Adult Education and Family Literacy Act (AEFLA) Reporting Tables

NRS

National Reporting System
for Adult Education

A Project of the U.S. Department of Education

OMB Control Number 1830-0027

Expiration Date: 2-29-2024

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0027. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefits (Pub. L. 113–128, title II, § 212). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application, or survey, please contact the National Reporting System for Adult Education directly at NRS@ed.gov .

Table 1
Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Enter the number of participants* by educational functioning level, ethnicity/race, and sex***.**

Entering Educational Functioning Level (EFL) (A)	American Indian or Alaska Native				Asian				Black or African American				Hispanic/ Latino				Native Hawaiian or Other Pacific Islander				White				More than One Race				Total
	Male (B)	Female (C)	Non-binary (D)	No Answer (E)	Male (F)	Female (G)	Non-binary (H)	No Answer (I)	Male (J)	Female (K)	Non-binary (L)	No Answer (M)	Male (N)	Female (O)	Non-binary (P)	No Answer (Q)	Male (R)	Female (S)	Non-binary (T)	No Answer (U)	Male (V)	Female (W)	Non-binary (X)	No Answer (Y)	Male (Z)	Female (AA)	Non-binary (AB)	No Answer (AC)	(AD)
ABE**** Level 1																													
ABE Level 2																													
ABE Level 3																													
ABE Level 4																													
ABE Level 5																													
ABE Level 6																													
Alternative ABE Placement *****																													
ESL**** Level 1																													
ESL Level 2																													
ESL Level 3																													
ESL Level 4																													
ESL Level 5																													
ESL Level 6																													
Alternative ESL Placement *****																													
Total																													

Instructions for Completing Table 1

* A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.
** See definitions for ethnicity/race categories.
*** See definitions for sex categories.
**** ABE = Adult Basic Education; ESL = English as a Second Language
***** Alternative ABE/ESL placement is for programs designed to yield types of measurable skill gains (MSG) other than MSG type 1a. Participants with an alternative placement should be removed from the post-test denominator when calculating the state's post-test rate.

Total: Report each participant only once on this table.

Ethnicity/Race: For instructions on collecting and reporting race and ethnicity data, please refer to "Final Guidance on Maintaining, Collecting and Reporting Race and Ethnicity Data to the U. S. Department of Education," 72 Fed. Reg. 59266 (19 October 2007).

Hispanic / Latino: The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.
American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.
Asian: The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black / African American: The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.
Native Hawaiian / Other Pacific Islander: The participant indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White: the participant indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
More Than One Race: The participant indicates having origins in more than one racial category.

Instructions for Completing Table 1 (continued)

Sex:

Male: The participant indicates that he is male.
Female: The participant indicates that she is female.
Non-binary: The participant identifies with being nonbinary or another gender.
No Answer: The participant prefers not to answer.

Entering Educational Functioning Level (EFL) Placement

Placement for MSG Type 1a (educational functioning level **gain via pre- and post-testing):**

Consistent with 34 CFR 462.41(a), in programs that compare the participant's initial EFL, as measured by a pre-test, with the participant's EFL, as measured by a post-test, states must measure this specific type of educational gain (MSG type 1a) using only tests that the Secretary has determined are suitable for use in the NRS and the state has identified in its assessment policy.

Alternative ABE/ESL placement:

At the state's sole discretion, and as documented in the state's assessment policy, states may exempt participants from NRS pre- and post-testing who are enrolled in programs designed to yield the following outcomes under the MSG indicator, as described in OCTAE Program Memorandum 17-2:

MSG Outcome Type:
1. b) Awarding of credits or Carnegie units.
1. c) Enrolled in postsecondary education or training during the program year.
1. d) Passed a subtest on a State-recognized high school equivalency examination.
2. Documented attainment of a secondary school diploma or its recognized equivalent.
3. Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards.
4. Satisfactory or better progress report, toward established milestones, from an employer or training provider who is providing training.
5. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks.

Examples of such programs may include, but are not limited to, integrated education and training programs (see note below), workplace literacy programs, preparatory classes for high school equivalency testing, postsecondary bridge programs, adult high schools utilizing credits or Carnegie units, or other adult education programs designed to yield the MSG outcomes listed above. For these types of programs, states may develop and implement alternative options for the EFL placement. For example, a state may use assessments that are content-driven or performance-driven such as locator tests, criterion referenced tests, diagnostic assessments, authentic assessments, or a state may choose to develop and implement innovative crosswalks between program benchmarks and NRS EFL levels. The reporting of outcomes for participants in such programs must follow the data collection and validation requirements for the specific MSG type, as described in OCTAE Program Memorandum 19-1. States are not required to exempt participants from pre- and post-testing and may continue to use assessment procedures that best meet the needs of the State's adult education program. Students with an alternative placement are reported on the "Alternative Placement" rows under ABE or ESL.

NOTE: The term "integrated education and training" means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (Sec. 203(11) of WIOA). Such programs include workforce preparation components that help participants acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills.

Table 2
Participants by Age, Ethnicity, and Sex

Enter the number of participants* by age, ethnicity/race***, and sex.**

Age Group (A)	American Indian or Alaska Native				Asian				Black or African American				Hispanic/ Latino				Native Hawaiian or Other Pacific Islander				White				More than One Race				Total
	Male (B)	Female (C)	Non-binary (D)	No Answer (E)	Male (F)	Female (G)	Non-binary (H)	No Answer (I)	Male (J)	Female (K)	Non-binary (L)	No Answer (M)	Male (N)	Female (O)	Non-binary (P)	No Answer (Q)	Male (R)	Female (S)	Non-binary (T)	No Answer (U)	Male (V)	Female (W)	Non-binary (X)	No Answer (Y)	Male (Z)	Female (AA)	Non-binary (AB)	No Answer (AC)	(AD)
16-18																													
19-24																													
25-44																													
45-54																													
55-59																													
60+																													
Total																													

Instructions for Completing Table 2

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.

**Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.
*** See definitions of ethnicity/race categories.
The totals in columns *B–O* should equal the totals in columns *B–O* of Table 1. Row totals in column *P* should equal corresponding column totals in Table 3.

Ethnicity/Race: See Table 1
Sex: See Table 1
EFL Placement: See Table 1

Table 2A
Reportable Individuals by Age, Ethnicity, and Sex

Enter the number of reportable individuals* who have completed fewer than 12 contact hours by age, ethnicity***, and sex.**

Age Group (A)	American Indian or Alaska Native				Asian				Black or African American				Hispanic/ Latino				Native Hawaiian or Other Pacific Islander				White				More than One Race				Total
	Male (B)	Female (C)	Non-binary (D)	No Answer (E)	Male (F)	Female (G)	Non-binary (H)	No Answer (I)	Male (J)	Female (K)	Non-binary (L)	No Answer (M)	Male (N)	Female (O)	Non-binary (P)	No Answer (Q)	Male (R)	Female (S)	Non-binary (T)	No Answer (U)	Male (V)	Female (W)	Non-binary (X)	No Answer (Y)	Male (Z)	Female (AA)	Non-binary (AB)	No Answer (AC)	(AD)
16-18																													
19-24																													
25-44																													
45-54																													
55-59																													
60+																													
Total																													

Instructions for Completing Table 2A

***Report, on this table, only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of an AEFLA program.**

** Reportable individuals should be classified based on their age at entry. Reportable individuals entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

*** See definitions of race/ethnic categories and examples that demonstrate how to report them.

Ethnicity/Race: See Table 1

Sex: See Table 1

Table 3
Participants* by Program Type and Age

Enter the number of participants by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**							
Integrated Education and Training Program							
Adult Secondary Education***							
Integrated Education and Training Program							
English Language Acquisition****							
Integrated Education and Training Program							
Integrated English Literacy and Civics Education (Sec. 243)*****							
Integrated Education and Training Program							
Total							

Instructions for Completing Table 3

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.
The total in column H should equal the total in column P of Table 1.
**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) programs (Sec. 203(11) of WIOA).
***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET programs (Sec. 203(11) of WIOA).
****Number of participants enrolled in English Language Acquisition (ELA) programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET programs (Sec. 203(11) of WIOA).
*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET programs. It does not include those enrolled in ELA programs. Participants reported on this table as enrolled in IELCE programs (Sec. 243 of WIOA) should not be reported under any other program type in this table.
The Total row is the sum of Adult Basic Education + Adult Secondary Education + English Language Acquisition + Integrated English Literacy and Civics Education (Sec. 243) in each column.

Table 4
Measurable Skill Gains (MSG) by Entry Level

For each Educational Functioning Level (EFL) or Alternative Placement, enter the number of participants served, number excluded, total attendance hours, number achieving an MSG, number separated, number remaining, and the outcomes for all periods of participation.

