

# LEARNING OUTCOMES FOR PATHWAY TO LITERACY CLASSES

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## Level A Assessment Task Bank

## Level B Assessment Task Bank

## Level C Assessment Task Bank

## Level D Assessment Task Bank

| Oral LEVEL A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Oral LEVEL B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Oral LEVEL C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Oral LEVEL D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>1. With visual support and/or oral prompts, accurately identifies (points to) 3 familiar vocabulary words (ELP 9:1; CLB: FL; CEFR A1 Listening) <a href="#">Task OA1</a></p> <p>2. Responds accurately to one-step directions when supported visually and with high-frequency/familiar words (ELP K.7.1) <a href="#">Task OA2</a></p> <p>3. With visual cues (photographs, pictures, realia), gives one-word answers to simple/short and familiar yes/no questions and wh-questions (ELP 2:1; CLB: Lit Cont; CEFR A1 Spoken Interaction) <a href="#">Task OA3</a></p>              | <p>1. With visual support and/or oral prompts, orally produces 3 familiar vocabulary words from two different themes.. (ELP 9:1; CLB: FL ) <a href="#">Task OB1</a></p> <p>2. Responds accurately to short-phrase, two-step directions when supported visually and with high-frequency/familiar words (ELP K.7.1; CEFR A1 Listening). <a href="#">Task OB2</a></p> <p>3. Accurately matches pictures to a slowly articulated simple-sentence, two-person dialogues (speed/content) related to familiar themes. (ELP 8:1; CEFR A1 Listening) <a href="#">Task OB3</a></p> <p>4. With visual cues (photographs, pictures, realia), gives short-phrase answers to familiar yes/no questions and wh-questions (ELP 2:1; CEFR A1 Spoken Interaction &amp; Production) <a href="#">Task OB4</a></p>                                                                                    | <p>1. With visual support and/or oral prompts, orally produces 3 familiar vocabulary words from three different themes. (ELP 9:1; CLB: FL) <a href="#">Task OC1</a></p> <p>2. Responds accurately to multi-step directions when supported visually and with high-frequency/familiar words (ELP K.7.1). <a href="#">Task OC2</a></p> <p>3. Accurately matches pictures to a short narrative or dialogue related to familiar themes.(CEFR A2 Listening)<a href="#">Task OC3</a></p> <p>4. Gives extended answers to oral questions that require more complex responses or explanations (ELP 2:1; CEFR A2 Spoken Interaction &amp; Production; EFL Beg. Lit:Speaking &amp; Listening) <a href="#">TaskOC4</a></p>                                                                                                                                                                                                                                                                                                                                           | <p>1. With visual support and/or oral prompts, orally produces 3 familiar vocabulary words from four-different themes (CCR Anchor 1: L.K.1 F &amp; G) <a href="#">Task OD1</a></p> <p>2. Responds accurately to orally delivered multi-step directions with high-frequency/familiar words (ELP K.7.14). <a href="#">TaskOD2</a></p> <p>3. Accurately matches pictures to a short narrative or dialogue related to familiar themes.(CEFR A2 Listening) <a href="#">Task OD3</a></p> <p>4. With support, communicates information and feelings about familiar texts, topics, and experiences (ELP 3:1; CEFR A2 Spoken Production; EFL Beg. Lit:Speaking &amp; Listening). <a href="#">Task OD4</a></p> <p>5. Asks and answers questions in order to seek help, get information, or clarify something that is not understood (CCR Anchor 3: SL.K.3; CEFR A2 Spoken Interaction) <a href="#">Task OD5</a></p> <p>6. Uses verbs and time words to convey a sense of past, present and future (CCR Anchor 1: L.K.1; EFL Beg. Lit:Language) <a href="#">TaskOD6</a></p> |
