit this level	report or message to fellow workers; and
	procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the	understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write,	routine measurements.
	overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, grally or quantitatively to	compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can	
	find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to	find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can	
	explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic	add, subtract, multiply and divide with fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They	
	They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are	also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.	
	able to produce valid evidence for their findings and assertions.	Algebraic Thinking: Students prepared to exit this level are able to	
	<i>Writing:</i> Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point	apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They	
	of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with	can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by	
	precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g.,	writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-	
	another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are	quantitative relationships between dependent and independent variables.	
	able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw	Geometry and Measurement: Students prepared to exit this level	
	evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.	have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can	
	Speaking and Listening: Individuals ready to exit this level are able	classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and	
	to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and	quadrilaterals. They can determine the surface area of three- dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like	

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Low Intermediate Basic Education (continued)	working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence. <i>Language:</i> When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words, in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use genera	measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi- step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals. <i>Data Analysis and Statistics</i> : Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.	

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High Intermediate Basic Education	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	Individual can perform all four basic math 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	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can
Test Benchmark:	compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays	fractions; and can perform basic operations on fractions.	read authentic materials on familiar topics, such as simple employee handbooks and
TABE (9–10): scale scores	on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	<i>The Mathematical Practices</i> : Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and	payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve
(grade level 6-8.9):	Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of	persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate	following simple written instructions and diagrams; can read procedural texts,
Reading: 518–566	this level (e.g., a Lexile Measure of between 925 – 1185).4 They display increasing facility with academic vocabulary and are able	to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results.	where the information is supported by diagrams, to remedy a problem, such as
Total Math: 506–565	to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.	They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select	locating a problem with a machine or carrying out repairs using a repair manual.
Language: 524–559	Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge	and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures. <i>Number Sense and Operations</i> : Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.	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.
	and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.	Inear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real- world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.	
	<i>Writing:</i> Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using	<i>Geometry</i> : Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles. <i>Statistics and Probability</i> : Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or	

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High Intermediate Basic	appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.	probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).	
Education (continued)	Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <i>Language:</i> When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to chose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as t		

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Low Adult Secondary Education	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts
Test Benchmark:	paragraph essays; can listen to oral instructions and write an accurate synthesis of them: and can identify the main idea in reading selections	The Methometical Dractices Chulente group and the suit this level are	and graphs; can create and use tables and graphs; can complete forms and
TABE (9–10): scale scores	and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters	The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason	applications and complete resumes; can perform jobs that require interpreting information from various sources and
(grade level 9–10.9):	that accurately reflect thoughts.	quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation	writing or explaining tasks to other workers; is proficient using computers and
Reading: 567–595 Total Math: 566–594	<i>Reading:</i> Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 –	strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use	can use most common computer applications; can understand the impact of using different technologies; and can
Language: 560–585	1335).5 This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on	tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.	interpret the appropriate use of new software and technology.
	meaning and tone. Individuals are able to make logical and well- supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures.	Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to colve multi stop real world and mathematical	
	Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and	Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and	
	fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal US documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg	mathematical problems, involving linear equations, inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.	
	Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.	<i>Geometry</i> : Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.	
	<i>Writing:</i> Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and	Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two	

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Adult Secondary Education (continued)	support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.	quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.	
	Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
	Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.		

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
High Adult Secondary Education	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order precessors to interact meaning of written material. Writing is experience	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and approximation in
Test Benchmark:	with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical	The Mathematical Practices: Students prepared to exit this level are	most job situations involving higher order thinking: can read text and explain a
TABE (9–10): scale scores	errors.	select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as	procedure about a complex and unfamiliar work procedure, such as operating a
(grade level 11–12):	<i>Reading:</i> Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness	needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason	complex piece of machinery; can evaluate new work situations and processes; and
Reading: 596 and above	level of text complexity (e.g., a Lexile Measure between 1185 – 1385).6 This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking	quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms	can work productively and collaboratively in groups and serve as facilitator and
Total Math: 595 and above	and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on	and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to	reporter of group work. The individual is able to use common software and learn
Language: 586 and above	meaning and tone. Individuals are able to make logical and well- supported inferences about those complex texts. They are able to	assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect	purpose of new technology and software
	contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of	faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve	adapt use of software or technology to new situations; and can instruct others, in
	complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to	problems. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and	written or oral form, on software and technology use.
	assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a	solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software to aid in their work. They are able to see patterns and	
	text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as US founding documents (Declaration of Independence, the	structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.	
	Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate	Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers,	
	multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual	radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and supplies and size results with the appropriate degree of	
	evidence for their findings and assertions to make sound decisions and solve problems.	precision.	
	Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events,	Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply patients that involve linear and/or	
	scientific procedures/ experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s),	quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to	
	counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates	represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can interpret the structure	
	the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas,	of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add cubtract and multiply polynomials that extend havend	
	concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the	quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, V = IR, to	
	relationships among complex ideas, create cohesion, and link	highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities including	

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
High Adult Secondary Education (continued)	major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected. Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. Language: Individuals ready to exit the	those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise. Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description). Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot). Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and diff	

PLEASE NOTE:

The new EFL descriptors for ABE will not be implemented until the Secretary has determined that there is at least one assessment that is both aligned with the revised descriptors and that is suitable for use in the NRS. Until that time, programs will continue to use the existing NRS educational functioning level descriptors.