	First Period of Participation									All Periods of Participation				
Entering Educational Functioning Level (EFL)	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain (MSG types 1a, 1b, 1c)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
Alternative ABE Placement														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
Alternative ESL Placement														
ESL Total														
Grand Total														

Instructions for Completing Table 4

- EFL Placement: See Table 1.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, 9, 10 and 11, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains (MSG types 1a, 1b, 1c) as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent (MSG type 2).
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam (MSG types 3, 4, 5), as described in OCTAE Program Memorandum 17-2. For participants **not** enrolled in an IET or workplace literacy program, measurable skill gains are only measured by achievement of an educational functioning level gain (MSG types 1a, 1b, 1c) or documented attainment of a secondary school diploma or its recognized equivalent (MSG type 2).
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column *B should equal Column C* + *E* + *F* + G + H +I.
- Column J is calculated using the following formula: (Column J) = $\frac{\text{(Column E + Column F + Column G)}}{\text{(Column B – Column C)}}$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain (MSG types 1a, 1b, 1c) was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent (MSG type 2) was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam (MSG types 3, 4, 5). Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N. For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Column O is calculated using the following formula: (Column O) = $\frac{\text{(Column L+ Column M + Column N)}}{\text{(Column K)}}$
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Table 4A

Educational Functioning Level Gain (MSG Types 1a, 1b, 1c, 1d)

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (MSG type 1a) (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (MSG type 1a) (D)	Number with EFL Gain For Mathematics by pre-posttesting (MSG type 1a) (E)	Percentage Achieving Mathematics EFL Gains (MSG type 1a) (F)	Number with EFL Gain by Carnegie Units/ Credits (MSG type 1b) (G)	Percentage Achieving EFLGain by Carnegie Units/ Credits (MSG type 1b) (H)	Number with EFL Gain by Transition to Post-secondary Education (MSG type 1c) (I)	Percentage Achieving EFL Gain by Transition to Post-secondary Education (MSG type 1c) (J)	Number with EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (K)	Percentage Achieving EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (L)
ABE Level 1											
ABE Level 2											
ABE Level 3											
ABE Level 4											
ABE Level 5											
ABE Level 6											
Alternative ABE Placement											
ABE Total											
ESL Level 1											
ESL Level 2											
ESL Level 3											
ESL Level 4											
ESL Level 5											
ESL Level 6											
Alternative ESL Placement											
ESL Total											
Grand Total											

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain (MSG types 1a, 1b, 1c, 1d) during the program year.
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants utilizing MSG Type 1a, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.
- In Columns C and E, report only participants who were pre- and post-tested in the relevant subject areas.
- In each of Columns C, E, G, I, and K, record the total number of participants who achieved at least one educational functioning level gain of that type.
- Calculate Percentages as follows:

- Column D = Column C/Column B
- Column F = Column E/Column B
- Column H = Column G/Column B
- Column J = Column I/Column B
- Column L = Column K/Column B

Table 4B
Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants (MSG Type 1a)

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Number of Participants (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1						
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Total						
ESL Level 1						
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						
ESL Total						
Total						

Instructions for Completing Table 4B

Include in this table only participants who are both pre- and post-tested.

- Column B is the number of participants who have received a pretest and posttest.
- Column *D* is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column *E* is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column *F* represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column *D* + *E* + *F* should equal the total in Column *B*.
- Each row total in Column *G* is calculated using the following formula: $G = \frac{ColumnD}{ColumnB}$

Table 4C
Measurable Skill Gains by Entry Level for Participants in Distance Education

For each Educational Functioning Level (EFL) or Alternative Placement, enter the number of participants served, number excluded, total attendance hours, number achieving an MSG, number separated, number remaining, and the outcomes for all periods of participation.

	First Period of Participation									All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for all participants (D)	Number who achieved at least one EFL gain (MSG types 1a, 1b, 1c) (E)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2) (F)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total number of Periods of Participation (K)	Total number of Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c) (L)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2) (M)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
Alternative ABE Placement														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
Alternative ESL Placement														
ESL Total														
Grand Total														

Instructions for Completing Table 4C

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- **Follow instructions for completing Table 4.**
- Note: All shaded columns will be calculated automatically by OCTAE's data system.

Table 5
Exit-Based Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *						
Employment Fourth Quarter after exit *						
Median Earnings Second Quarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit ****						
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)*****						

Instructions for Completing Table 5

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation. **Do not exclude participants because of missing Social Security numbers or other missing data.**

Exit: The exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. Services do not include self-service, information-only services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

Period of Participation: For all indicators, except measurable skill gains, a period of participation refers to the

period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program. States must count each participant's exit during the same program year as a separate period of participation for purposes of calculating levels of performance. For all indicators, except the measurable skill gains indicator, a new period of participation is counted each time a participant re-enters and exits the program— even if both exits occur during the same program year. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

*** Report in Column B (secondary school diploma attainment) the total number of participants without a secondary school diploma or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated.

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited **both** the postsecondary training program **and** the adult education program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported on the secondary school diploma row and the postsecondary credential row.

***** Report in Column B (Attained recognized secondary OR postsecondary credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school diploma or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co- enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited **both** the postsecondary training program **and** the adult education program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

Column C (except for Median Earnings) is the number of participants who achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit.

Participants who earn both a secondary school diploma and postsecondary credential are reported once in Column C on each of the following credential rows:

- Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit;
- Attained a Recognized Postsecondary Credential while enrolled or within one year of exit;
- Attained a Recognized Secondary OR Postsecondary Credential (unduplicated).

Column D (except for Median Earnings) is the number in Column C divided by the number in Column B. Column D should never be greater than 100 percent.

Column E is the total number of periods of participation for each participant reported in column B. This number will be greater than or equal to the number of participants in Column B.

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved.

. For Median Earnings reporting, Column F is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of periods of participation, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column F, for Median Earnings, is the median value for quarterly wage values from all PoPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple PoPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.

Column G (except for Median Earnings) is the number in Column F divided by the number in Column E. Column G should never be greater than 100 percent.

Columns D and G are not applicable to Median Earnings.

Table 5A
Exit-Based Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit						

Instructions for Completing Table 5A
Include only participants who are counted as distance education participants. Distance education participants are also included in Table 5. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.

Follow instructions for completing Table 5.
Note: All shaded columns will be calculated automatically by OCTAE's data system.

Table 6
Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed.

Participant Status at Program Entry (A)	Number (B)	
Employed		
Employed, but Received Notice of Termination of Employment or Military Separation is pending		
Unemployed		
Not in the Labor Force		
TOTAL		
Highest Degree or Level of School Completed *	**US-Based Schooling**	**Non-US-Based Schooling**
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
Secondary School Diploma		
Secondary School Recognized Equivalent		
Some Postsecondary education, no degree		
Postsecondary or professional degree		
Unknown		
TOTAL (both US Based and Non-US Based)		
Program Type **		
In Family Literacy Program		
In Workplace Adult Education and Literacy Activities ***		
Institutional Programs (section 225)		
In Correctional Facility		
In Community Correctional Program		
In Other Institutional Setting		
TOTAL Institutional		

Instructions for Completing Table 6

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.
** Participants counted here must be in a program specifically designed for that purpose.
*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce (WIOA sec. 203(16)).

Employment Status definitions:

Employed: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time off, and whether or not seeking another job.

Employed, but Received Notice of Termination of Employment or Military Separation is pending: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

Not in the labor force: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

Unemployed: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

Table 7
Adult Education Personnel by Function and Job Status

(A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
Function			
State-level Administrative/ Supervisory/Ancillary Services *			
Local-level Administrative/ Supervisory/Ancillary Services *			
Local Counselors *			
Local Paraprofessionals *			
Local Teachers **			
Teachers' Years of Experience In Adult Education			
Less than one year			
One to three years			
More than three years			
Teacher Certification			
No certification			
Adult Education Certification			
K-12 Certification			
Special Education Certification			
TESOL Certification			

Instructions for Completing Table 7

* For reporting State-level Administrative/Supervisory/Ancillary Services and Local-level Administrative/Supervisory/Ancillary Services, Counselors, and Paraprofessionals:

- Enter an unduplicated count of personnel by function and job status. Count the number of positions, not the number of staff who filled them.
- In Column *B*, count one time only each part-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column *C*, count one time only each full-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column *D*, report the number of volunteer positions (personnel who are <u>not paid</u>) who served in the program administered under AEFLA.

** For reporting Local Teachers:

- Count and report the number of teachers, not the number of positions. For example, if one local part-time teaching position was filled with 3 teachers throughout program year, count and report 3 local part-time teachers.
- Report adult education experience and certification for paid teachers only, not volunteers. The total number of teachers for which experience is reported must equal the total number of teachers reported in Columns B and C.
- For certification, report all certifications a teacher has. Multiple responses are allowed. Report teachers who lack certification in the "No Certification" category.

Table 8
Outcome Achievement for Participants in Family Literacy Programs (Optional)

Enter the number of participants in family literacy programs for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit						

Table 8 (continued)
Outcome Achievement for Participants in Family Literacy Programs (Optional)

Family Literacy Follow-up Outcome Measures	Number of Participants Who Exited	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Increased Involvement in Children's Education			
Helped more frequently with school			
Increased contact with children's teachers			
More involved in children's school activities			
Increased Involvement in Children's Literacy Activities			
Reading to children			
Visiting library			
Purchasing books or magazines			
Left Public Assistance			

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.
Note: Gray shaded cells will be calculated automatically by OCTAE's data system.

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. For column C, follow the instructions for reporting measurable skill gains in columns E, F, and G on table 4. For column F, follow the instructions for reporting measurable skill gains in columns L, M, and N on table 4.