| Reading LEVEL A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reading LEVEL B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reading LEVEL C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading LEVEL D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>1. Recognizes that print conveys information (ELP K.1; EFL Beg. Lit: Reading). <a href="#">Task RA1</a></p> <p>2. Identifies different types of everyday print materials through gestures (ELP K.3.1). <a href="#">Task RA2</a></p> <p>3. Recognizes that print moves from left to right across the page. (K.RF.2.1). <a href="#">Task RA3</a></p> <p>4. Identifies (names) a few lowercase letters of the alphabet. (K.RF.2.4). <a href="#">Task RA4</a></p> <p>5. Recognizes own first and name in print. (K.RF.4.4; ELP 1.1.16; CEFR A1 Reading). <a href="#">Task RA5</a>.</p> | <p>1. Reads and answers questions about 1 type/genre of everyday print material (i.e. calendar) (ELP K.3.6; EFL Beg. Lit: Reading) <a href="#">Task RB1</a></p> <p>2. Identifies (names) a few uppercase (capital) and many lowercase letters of the alphabet.(K.RF.2.4:)<a href="#">Task RB2</a></p> <p>3. Reads one single-syllable familiar high-frequency sight word and one non-phonetic theme-based word by matching. (K.RF.4.4; ELP 1.1.16; ELP 1.1; CEFR A1 Reading) <a href="#">Task RB3</a>.</p> <p>4. Reads three single-syllable phonetic theme-based words by matching.(K.RF.4.4; ELP 1.1.16; ELP 1.1) <a href="#">Task RB4</a></p> <p>5. Conveys understanding of basic facts of a text through gesturing and using key words orally (ELP.1.2.4) by reading and answering one question about one familiar picture-supported sentence. <a href="#">Task RB5</a></p> | <p>1. Recognizes that words are combined to form sentences (K.RF.2.3:)<a href="#">Task RC1</a></p> <p>2. Reads and answers questions about 2 types/genres of everyday print material (i.e. calendar, schedule) (ELP K.3.13; CEFR A2 Reading; EFL Beg. Lit: Reading) <a href="#">Task RC2</a></p> <p>3. Identifies (names) many uppercase (capital) and most lowercase letters of the alphabet.(K.RF.2.4:)<a href="#">Task RC3</a></p> <p>4. Independently reads 4 common high-frequency words by sight (K.RF.4.4; ELP 1.1; EFL Beg. Lit: Reading) <a href="#">Task RC4</a></p> <p>5. Independently reads 4 short theme-based words. (K.RF.4.4; ELP 1.1). <a href="#">Task RC5</a></p> <p>6. Identifies correct sentence corresponding to a picture, from a group of 4 sentences. (TABE Clas-E) <a href="#">Task RC6</a></p> <p>7. With support, asks and answers questions about important elements of a text (K.RN.2.1) by reading and answering 2-3 picture-supported sentences (CEFR A2 Reading; EFL Beg. Lit: Reading). <a href="#">Task RC7</a></p> | <p>1. Reads and answers questions about 3 types/genres of everyday print material (i.e. calendar, schedule, receipt) (ELP K.3.24; CEFR A2 Reading; EFL Beg. Lit: Reading) <a href="#">Task RD1</a></p> <p>2. Identifies (names) all uppercase (capital) and lowercase letters of the alphabet. (K.RF.2.4:)<a href="#">Task RD2</a></p> <p>3. Reads 5 common, multisyllabic high-frequency words by sight. (RF.4.4; RF.4.6; EFL Beg. Lit: Reading)<a href="#">Task RD3</a></p> <p>4. Reads 5 common, multi-syllabic theme-based words. (RF.4.4; RF.4.6) <a href="#">Task RD4</a></p> <p>5. Asks and answers questions about main idea/topic and key details in a simple written text (1.RL.2.1; ELP.1.2) by reading 3-4 sentences without visual support.(CEFR A2 Reading; EFL Beg. Lit: Reading) <a href="#">Task RD5</a></p>                                                                                                                                                                                                                                    |

| Writing LEVEL A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing LEVEL B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Writing LEVEL C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Writing LEVEL D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>1.Manages utensils and paper to produce print (CLB: FL) by accurately copying familiar lowercase letters, numerals (1-10), and familiar symbols (\$, +, =, -) [ELP K.4.4]. <a href="#">Task WA1</a></p> <p>2. Copies pre-taught simple whole numbers and familiar words related to immediate personal contexts (personal information) (CLB: 1L, ELP K.6.1). <a href="#">Task WA2</a></p>                                                                                                                                                                                                                                                                    | <p>1. Copies one-syllable, short-vowel words (CVC), short familiar sight words, and whole numbers (1-100) placing words correctly on lines (CLB: FL) <a href="#">Task WB1</a></p> <p>2. Correctly spells simple words phonetically, drawing on knowledge of sound-letter relationships. (CCR Anchor 2: L.K.2 and 1.2 merge, ELP K.6.3; EFL Beg. Lit:Language) <a href="#">Task WB2</a></p> <p>3. <b>3.</b> Writes two answers in response to personal information questions about name, phone number, current date, and date of birth. (CLB: 1L) <a href="#">Task WB3</a></p> | <p>1. Copies legible simple sentences accurately using spacing, capital letters, and end punctuation (ELP K.6.7). <a href="#">Task WC1</a></p> <p>2. Writes one- and two-syllable words phonetically, drawing on knowledge of sound-letter relationships, and using correct spelling (CCR Anchor 2:L.K.2 and 1.2 merge, ELP K.6.3, ELP 1.5.7; EFL Beg. Lit:Language). <a href="#">Task WC2</a></p> <p>3. With oral support, in a basic personal information form writes first and last name, DOB, phone number, and address. (CLB: 1L) <a href="#">Task WC3</a></p>                                                                                                      | <p>1. Independently writes accurate, legible short sentences using capitalization, spacing and correct spelling (ELP 1.5.7; EFL Beg. Lit:Writing &amp; Language) <a href="#">Task WD1</a></p> <p>2. Fills out part of a personal information form or section of an application (CLB: 1L; CEFR A1 Writing) [TABE Clas-E]] <a href="#">Task WD2</a></p>                                                                                                                                                                                                                   |
| Phonics LEVEL A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Phonics LEVEL B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Phonics LEVEL C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Phonics LEVEL D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>1. Relates individual letters to a coordinating sound by identifying/selecting the correct letter when hearing single consonant sounds and short vowel sounds (ELP K.1.2, ELP K.1.17) <a href="#">Task PA1</a></p> <p>2. Demonstrates knowledge of one-to-one letter/sound correspondences by producing the sound for a few familiar consonants and short vowels.(CCR RF.K.3 and 1.3 merge, K.RF.4.1; ELP K.1.2; EFL Beg. Lit: Reading) <a href="#">Task PA2</a></p> <p>3. Identifies similarities and differences in beginning and ending sounds of spoken and/or written words (K.RF.4.5, ELP.K.1.8; EFL Beg. Lit: Reading). <a href="#">Task PA3</a></p> | <p>1. Identifies /matches letters/groups of letters to sounds within familiar one-syllable CVC and VCe-patterned words (ELP K.1.2, ELP 1.1.17, K.RF.4.3; EFL Beg. Lit: Reading) <a href="#">Task PB1</a></p> <p>2. Orally blends letters to read one-syllable CVC words (K.RF.4.2, K.RF.4.3; K.RF.3.2; EFL Beg. Lit: Reading) <a href="#">Task PB2</a></p> <p>3. Manipulates sounds by replacing single consonant or short vowel sounds to create a new word (EFL Beg. Lit: Reading) <a href="#">Task PB3</a></p>                                                             | <p>1. Identifies /matches letters/groups of letters to sounds within familiar one and two-syllable words with long-vowel VCe patterns, consonant blends, and common word endings (ELP K.1.2, ELP 1.1.17, K.RF.4.3; EFL Beg. Lit: Reading) <a href="#">Task PC1</a></p> <p>2. Segments words into syllables by counting (ELP 1.1.28, ELP 1.1.44, ELP 1.1.57; EFL Beg. Lit: Reading) <a href="#">Task PC2</a></p> <p>3. Orally blends letters/groups of letters to read one and two-syllable words with long-vowel VCe patterns, consonant blends, and common word endings (ELP K.1.2, ELP 1.1.17, K.RF.4.3, K.RF.3.2; EFL Beg. Lit: Reading) <a href="#">Task PC3</a></p> | <p>1. Identifies /matches letters/groups of letters to sounds within multi-syllabic words with regular and irregular consonant and vowel patterns (ELP K.1.2, ELP 1.1.17, K.RF.4.3) <a href="#">Task PD1</a></p> <p>2. Identifies syllable stress within familiar multisyllabic words (ELP 1.1.28, ELP 1.1.44, ELP 1.1.57) <a href="#">Task PD2</a></p> <p>3. Orally blends segments to read multisyllabic words with regular and irregular consonant and vowel patterns (ELP K.1.2, ELP 1.1.17, K.RF.4.3, K.RF.3.2; EFL Beg. Lit: Reading) <a href="#">TaskPD3</a></p> |