For reporting the exit-based primary indicators of performance:

Follow instructions for completing Table 5 to report these outcomes.

Instructions for Completing Table 8 (continued)

For reporting family literacy outcome measures:

Report in Column B the total number of participants who exited during the program year. Do not exclude participants

because of missing Social Security numbers or other missing data.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

Table 9
Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit						

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(E)	(F)
Achieved Citizenship Skills			
Voted or Registered to Vote			
Increased Involvement in Community Activities			

Instructions for Completing Table 9

Include only participants who are counted as Integrated English Literacy and Civics Education program participants.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For measurable skill gain: Enter in column B the total number of Integrated English Literacy and Civics Education program participants enrolled during the reporting period. For column C, follow the instructions for reporting measurable skill gains in columns E, F, and G on table 4. For column F, follow the instructions for reporting measurable skill gains in columns L, M, and N on table 4.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data.

Achievement of one or more of the civics education outcome measures should be counted only once per participant.

Table 10
Outcome Achievement for Participants in Correctional Education Programs

Enter the number of participants in correctional education programs (section 225) for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participa-ti on	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit						

Instructions for Completing Table 10

Include only correctional education participants under Sec. 225 of WIOA.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

Instructions for Completing Table 10 (continued)

For measurable skill gain: Enter in column B the total number of correctional education program participants enrolled during the reporting period. This indicator includes both released and non-released participants. For column C, follow the instructions for reporting measurable skill gains in columns E, F, and G on table 4. For column F, follow the instructions for reporting measurable skill gains in columns L, M, and N on table 4.

For reporting the Primary Indicators of Performance:

Enter in column B the total number of correctional education program participants enrolled during the reporting period who were **no longer incarcerated** at program exit. Enter in column C the number of participants who were **no longer incarcerated** at program exit who achieved success in the designated indicator.

Follow instructions for completing Table 5 to report these outcomes.

Table 11
Outcome Achievement for Participants in Integrated Education and Training Programs

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG (types 1a, 1b, 1c) via Achievement of at Least One Educational Functioning Level Gain						
MSG (type 2) via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG (type 3) via Secondary or Postsecondary Transcript						
MSG (type 4) via Progress Toward Milestones						
MSG (type 5) via Passing Technical/ Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			

Table 11 (continued)

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit						

Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2, Table A. Also exclude from all indicators, except EFL gains, incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated. All shaded columns will be calculated automatically by OCTAE's data system.

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted.

For reporting MSG (types 1a, 1b, 1c) via Achievement of at Least One Educational Functioning Level Gain: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) an EFL gain may be measured by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test (MSG type 1a); or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent (MSG type 1b), an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year (MSG type 1c).

For reporting MSG (type 2) via Attainment of Secondary School Diploma/Recognized Equivalent: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who attained a secondary school diploma or its recognized equivalent.

For reporting MSG (type 3) via Secondary or Postsecondary Transcript: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.

For reporting MSG (type 4) via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

For reporting MSG (type 5) via Passing Technical/Occupational Skills Exams: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who successfully passed an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

For reporting the exit-based Primary Indicators of Performance: Follow instructions for completing Table 5 to report these outcomes.

Table 14
Local Grantees by Funding Source

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

Provider Agency *	Total Number of Providers Who ONLY Receive Funds under Section 231	Total Number of Providers Who ONLY Receive Funds under Section 243 (IELCE)	Total Number of Providers Who Receive Funds under Section 231 AND Section 243	Total Number of Providers (Columns B+C+D) (auto calculated)	WIOA Title II Funding		State Matching Funds Section 222(b)	
					Total	% of Total	Total	% of Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Local Educational Agencies								
Public or Private Nonprofit Agency								
Community-based Organizations								
Faith-based Organizations								
Libraries								
Institutions of Higher Education								
Community, Junior or Technical Colleges								
Four-year Colleges or Universities								
Other Institutions of Higher Education								

Provider Agency * (A)	Total Number of Providers Who ONLY Receive Funds under Section 231	Total Number of Providers Who ONLY Receive Funds under	Total Number of Providers Who Receive Funds under	Total Number of Providers (Columns B+C+D) (auto	WIOA Title II Funding		State Matching Funds Section 222(b)	
					Total (F)	% of Total (G)	Total (H)	% of Total (I)
Other Agencies								
Correctional Institutions								
Other Institutions (non- correctional)								
Tribal Government or Organization								
All Other Agencies								
Other								
Fillable field								
Total								
Website Address for Online State Directory of Providers:								

Instructions for Completing Table 14

Note: All shaded columns will be calculated automatically by OCTAE's NRS data system.

- In Columns (B), (C), and (D), for each provider category report each provider only **once**. Do not count the same provider in more than one category.

- In Column (B), report the number of all providers receiving a grant award or contract under Section 231 for instructional services from the eligible agency. Include providers who receive WIOA title II funding or state matching funds or both types of funding sources to provide services under Section 231. Count all providers in a consortium. For example, if a consortium is comprised of five providers, report five providers. However, do not count the consortium itself as a provider. If a provider serves participants in multiple locations, count the provider once. Do not count the locations.

- In Column (C), report the number of providers receiving a grant award or contract under Section 243 (IELCE) for instructional services. Include providers who receive WIOA title II funding or state matching funds or both types of funding sources to provide services under Section 243. Count all providers in a consortium. For example, if a consortium is comprised of five providers, report five providers. However, do not count the consortium itself as a provider. If a provider serves participants in multiple locations, count the provider once. Do not count the locations.

- In Column (D), report the number of providers receiving a grant award or contract under Section 231 AND Section 243. Include providers who receive WIOA title II funding or state matching funds or both types of funding sources to provide services under Section 231 AND 243. Count all providers in a consortium. For example, if a consortium is comprised of five providers, report five providers. However, do not count the consortium itself as a provider. If a provider serves participants in multiple locations, count the provider once. Do not count the locations.

- In Column (E), the total number of providers is automatically calculated by the NRS data system.

- In Column (F), report the total amount of WIOA title II funds allocated in each provider category. This amount may not necessarily equal the expenditures reported on the Federal Financial Report.

- In Column (G), the percentage is automatically calculated by the NRS data system using the following formula: Cell value in Column (F) / Total of Column (F)

- In Column (H), report the total amount of State matching funds allocated in each provider category under AEFLA section 222(b). This amount may not necessarily equal the non-Federal expenditures reported on the Federal Financial Report.

- In Column (I), the percentage is automatically calculated by the NRS data system using the following formula: Cell value in Column (G) / Total of Column (G)

- **Online Listing of Providers:** Please enter the Uniform Resource Locator (URL) or web address where the State's online listing of all AEFLA funded providers is publicly available. The State's website information for each provider must include the following:
    - Name of the provider.
    - Address, phone number, and email address for the provider's primary location.
    - Provider website address, if applicable.
    - The types of programs offered by the provider, such as:
        - Adult Basic Education
        - Adult Secondary Education
        - English Language Acquisition
        - Integrated English Literacy and Civics Education

*** Provider Agency Descriptions for Table 14**

Local Educational Agencies are public boards of education or other public authorities legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are public or private non-profit institutions of higher education that primarily offer baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

Tribal Government or Organization is a governing body of a tribe, band, pueblo, community, village, or group of native American Indians, or Alaska Natives.

All Other Agencies include other public (Federal, State, local) agencies not listed in the categories above (e.g. Public Housing Authority).

Other (e.g. nonprofit institution not described above, partnership between an employer and any entity above, etc.).

Table 99
Indicator Denominators for the Statewide Performance Report

Enter the number of participants included in the denominators for each indicator on the Statewide Performance Report.

BY PARTICIPANT CHARACTERISTICS						
		Employment Rate (Q2) (Cohort Period: 07/01/2022 - 06/30/2023)	Employment Rate (Q4) (Cohort Period: 01/01/2022 - 12/31/2022)	Median Earnings (Cohort Period: 07/01/2022 - 06/30/2023)	Credential Rate (Cohort Period: 01/01/2022 - 12/31/2022)	Measurable Skill Gains (07/01/2023 - 6/30/2024)
		Denominator	Denominator	Denominator	Denominator	Denominator
Total Statewide						
Sex	Female					
	Male					
Age	< 16					
	16 - 18					
	19 - 24					
	25 - 44					
	45 - 54					
	55 - 59					
	60+					
Ethnicity/ Race	American Indian / Alaska Native					
	Asian					
	Black / African American					
	Hispanic / Latino					
	Native Hawaiian / Pacific Islander					
	White					
	More Than One Race					

BY EMPLOYMENT BARRIER	Employment Rate (Q2) (Cohort Period: 07/01/2022 - 06/30/2023)	Employment Rate (Q4) (Cohort Period: 01/01/2022 - 12/31/2022)	Median Earnings (Cohort Period: 07/01/2022 - 06/30/2023)	Credential Rate (Cohort Period: 01/01/2022 - 12/31/2022)	Measurable Skill Gains (07/01/2023 - 6/30/2024)
	Denominator	Denominator	Denominator	Denominator	Denominator
Total Statewide					
Displaced Homemakers					
English Language Learners, Low Levels of Literacy, Cultural Barriers					
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)					
Ex-offenders					
Homeless Individuals / runaway youth					
Long-term Unemployed (27 or more consecutive weeks)					
Low-Income Individuals					
Migrant and Seasonal Farmworkers					
Individuals with Disabilities (incl. youth)					
Single Parents (Incl. single pregnant women)					
Youth in foster care or aged out of system					

Instructions for Completing Table 99

On each row under "By Participant Characteristics" and "By Employment Barrier," report the number of participants included in the denominator for each indicator for the cohort periods indicated. The data in this table will be used by the NRS application to automatically calculate the performance rate values for each indicator on the Statewide Performance Report.

National Reporting System
for Adult Education
A Project of the U.S. Department of Education

State Data Quality Checklist

State:_____ Date: _____

Completed by (name and title): _____

DATA FOUNDATION AND STRUCTURE

Acceptable Quality

1. State has written assessment policies that specify: Yes ☐ No ☐

   - Standardized assessments to use for accountability that are valid and appropriate for adult students.
   - Time periods (in hours or weeks) for when to pre- and posttest.
   - Score ranges tied to educational functioning levels (EFL) for placement and for reporting gains for accountability.
   - Appropriate guidance on tests and placement for special populations (e.g., students who are unable to be tested due to language or disability).
   - Unacceptable methods of assessment for EFL placement.
   - Appropriate guidance on requirements and conditions for testing distance education students reported in the NRS (if applicable).

   1a. List up to three of the most of commonly used assessments permitted for ABE and ESL.

   ABE Assessments:

   ESL Assessments:

2. State has written policies for follow-up that explain: Yes ☐ No ☐

- Which students are to be followed.
- How to determine tracking cohorts.
- Follow-up methodology (survey or data match) for each measure that meets NRS requirements.

2a. Indicate your follow-up methods for each indicator.

Second quarter employment:	Survey		Data match		Both (explain)	
Fourth quarter employment:	Survey		Data match		Both (explain)	
Median earnings:	Survey		Data match		Both (explain)	
Credential attainment:	Survey		Data match		Both (explain)	

2b. If you indicated that you use both survey and data match for follow-up methods for one or more measures in 2a, please explain.

3. If State uses survey follow-up method for any indicator (check not applicable (NA) and skip to the next item if survey is not used): NA ☐

- Local programs or State can produce a list of students to survey, according to NRS requirements. Yes ☐ No ☐
- Survey is conducted with a State provided, standard survey instrument. Yes ☐ No ☐
- State has a regular schedule (e.g., quarterly) for submission of survey data or student names from local programs. Yes ☐ No ☐

4. If State uses data matching for any indicator (check not applicable (NA) and skip to the next question if data matching is not used): NA ☐

- Local or State data system can produce files for matching that include exit dates and employment status for each student. Yes ☐ No ☐
- State has established a procedure for collecting Social Security numbers or other unique identifiers, including how to deal with missing numbers. Yes ☐ No ☐
- State has set a regular schedule for data submission from local programs and for data matching with external agencies. Yes ☐ No ☐

5. State has provided to all local programs a copy of the assessment policy and an explanation of the policy. Yes ☐ No ☐

6. State has provided to all local programs the written State policies, procedures and requirements for student follow-up and an explanation of the procedures. Yes ☐ No ☐

7. The State has written definitions for all measures (including demographic measures and actual or proxy contact hours, if applicable), defined according to NRS requirements and has provided them to all programs. Yes ☐ No ☐

8. The State has written policies on the use of proxy hour models to assign the proxy hours for distance education learners participation in adult education distance education programs. (Check NA and skip to the next item if proxy hours are not used)
NA ☐ Yes ☐ No ☐

8a. If yes, please identify which model or models were used to assign proxy hours
___ Clock Time Model ☐
___ Teacher Verification Model ☐
___ Learner Mastery Model ☐

Superior Quality

1. The State has a comprehensive data dictionary, which defines all measures on State student data forms and in the State data system, and has provided it with an explanation to all local programs. Yes ☐ No ☐

2. State has standards or requirements for the percentage of students to be pre- and posttested. Yes ☐ No ☐

2a. If yes, indicate the standards or requirements.

3. State has made available to local programs on a continuous basis additional technical assistance and resources on assessment, data collection and follow-up procedures (e.g., site visits, contact persons, manuals, online resources). Yes ☐ No ☐

3a. If **yes,** briefly describe the assistance and how it is provided.

4. If State uses survey follow-up method for any indicator, the State has taken steps (e.g., through data review, discussion with staff or observation) to verify that the survey is being conducted according to NRS guidelines (check NA and skip to the next item if survey is not used). NA ☐ Yes ☐ No ☐

4a. If **yes,** briefly describe your verification procedures.

5. If State uses survey follow-up method, the State has provided written guidance or assistance on how to improve response rates to survey staff (check NA and skip to the next item, if survey is not used). NA ☐ Yes ☐ No ☐

6. If State uses data matching, the State has written procedures on how to conduct data matching that comply with NRS guidelines (check NA and skip to the next item if data matching is not used). NA ☐ Yes ☐ No ☐

7. State has procedures in place that verify whether proxy hours are calculated and assigned appropriately (check NA and skip to the next item if proxy hours are not used).
NA ☐ Yes ☐ No ☐

Exemplary Quality

1. State has a system for verifying that local programs are following State data policies and procedures through program reviews, auditing or a certification process.
Yes ☐ No ☐

   1a. If **yes,** briefly describe your verification procedures.

2. State has reviewed technical reports or research studies of the comparative reliability and validity of the NRS assessments it uses to accurately evaluate EFL completion performance of its students. Yes ☐ No ☐

   2a. If yes, briefly describe the technical reports or research studies you reviewed.

Data Collection and Verification

Acceptable Quality

1. The State has an electronic management information system (MIS), used by all programs, that has individual student records within a relational data base structure. The MIS incorporates NRS measures using common definitions and categories.
Yes ☐ No ☐

   1a. If yes**,** is the MIS a

   State developed system ☐
   Commercially available product ☐
   1b. Please provide the name of the commercially available product._____
   Hybrid of state and commercial development ☐

2. Database has error checking functions used by State and/or local programs (e.g., that identify out-of-range values and missing data). Yes ☐ No ☐

3. State has standardized forms (electronic or paper) for collecting student information (e.g., intake, attendance) that include all NRS measures and have correct NRS definitions and categories. Yes ☐ No ☐

4. All programs are required to use State student data forms. Yes ☐ No ☐

5. State has provided to local programs guidelines or procedures for recording **actual and, if applicable, proxy** contact hours that conform to NRS requirements.
Yes ☐ No ☐

6. All or most local programs have staff with clear responsibility for data collection and data entry. Yes ☐ No ☐

7. State staff checks data for errors after submission by local programs. Yes ☐ No ☐

   7a. If **yes,** explain error checking process, including what data are checked and how often.

Superior Quality

1. Programs and/or State enter data into MIS at least quarterly. Yes ☐ No ☐

2. State staff reviews local data at least quarterly for errors, missing data, out-of-range values and anomalous data, and to identify program improvements and accomplishments and has a system to resolve them. Yes ☐ No ☐

3. State has timely (e.g., quarterly) follow-up back to local programs to have them correct missing and erroneous data. Yes ☐ No ☐

4. State has documented procedures for correcting errors and resolving missing data that programs use. Yes ☐ No ☐

   4a. If **yes,** briefly explain your data review and error correction system.

5. State provides additional technical assistance to local programs with poor data, as needed. Yes ☐ No ☐

Exemplary Quality

1. State has a regular system for verifying (through software, onsite auditing, contact with local staff) that local programs are following State data collection procedures. Yes ☐ No ☐

   1a. If **yes,** briefly describe the methods used for verification, including use of the correct assessments and assessment forms, reporting of accurate score ranges for placement and for reporting advancement for accountability.

2. State verifies data have been corrected in State or local database after errors have been found. Yes ☐ No ☐

3. State has procedures for regular contact with local staff on data issues to identify problems and provide assistance. Yes ☐ No ☐

   3a. If **yes,** specify procedures and type of contact.

4. If State uses survey follow-up method, State tracks survey response rates on at least a quarterly basis and takes corrective action if problems are identified (check NA and skip if survey is not used). NA ☐ Yes ☐ No ☐

Data Analysis and Reporting

Acceptable Quality

1. The State MIS can produce NRS required reports for the State, including Federal NRS tables and WIOA reports
   Yes ☐ No ☐

2. NRS tables are calculated accurately to include error checks and prevent double counting.
   Yes ☐ No ☐

3. State staff (or designee) checks NRS reports for errors and missing data and obtains corrected data from local program reports. Yes ☐ No ☐

4. The MIS is capable of reporting disaggregated data by subpopulation (e.g., student age, race, sex), barriers to employment and program (e.g., ABE, ESL, ASE, correctional education, distance education). Yes ☐ No ☐

Superior Quality

1. State staff person familiar with the data, but not directly involved with collection and data entry, reviews NRS data reports for errors and accuracy. Yes ☐ No ☐

2. State staff uses data for program management and improvement.
   Yes ☐ No ☐

   2a. If **yes,** provide at least one example of use of data for this purpose in the last year.

3. Local programs can access data reports that are useful for program management and improvement. Yes ☐ No ☐

   3a. If **yes,** briefly describe the usefulness of two reports produced by your system.

4. Local staff uses data for program management and improvement.
   Yes ☐ No ☐

Exemplary Quality

1. State has a system of regular contact with local programs on data analysis issues and reporting needs to identify technical assistance needs. Yes ☐ No ☐

   1a. If **yes,** specify method and frequency of contact.

2. State has documented procedures for dealing with analysis problems and deviations.
   Yes ☐ No ☐

3. State compares data among programs and with prior years' data for discrepancies, reasonableness and to identify trends in good and bad performance.
   Yes ☐ No ☐

4. State has procedures to verify that local reports accurately reflect data collected (e.g., through review of local program documentation, onsite auditing).
   Yes ☐ No ☐

   4a. If **yes,** describe the report verification process.

Staff Development

Acceptable Quality

1. Local programs and State staff have been provided training on general NRS requirements, including assessment policy and procedures, and follow-up policies.
   Yes ☐ No ☐

   1a. If **yes,** briefly describe when the most recent training occurred, its duration and about what percent of local providers attended.

2. Local staff has received training on data collection procedures.
   Yes ☐ No ☐

3. State and local staff have been trained on data entry into the State or local MIS
   Yes ☐ No ☐

4. Local staff has had training on how to produce and/or interpret reports produced by the MIS. Yes ☐ No ☐

5. Training has been provided on conducting follow-up survey or data matching procedures, to State or local staff involved in survey or matching. Yes ☐ No ☐

6. State has trained staff on distance education policy and use of proxy hours, if estimated.
   Yes ☐ No ☐

7. State provides at least one additional training annually to local programs on NRS issues, MIS data entry or data analysis issues. Yes ☐ No ☐

   7a. If **yes,** briefly describe when the most recent additional training occurred, its duration and about what percent of local providers attended. This training should not be the same as the one described above in item number 1.

Superior Quality

1. There is planned, continuous training (at least one training annually) on data collection and NRS issues. Yes ☐ No ☐

   1a. If **yes,** briefly describe frequency, duration and content of trainings.

2. NRS training is planned and delivered based on needs of local staff and evaluations of previous trainings. Yes ☐ No ☐

   2a. If **yes,** briefly describe your needs assessment process.

3. State has ongoing technical support to local programs to improve data matching and/or survey follow-up procedures, such as collecting the data. Yes ☐ No ☐

   3a. If **yes,** describe support and how it is provided.

Exemplary Quality

1. State has developed and is implementing a plan for ongoing staff development on NRS and data use issues to promote continuous improvement. Yes ☐ No ☐

   1a. If **yes,** briefly describe the plan.

2. State has a system for continuous training of local staff on NRS issues, data collection and data reporting through regularly scheduled training sessions or other resources. Yes ☐ No ☐

3. State has timely intervention strategies to identify data problems as they occur and to provide training to programs to correct the problems. Yes ☐ No ☐

   3a. If **yes,** briefly describe the process.

National Reporting System
for Adult Education

A Project of the U.S. Department of Education

Data Quality Improvement Plan

The State *must* submit a quality improvement plan for each content area that does not meet all of the standards within the **superior** level. A separate plan must be completed for each content area. The plans should not exceed one page and include the following information.

1. Content area (e.g., Data Foundation and Structure, Staff Development) and specific standard(s) not met.

2. For each standard not met, describe your planned approach to implementing changes that will allow you to meet the standard.

3. Describe the barriers or problems you anticipate, if any, to implement these plans.

4. Describe any technical assistance you might need to implement these planned changes.

5. If you believe you will be unable to meet any standard please explain why.

National Reporting System
for Adult Education

A Project of the U.S. Department of Education

NRS Data Quality Checklist Certification

Note: The State director of adult education or head of the State administrative agency in which the Federal adult education program resides must sign this certification.

CERTIFICATION

I certify that to the best of my knowledge, the information contained in this document is true and correct and accurately reflects the State's data collection policies and procedures for collecting and reporting data for the U.S. Department of Education's National Reporting System for adult education.

_____

Signature

_____

Name and Title

_____

Date

Seal

State Assessment Policy

Instructions

A State must have a written assessment policy that its local eligible providers must follow in measuring and reporting educational gain when comparing the participant's initial EFL, as measured by a pre-test, with the participant's EFL, as measured by a post-test. The state's assessment policy must meet the requirements in 34 CFR 462 Subpart D. A State must submit its assessment policy to the Secretary for review and approval at the time it submits its annual statistical report to the NRS, as required by 34 CFR 462.40(b). The assessment policy is due annually on October 1 and submitted electronically in the online NRS database.

Narrative Report

Instructions

These instructions provide descriptive information for the narrative items in the report. The maximum number of pages is 10. Please use the following outline in preparing the narrative part of the Annual Performance Report:

1. Introduction

Please provide an overview of the Adult Education and Family Literacy Act (AEFLA) program in the State, including the opportunities and challenges implementing AEFLA for the reporting period.

2. State Leadership Funds (AEFLA Section 223)

Describe how the State used funds made available under section 223 (State Leadership activities) for each of the four required activities. Identify the State's efforts for each leadership activity and the challenges the state encountered while carrying out these activities. Please include information on troubleshooting and innovations.

- Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).

- Establishment or operation of high-quality professional development programs as described in section 223(1)(b).

- Provision of technical assistance to funded eligible providers as described in section 223(1)(c).

- Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).

As applicable, please describe how the State has used funds for additional permissible activities described in section 223(a)(2). Identify the State's efforts for each permissible activity and the challenges the State encountered while carrying out these activities. Include information on troubleshooting and innovations.

3. Performance Data Analysis

Based on the State data submitted to the National Reporting System (NRS) for this reporting period, describe the State's progress towards meeting its negotiated levels of performance. Please

include in the discussion other State-identified initiatives for the reporting period, such as targets for student enrollments and teacher recruitment. What strategies were effective in helping the State make progress? What challenges did the State encounter and how were they addressed?

4. Integration with One-stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carried out or delegated its required one-stop roles to eligible local providers. If the State delegated its required one-stop roles to eligible providers, discuss how the State monitored the effectiveness of the local providers in carrying out the State's roles and responsibilities. Describe the career services and, if applicable, the supportive services that were provided through the one-stop system. Please explain how infrastructure costs for the AEFLA program were supported with federal, State, or local resources.

5. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe the State's development and implementation of the IELCE program, including the civics component, how the program enables adults to acquire the skills needed to function effectively as parents, workers, and citizens, how local IELCE programs were assessed by the State, as well as performance successes and challenges. Discuss how the State used performance indicator data to improve the quality of the IELCE program. Please provide the date of the most recent IELCE competition and the number of years for which grants were awarded.

Describe the State's efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities as described in section 243(a) and how the State is ensuring access to IET programs.

Describe how the State is preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1). Include challenges and lessons learned.

Describe how the State is progressing towards ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2). Include challenges and lessons learned.

6. Integrated Education and Training (IET) (AEFLA Section 203(11))

Describe the State's implementation of IET programs, including its development and review process (e.g., labor market analysis or needs assessment) and the number of IET programs available in the State. Discuss whether the IETs are offered in adult basic or secondary education, IELCE, or corrections education programs, how the IET programs are assessed by the State, as well as the performance successes and challenges for the reporting period.

7. State-adopted Adult Education Content Standards

Describe the State's successes and challenges with implementing State-adopted adult education content standards, including how the State monitors the implementation of the standards in local programs.

8. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

Describe the State's implementation of the corrections education program, how the programs were assessed by the State, as well as the performance successes and challenges for the reporting period. Include the types of correctional facilities in which these programs operated (e.g., jail, prison), the activities the State supported with section 225 funds, and whether the State used other funding sources to support these activities.

What was the relative rate of recidivism for students served under section 225? Please describe the methods and factors used in calculating the rate for this reporting period.

FEDERAL FINANCIAL REPORT **TOTAL ALLOCATION**	1. Federal Agency and Organizational Element to Which Report is Submitted **U.S. Department of Education** **Division of Adult Education and Literacy**	2. Federal Grant or Other Identifying Number Assigned by Federal Agency	OMB Control Number: 1830-0027
3. Recipient Organization (Name and complete address including Zip code)	4a. DUNS Number / 4b. EIN	5. Recipient Account Number or Identifying Number	6. Report Type ☐ Initial ☐ Final / 7. Basis of Accounting ☐ Cash ☐ Accrual
8. Project/Grant Period (Month, Day, Year) From: To:	9. Reporting Period End Date (Month, Day, From: To:		

10. **Transactions**	**(a) State Administration**	**(b) State Leadership**	**(c) Programs of Instruction ABE levels 1-4 and ESL levels**	**(d) Programs of Instruction ABE levels 5-6**	**(e) Training**	**(f) Total**
Federal Cash:						
a. Cash Receipts						
b. Cash Disbursements						
c. Cash on Hand (line a minus b)						
Federal Expenditures and Unobligated Balance:						
d. Total Federal funds authorized						
e. Federal share of expenditures						
Basic Grant						
Integrated English Literacy and Civics Education (Sec 243)						
Corrections Education (Sec. 225)						
One-Stop Infrastructure Costs (Local)						
One-Stop Infrastructure Costs (State)						
f. Federal share of unliquidated obligations						
g. Total Federal share (sum of lines e and f)						
h. Unobligated balance of Federal funds (line 10d minus 10g)						
Recipient Share:						
i. Total recipient share required						
j. Recipient share of expenditures						
One-Stop Infrastructure Costs						
Integrated English Literacy and Civics Education (Sec 243)						
Corrections Education (Sec. 225)						

k. Remaining recipient share to be provided (line 10i minus 10j)						
Program Income:						
l. Total program income earned						
m. Program income expended						
n. Unexpended program income (line 10l minus line 10m)						

11. Indirect Expense	a. Type ☐ Restricted Provisional ☐ Restricted Final	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
				g. Totals:			

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Typed or Printed Name and Title of Authorized Certifying Official	c. Telephone (Area code, number, and extension)
	d. Email Address
b. Signature of Authorized Certifying Official	e. Date Report Submitted (Month, Day, Year)

RECIPIENT SHARE DETAIL for the Federal Financial Report	1. Federal Agency and Organizational Element to Which Report is Submitted **U.S. Department of Education Division of Adult Education and Literacy**	2. Federal Grant Number	OMB Control Number 1830-0027

3. Recipient Organization (name and complete address including zip code)	4. Report Type ☐ Initial ☐ Final	5. Grant Period (Month, Day, Year) From:	To:	6. Reporting Period (Month, Day, Year) From:	To:

7. Cash		**8. In-Kind Contributions (fairly evaluated)**	
a. State Cash (list the name and amount of each source or funding stream)		State	
Name	Amount	Local	
		Total In-Kind Contributions	
		9. Please explain in the box below any increases, decreases, or new cash and in-kind sources reported in boxes 7 or 8 since the previous year.	
b. Local Cash			
c. Total Cash (add all rows in line 7a and			
d. Total Cash and In-Kind (add line 7c and total on line 8) (This amount must equal the amount reported on line 10j "Total Recipient Share of Expenditures", column 10f "Total" of the FFR.)			

10. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Date Report Submitted (Month, Day, Year)	d. Typed or Printed Name and Title of Authorized Certifying Official
b. Telephone (Area code, number, and extension)	e. Signature of Authorized Certifying Official
c. Email Address	

Instructions for Federal Financial Report (FFR)

A separate FFR must be submitted for each Federal Funding Period as reported in Block 8 of the FFR.

FFR Box Number	Reporting Item	Instructions
1	Federal Agency and Organizational Element to Which Report is Submitted	This block is preprinted.
2	Federal Grant or Other Identifying Number Assigned by Federal Agency	Enter the PR/Award number as indicated in Block 2 of the Grant Award Notification. This block will be prepopulated by the NRS application.
3	Recipient Organization	Enter the name and complete address of the recipient organization including zip code.
4a	DUNS Number	Enter the recipient organization's Data Universal Numbering System (DUNS) number or Central Contract Registry extended DUNS number.
4b	EIN	Enter the recipient organization's Employer Identification Number (EIN).
5	Recipient Account Number or Identifying Number	Enter the account number or any other identifying number assigned by the recipient to the award. This number is for the recipient's use only and is not required by the Federal agency.
6	Report Type	Indicate whether this FFR is an initial or final report.
7	Basis of Accounting (Cash/Accrual)	Specify whether a cash or accrual basis was used for recording transactions related to the award and for preparing this FFR. Accrual basis of accounting refers to the accounting method in which expenses are recorded when incurred. For cash basis accounting, expenses are recorded when they are paid.
8	Project/Grant Period	Enter Federal Funding Period based on information obtained in Block 6 of the Grant Award Notification. This block will be prepopulated.
9	Reporting Period End Date**:** (Month, Day, Year)	Enter the beginning and ending dates of the period in which you are reporting the financial activity of the grant. A first year report will cover the first 15 months of the grant period e.g., July 1, 2019 through September 30, 2020. The final report will cover the entire 27 months, which grantees have to obligate their funds e.g., July 1, 2019 through September 30, 2021. This block will be prepopulated.

FFR Box Number	Reporting Item	Instructions
10	Transactions	Enter cumulative amounts from date of the inception of the award through the end date of the reporting period specified in line 9.
10a	Cash Receipts	Enter the cumulative amount of actual cash received from the Federal agency as of the reporting period end date.
10b	Cash Disbursements	Enter the cumulative amount of Federal fund disbursements (such as cash or checks) as of the reporting period end date. Disbursements are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expenses charged to the award, and the amount of cash advances and payments made to subrecipients and contractors.
10c	Cash on Hand (Line 10a Minus Line 10b)	Enter the amount of Line 10a minus Line 10b. This amount represents immediate cash needs. If more than three business days of cash are on hand, the Federal agency may require an explanation on Line 12, Remarks, explaining why the drawdown was made prematurely or other reasons for the excess cash. This line is automatically calculated by the NRS application.
10d	Total Federal Funds Authorized	Enter the total Federal funds authorized as of the reporting period end date. This amount will be prepopulated by the NRS application.
10e	Federal Share of Expenditures	Enter the amount of Federal fund expenditures. For reports prepared on a cash basis, expenditures are the sum of cash disbursements for direct charges for property and services; the amount of indirect expense charged; and the amount of cash advance payments and payments made to subrecipients. For reports prepared on an accrual basis, expenditures are the sum of cash disbursements for direct charges for property and services; the amount of indirect expense incurred; and the net increase or decrease in the amounts owed by the recipient for (1) goods and other property received; (2) services performed by employees, contractors, subrecipients, and other payees; and (3) programs for which no current services or performance are required.
10e	Basic Grant	See instructions for line 10e above.

FFR Box Number	Reporting Item	Instructions
10e	Integrated English Literacy and Civics Education (Sec 243)	See instructions for line 10e above.
10e (subset)	Corrections Education (Sec 225)	See instructions for line 10e above. The expenditures on this line are included in the expenditures reported on the lines for "Basic Grant" and "Integrated English Literacy and Civics Education."

FFR Box Number	Reporting Item	Instructions
10e (subset)	One-Stop Infrastructure Costs (Local)	Enter the amount of fund expenditures for infrastructure costs authorized under Section 121(h)(1)(A)(i) of WIOA. Infrastructure costs of one-stop centers are non-personnel costs that are necessary for the general operation of the one-stop center, including: (1) rental of the facilities; (2) utilities and maintenance; (3) equipment (including assessment-related products and assistive technology for individuals with disabilities); and (4) technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities. Local Workforce Development Boards (WDBs) may consider common identifier costs as costs of one-stop infrastructure. Each entity that carries out a program or activities in a local one-stop center must use a portion of the funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers. These payments must be in accordance with 34 CFR §§ 463.700-463.755; Federal cost principles, which require that all costs must be allowable, reasonable, necessary, and allocable to the program; and all other applicable legal requirements. These funds must include Federal funds that are available for local administration of adult education and literacy programs authorized by title II of WIOA, and may also include non-Federal resources that are cash, in-kind or third party contributions. In the local funding mechanism, the Local WDB, chief elected officials, and one-stop partners agree to amounts and methods of calculating amounts each partner will contribute for one-stop infrastructure funding, include the infrastructure funding terms in the Memorandum of Understanding (MOU) required under section 121(c), and sign the MOU. The expenditures on this line are included in the expenditures reported on line 10e. The expenditures on this line are included in the expenditures reported on the lines for "Basic Grant" and "Integrated English Literacy and Civics Education."

FFR Box Number	Reporting Item	Instructions
10e (subset)	One-Stop Infrastructure Costs (State)	Enter the amount of fund expenditures for infrastructure costs authorized under Section 121(h)(1)(A)(ii) of WIOA. If the Local WDB, CEO, and one-stop partners in a local area do not reach consensus agreement on methods of sufficiently funding the costs of infrastructure of one-stop centers for a program year (PY), the State funding mechanism is applicable to the local area for that PY. In the State funding mechanism, the Governor, subject to certain limitations, determines one-stop partner contributions after consultation with the CEOs, Local WDBs, and the State WDB. This determination involves: (1) The application of a budget for one-stop infrastructure costs as described in § 463.735, based on either agreement reached in the local area negotiations or the State WDB formula outlined in § 463.745; (2) The determination of each local one-stop partner program's proportionate use of the one-stop delivery system and relative benefit received, consistent with the Uniform Guidance at 2 CFR part 200, including the Federal cost principles, the partner programs' authorizing laws and regulations, and other applicable legal requirements described in § 463.736; and (3) The calculation of required statewide program caps on contributions to infrastructure costs from one-stop partner programs in areas operating under the State funding mechanism as described in § 463.738. In the State funding mechanism, infrastructure costs for the adult education program authorized by title II of WIOA must be paid from the funds that are available for local administration and may be paid from funds made available by the State or non-Federal resources that are cash, in-kind, or third party contributions. The expenditures on this line are included in the expenditures reported on line 10e. The expenditures on this line are included in the expenditures reported on the lines for "Basic Grant" and "Integrated English Literacy and Civics Education."

FFR Box Number	Reporting Item	Instructions
10f	Federal Share of Unliquidated Obligations	Unliquidated obligations on a cash basis are obligations incurred, but not yet paid. On an accrual basis, they are obligations incurred, but for which an expenditure has not yet been recorded. Enter the Federal portion of unliquidated obligations. Those obligations include direct and indirect expenses incurred but not yet paid or charged to the award, including amounts due to subrecipients and contractors. On the final report, this line should be zero unless the awarding agency has provided other instructions. *Do not include any amount in Line 10f that has been reported in Line 10e. Do not include any amount in Line 10f for a future commitment of funds (such as a long-term contract) for which an obligation or expense has not been incurred.*
10g	Total Federal Share (Sum of Lines 10e and 10f)	Enter the sum of the expenditures reported on the lines for "Basic Grant" and "Integrated English Literacy and Civics Education" and line10f. This line is automatically calculated by the NRS application.
10h	Unobligated Balance of Federal Funds (Line 10d Minus Line 10g)	Enter the amount of Line 10d minus Line 10g. This line is automatically calculated by the NRS application.
10i	Total Recipient Share Required	Enter the total required recipient share for the reporting period specified in line 9. The amount should be the greater of required match (i.e. 25 percent of the total amount of funds expended for adult education and literacy activities in the State – see Sec. 222 of AEFLA) or maintenance of effort (i.e. 90 percent of the aggregate expenditures or the fiscal effort per student for adult education and literacy activities in the preceding fiscal year – see Sec. 241 of AEFLA). For maintenance of effort compliance, the total amount reported on this row in Column F may not be less than 90% of the total expenditures reported on row 10j, Column F on the previous year's final financial report. The required recipient share should include all matching and cost sharing provided by recipients and third-party providers to meet the level required by the Federal agency.
10j	Recipient Share of Expenditures	Enter the recipient share of actual cash disbursements or outlays (less any rebates, refunds, or other credits) including payments to subrecipients and contractors for the reporting period specified in line 9. This amount may include the value of allowable third-party in-kind contributions. Note: On the final report this line should be equal to or greater than the amount of Line 10i.

FFR Box Number	Reporting Item	Instructions
10j (subset)	One-Stop Infrastructure Costs	Non-federal expenditures on infrastructure costs of one-stop centers are non-personnel costs that are necessary for the general operation of the one-stop center, including: (1) rental of the facilities; (2) utilities and maintenance; (3) equipment (including assessment-related products and assistive technology for individuals with disabilities); and (4) technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities. The expenditures reported on this line are included in the expenditures reported on line 10j.
10j (subset)	Integrated English Literacy and Civics Education (Sec 243)	Enter the recipient share of actual cash disbursements or outlays (less any rebates, refunds, or other credits) including payments to subrecipients and contractors. This amount may include the value of allowable third-party in-kind contributions. The expenditures reported on this line are included in the expenditures reported on line 10j.
10j (subset)	Corrections Education (Sec. 225)	Enter the recipient share of actual cash disbursements or outlays (less any rebates, refunds, or other credits) including payments to subrecipients and contractors. This amount may include the value of allowable third-party in-kind contributions. The expenditures reported on this line are included in the expenditures reported on line 10j.
10k	Remaining Recipient Share to be Provided (Line 10i Minus Line10j)	Enter the amount of Line 10i minus Line 10j. If recipient share in Line 10j is greater than the required match amount in Line 10i, enter zero. This line is automatically calculated by the NRS application.
10l	Total Program Income Earned	Enter the amount of program income earned.
10m	Program Income Expended	Enter the amount of program income that was added to funds committed to the total project costs and expended to further eligible project or program activities.
10n	Unexpended Program Income (Line 10l Minus Line 10m)	Enter the amount of Line 10l minus Line 10m. This amount equals the program income that has been earned but not expended, as of the reporting period end date. This line is automatically calculated by the NRS application.
11	Indirect Expense	Enter cumulative amounts from date of the inception of the award through the end date of the reporting period specified in line 9.
11a	Type of Rate	Indicate whether indirect cost rate is Restricted Provisional or Restricted Final.

Instructions for Federal Financial Report (FFR)

FFR Box Number	Reporting Item	Instructions
11b	Rate	Enter the indirect cost rate in effect during the reporting period.
11c	Period From; Period To	Enter the beginning and ending effective dates for the rate.
11d	Base	Enter the amount of the base against which the rate was applied.
11e	Amount Charged	Enter the amount of indirect costs charged during the time period specified. (Multiply 11b. x 11d.)
11f	Federal Share	Enter the Federal share of the amount in 11e.
11g	Totals	Enter the totals for columns 11d, 11e, and 11f. This line is automatically calculated by the NRS application.
12	Remarks	Enter any explanations or additional information required by the Federal sponsoring agency including excess cash as stated in line 10c.
13a	Typed or Printed Name and Title of Authorized Certifying Official	Enter the name and title of the authorized certifying official.
13b	Signature of Authorized Certifying Official	The authorized certifying official must sign here.
13c	Telephone (Area Code, Number and Extension)	Enter the telephone number (including area code and extension) of the individual listed in Line 13a.
13d	E-mail Address	Enter the e-mail address of the individual listed in Line 13a.
13e	Date Report Submitted (Month, Day, Year)	Enter the date the FFR is submitted to the U.S. Department of Education using the month, day, year format.

Instructions for Recipient Share Detail (RSD)

A separate RSD must accompany the FFR for each Federal Funding Period as reported in Block 5 of the RSD.

RSD Box Number	Reporting Item	Instructions
1	Federal Agency and Organizational Element to Which Report is Submitted	This block is preprinted.
2	Federal Grant or Other Identifying Number Assigned by Federal Agency	Enter the PR/Award number as indicated in Block 2 of the Grant Award Notification. This block will be prepopulated.
3	Recipient Organization	Enter the name and complete address of the recipient organization including zip code.
4	Report Type	Indicate whether this RSD is an initial or final report.
5	Project/Grant Period	Enter Federal Funding Period based on information obtained in Block 6 of the Grant Award Notification. This block will be prepopulated.
6	Reporting Period End Date**:** (Month, Day, Year)	Enter the beginning and ending dates of the period in which you are reporting the financial activity of the grant. A first-year report will cover the first 15 months of the grant period e.g., July 1, 2019 through September 30, 2020. The final report will cover the entire 27 months, which grantees have to obligate their funds e.g., July 1, 2019 through September 30, 2021. This block will be prepopulated.
7a	State Cash	On each row in line 7a, enter the names and amounts of each State funding source included in the expenditures reported on line 10j of the FFR.
7b	Local Cash	Enter the amount of local cash expenditures included in the expenditures reported on line 10j of the FFR.
7c	Total Cash	Enter the sum of all rows in line 7a and line 7b. This amount is automatically calculated by the NRS application.
7d	Total Cash and In-Kind	Enter the sum of line 7c and the total on line 8. This amount is automatically calculated by the NRS application.
8	In-Kind Contributions (fairly evaluated)	Enter the amounts of state and local in-kind contributions (fairly evaluated) included in the expenditures reported on line 10j of the FFR. This total is automatically calculated by the NRS application.
9	Remarks	Please explain any increases, decreases, or new cash and in-kind sources reported in boxes 7 or 8 since the previous year.

RSD Box Number	Reporting Item	Instructions
10a	Date Report Submitted (Month, Day, Year)	Enter the date the RSD is submitted to the U.S. Department of Education using the month, day, year format.
10b	Telephone (Area Code, Number and Extension)	Enter the telephone number (including area code and extension) of the individual listed in Line 10d.
10c	E-mail Address	Enter the e-mail address of the individual listed in Line 10d.
10d	Typed or Printed Name and Title of Authorized Certifying Official	Enter the name and title of the authorized certifying official.
10e	Signature of Authorized Certifying Official	The authorized certifying official must sign here.

OMB 1830-0027
Appendix A

Educational Functioning Level Descriptors for Adult Basic Education (ABE) and English as a Second Language (ESL)

Educational Functioning Level Descriptors for Adult Basic Education (ABE)

Literacy/English Language Arts

Introduction

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.

While these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from state instructional frameworks and standards, as appropriate for the learner and state requirements.

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.

Reading

The reading sections of the descriptors are consistently more comprehensive than the other domains. Reading is a critical area for college and career readiness. One of the elements in the reading descriptors that draws clear distinctions between competencies required at each level is the complexity of the text that students are to be reading. The EFLs specify a staircase of increasing text complexity for students to master from beginning basic reading through the college and career readiness level. The comprehension skills of reading are to be applied to level- appropriate complex text. The reading domain elements of the descriptors carry within it references to other key skills from the other domains and workforce preparation skills. Examples of this include listening comprehension as a supplement to reading comprehension at levels 1 and 2 so students can work with the richer ideas adult student can handle intellectually, if not yet independently through their own reading. It also includes integrating and evaluating information from a variety of media, including translating quantitative or technical information presented

visually or in words. Learning to work with diverse media is an important job skill as well as a critical applied academic skill. Another example is an emphasis on research that includes a combination of reading, writing, and speaking and listening skills—again as a way to connect the domains in important ways and to create the EFLs as a focused and useful document.

Writing

Details about the level of writing proficiency required at each level have been pared to draw clear distinctions between competencies required at each level. The descriptors emphasize writing arguments and writing to inform and explain from Level 3 and beyond. Both writing types stress writing to sources, and asking students to draw evidence from texts is emphasized in the descriptors. With writing, many of the process standards were not included because process proficiency is hard to measure. In addition, reference is consistently made to research skills in both the reading and writing sections of each level, as these skills are important to writing.

Speaking and Listening

The speaking and listening descriptors at each level ware connected closely to workforce preparation and the Employability Skills Framework. These skills have the benefit of both being measurable and clearly related to citizenship, work and life success. Collaborative conversations and teamwork are emphasized at *every* level, as is students' use of evidence. In this context of speaking and listening, the descriptors reflect use of listening comprehension capacities (particularly in Levels 1 and 2 to augment students' lower reading comprehension abilities), evidence in conversation, ability to evaluate what others are saying, and the capacity to share information effectively with others.

Language

In the language domain, descriptors consistent with workforce preparation from the Employability Skills Framework and are vital to attaining college and career readiness from each level such as a growth in students' grammar and punctuation skills, as well as their growth in vocabulary.

Level 1: Beginning Literacy

Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, 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.

Individuals ready to exit this level are able to determine main ideas, 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 information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives 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.

Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as 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.

Speaking and Listening: 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.

Language: 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 irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, 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, gigantic) by choosing them or acting out their meanings.

Level 2: Beginning Basic

Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a

Lexile Measure of between 420 – 820) with accuracy, appropriate rate, and expression.[1] They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading 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 text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal 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 to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their 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.

Language: 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

[1] Refer to the Text Complexity Chart at the end of this section for the College and Career Readiness (CCR) standards for adult education for the appropriate range of complexity for this level.

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.

Level 3: Low Intermediate

Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 – 1010).[2] They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex 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, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the 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, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to 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. 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 able to produce valid evidence for their findings and assertions.

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point 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 precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., 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 able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and 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,

[2] Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

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.

Language: 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 general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

Level 4: High Intermediate

Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 – 1185).[3] They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

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 respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals

[3] Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

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.

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, 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 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.

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.

Language: 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 inappropriate shifts in pronoun number and person, 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 choose 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 they are used in level–appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Level 5: Low Adult Secondary

Reading: 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 – 1335).[4] 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 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. 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 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 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.

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, 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 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

[4] Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

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.

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.

Level 6: High Adult Secondary

Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 – 1385).[5] This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of 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 assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a 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

[5] Refer to the Text Complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

concepts, including challenging texts such as US founding documents (Declaration of Independence, the 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 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 evidence for their findings and assertions to make sound decisions and solve problems.

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, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), 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 the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, 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 relationships among complex ideas, create cohesion, and link 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 High 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. 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 they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Resource: Quantitative Analysis Chart for Determining Text Complexity[6]

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13
C (Level 3)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92
D (Level 4)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57
E (Level 5)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81
E (Level 6)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00

[6] This chart only identifies text complexity for levels B through E. At level A, students are just learning how to read, so it is not appropriate to focus on the complexity of the text until level B.

Mathematics

Introduction and Process

The Educational Functioning Level (EFL) Descriptors for Mathematics are written using the College and Career Readiness Standards for Adult Education (CCR) as the foundation. They are intended to guide both teaching and assessment for adult learners. While these narrative descriptors address the most critical concepts for adult learners (as defined in the Major Work of the Level), there are additional concepts found in the CCR standards that support the major work for each level, and that are included in these descriptors. Lesson plans and assessment items for adult learners should be based on the full text of the CCR standards for each level, using these critical concepts as the foundation for lesson development and assessment.

The mathematics descriptors are divided into six educational functioning levels. The levels are Beginning Literacy (corresponding to Level A of the CCR); Beginning Basic (corresponding to Level B of the CCR); Low Intermediate (corresponding to Level C of the CCR); Middle Intermediate (corresponding to part of the Level D CCR), High Intermediate (corresponding to the remainder of the Level D CCR); and Adult Secondary (corresponding to Level E of the CCR). Each of the levels corresponds roughly to two grade levels, in K-12 terms, except for Level E, which combines the critical concepts of all of grades 9 through 12. Within each level the descriptors are further divided by domain: *The Mathematical Practices, Number Sense and Operations, Algebraic Thinking, Geometry (and Measurement), and Data Analysis (Statistics and Probability).*

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 to guide assessment and instruction. Assessment of the Mathematical Practice descriptors are best performed in the classroom using assessments that could be formative or summative and may be informal. It should be noted that mathematics placement decisions should take into account the reading level of the adult student. Verbally presented application problems at all mathematics levels require a minimum reading level.

Level 1: Beginning Literacy

The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. 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 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.

Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes 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., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to 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.

Level 2: Beginning Basic

The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of operations to explain why addition and subtraction strategies work, and can demonstrate an

understanding of the inverse relationship between multiplication and division. They can solve one- and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.

Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.

Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

Data Analysis: 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.

Level 3: Low Intermediate

The Mathematical Practices: Students prepared to exit this level are able to decipher multi-step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as 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.

Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to

read, write, 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 common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can 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 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.

Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They 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 writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.

Geometry and Measurement: Students prepared to exit this level 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 classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles 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 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.

Data Analysis and Statistics: 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.

Level 4: Middle Intermediate

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 express themselves using the mathematical terms and notation appropriate 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. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select 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.

Number Sense and Operations: 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.

Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear 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.

Geometry: 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.

Statistics and Probability: 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 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).

Level 5: High Intermediate

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 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 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 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.

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 solve multi-step real-world and mathematical problems.

Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and 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.

Geometry: 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.

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 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.

Level 6: Adult Secondary

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as 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 quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms 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 assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect 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 problems. They can create algebraic and

geometric models and use them to answer questions, interpret data, make predictions, and 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 structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, 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 quantities and give results with the appropriate degree of precision.

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 polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to 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 of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R. They are also able to create equations and inequalities representing relationships between quantities, including 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 differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

Educational Functioning Level Descriptors for English as a Second Language (ESL)

Introduction

In the National Reporting System for Adult Education (NRS), the Educational Functioning Level (EFL) descriptors are intended to guide teaching and assessment for adult learners. The descriptors for English as a second language (ESL) are divided into six educational functioning levels: Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, Low Intermediate ESL, High Intermediate ESL, and Advanced ESL. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but rather provide a description of the most critical concepts and skills for the level.

Although these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from state instructional frameworks and standards, as appropriate for the learner and state requirements.

The EFLs for ESL are organized into three modalities: interpretive, productive, and interactive. These modalities include the domains of reading, writing, speaking, and listening. These modalities allow for an integrated or holistic approach to teaching and assessing English language learners (ELLs) in the adult education setting.

- **Interpretive** refers to the learner's ability to process, understand, interpret, or engage with level-appropriate literary and informational written and spoken text to construct meaning. For example, an ELL exiting from the Low Intermediate ESL classroom should be able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.
- **Productive** refers to the learner's ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning. For example, an ELL exiting from the Low Beginning ESL classroom should be able to, with support, communicate information and feelings about familiar texts, topics, and experiences.
- **Interactive** refers to the learner's ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning. For example, ELLs exiting from the High Beginning ESL classroom should be able to, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Text Complexity and Familiar Topics

Teachers and assessment developers must select appropriately complex literary and informational texts, topics, and events to prepare learners for success. Complexity should show progress within

EFLs and in successive levels that reflect increasingly complex and cognitively demanding language structures, academic vocabulary, and concepts.

Language in the revised NRS EFLs for ESL calls for progressive complexity without being prescriptive about the specific complexity measures at each EFL. Terminology in the EFLs such as emerging, developing, increasing, and growing are guides to indicate the needed progression of complexity from level to level.[8]

Instruction and assessment also should involve a progression of topics, from the more familiar to substantive and academic topics, with increasing levels of complexity within and across levels. Teachers and test developers are encouraged to refer to the guiding principles found in the *English Language Proficiency Standards for Adult Education.* The guiding principles recommend that instruction also include the use of digital tools and resources; academic language; a variety of informational texts and content areas, including science, technology, engineering, and mathematics; and college and career readiness skills as appropriate to learners at a given level.

Level 1: Beginning ESL Literacy

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)[9]

ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies.

ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.

ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use.

---

[8] Additional guidance about text complexity in adult education may be found in the *College and Career Readiness Standards for Adult Education*, "Appendix D—Understanding Text Complexity."

[9] Numbers in parentheses represent ELP Standards.

With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

Level 2: Low Beginning ESL

(ELP Standards for AE Level 1)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)

ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.

ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.

Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion.

ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.

ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

Level 3: High Beginning ESL

(ELP Standards for AE Level 2)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.

ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.

Using context, questioning, and knowledge of morphology in their native language(s),

ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.

ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.

ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.

ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.

ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words.

ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and wh- questions.

ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Level 4: Low Intermediate ESL

(ELP Standards for AE Level 3)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.

ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts.

In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.

ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.

ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

Level 5: High Intermediate ESL

(ELP Standards for AE Level 4)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis.

Using context, questioning, and an increasing knowledge of English morphology, ELLs ready to exit this level can determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.

ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express his or her own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question, gather information from multiple print and digital sources, evaluate the reliability of each source, and use search terms effectively. They are able to synthesize information from multiple print and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Level 6: Advanced ESL

(ELP Standards for AE Level 5)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

Using context, questioning, and consistent knowledge of English morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events,

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter-claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate

In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms effectively. They can synthesize information from multiple print and digital sources, analyze and integrate information into clearly organized spoken and written texts, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.