**Numeracy and Technology (Supplemental)**

| Numeracy Level A                                                                                                                                                                                                                                                                                                                                                                                                          | Numeracy Level B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Numeracy Level C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Numeracy Level D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>1. Counts small amounts (0-10) (CLB: FL; EFL Beg. Lit:Number Sense and Operations) <a href="#">Task NA1</a></p> <p>2. Recognizes differences in U.S. currency. <a href="#">Task NA 2</a></p> <p>3. Identifies correct time by the hour. <a href="#">Task NA3</a></p> <p>4. Identifies day orally. (TABE Clas-E) <a href="#">Task NA4</a></p> <p>5. Identifies month orally. (TABE Clas-E) <a href="#">Task NA5</a></p> | <p>1. Identifies numbers 0-30. (CLB: FL; EFL Beg. Lit:Number Sense and Operations). <a href="#">Task NB1</a></p> <p>2. Compares small amounts expressed in prices (0-10). <a href="#">Task NB2</a></p> <p>3. Adds small amounts with pictorial support and oral prompts (0-10) <a href="#">Task NB3</a></p> <p>4. Matches individual bills and coins to their numeric value. (TABE Clas-E) <a href="#">Task NB4</a></p> <p>5. Identifies correct time by the hour and minutes. <a href="#">Task NB5</a></p> <p>6. Identifies day, month and year by numerical expressions. (TABE Clas-E) <a href="#">Task NB6</a></p> | <p>1.Numeracy C1: Identifies numbers 1-100 (CLB: FL; EFL Beg. Lit:Number Sense and Operations) [TABE Clas-E]] <a href="#">Task NC1</a></p> <p>2.Numeracy C2: Compares small amounts expressed in prices (0-30). <a href="#">Task NC2</a></p> <p>3.Numeracy C3: Adds small amounts (0-10) expressed numerically (EFL Beg. Lit:Numeracy) <a href="#">Task NC3</a></p> <p>4.Numeracy C4: Matches all coins to their numeric value, in decimal expression. [TABE Clas-E]] <a href="#">Task NC4</a></p> <p>5.Numeracy C5: Tells time by the hour and minutes. <a href="#">Task NC5</a></p> <p>6.Numeracy C6: Matches name of month to numerical representation of month. <a href="#">Task NC6</a></p> | <p>1. Counts segments between 0 and 100 using groups of 2s, 5s, and 10s (CLB: FL) [TABE Clas-E]] <a href="#">Task ND1</a></p> <p>2. Compares amounts and costs expressed in prices (0-100). <a href="#">Task ND2</a></p> <p>3. Matches multiplication equations by 2s, 5s, and 10s to pictures (EFL Beg. Lit:Numeracy). <a href="#">Task ND3</a></p> <p>4. Matches mixed groups of bills and coins to their numeric value, in decimal expression. [TABE Clas-E]] <a href="#">Task ND4</a></p> <p>5. Tells time by the hour and minutes. <a href="#">Task ND5</a></p> <p>6. Accurately writes dates in numerical forms. <a href="#">Task ND6</a></p> <p>7. Produces days of the week orally. [TABE Clas-E]] <a href="#">Task ND7</a></p> |

(Technology is Under Development)

| Technology Level A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Technology Level B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Technology Level C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Technology Level D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <div>1. Uses orally-supported, phone-based texting to send class-related communications to the teacher.</div> <div>2. Opens links to access two or three class-related Internet programs (e.g. Zoom, YouTube practice vids, Google quiz). (CLB: FL Integrating Technology)</div> <div>3. Identifies icons for familiar/popular online programs and apps needed for class and personal use (calculator, email/gmail, Internet browser/Google).</div> <div>4. Matches/finds/locates five familiar letters, numerals, and symbols one at a time on a limited view of a keyboard or keypad (CLB: 1L).</div> <div>5. Technology: Identifies the calculator icon/app and numbers 1-10 on a calculator keypad.</div> | <div>1. Uses text messages to communicate short (one-word, yes-no) responses/class-related information to the teacher.</div> <div>2. Uses direct links to open and submit orally-/visually supported online class practices/quizzes.</div> <div>3. Opens two or three familiar online programs and apps needed for class and personal use (calculator, email/gmail, Internet browser/Google).</div> <div>4. Identifies (matches) three or four icons associated with functions of filling online information writing an email (write/new message, send, reply, submit)</div> <div>5. Supported visually or orally, types individual familiar letters, numbers, and symbols on a keyboard/keypad and calculator.</div> <div>6. Technology: Uses the calculator icon/app to enter numbers 1-10 and +/-/=/\$ symbols.</div> | <div>1. Uses the shift key to type familiar alternative symbols (\$, @) and capital letters.</div> <div>2. Sends a one to two-word email reply to the teacher on a familiar topic.</div> <div>3. Opens and fills out a basic personal information form, supported by a parallel paper-based written form.</div> <div>4. Types (copies) individual familiar words and numeric expressions on a keyboard/keypad.</div> <div>5. Technology: Uses a calculator/app to enter numbers 1-10 and +/-/=/, multiplication, and decimal point symbols.</div> | <div>1. Uses the shift key to type familiar alternative symbols (\$, @) and capital letters.</div> <div>2. Independently (not reply) writes a short, class-related email to the teacher.</div> <div>3. Opens, fills out, and submits a basic personal information form, supported by a parallel paper-based written form.</div> <div>4. Types (copies) familiar phrases, short simple sentences, numeric expressions, and email/website addresses.</div> <div>5. Technology: Uses a calculator/app to enter mixed numbers and perform two-step addition and multiplication problems.</div> |

Connection to Outside Standards

When building the Pathway To Literacy (PTL) Foundations levels, the following standards informed the creation process.

- English Language Proficiency standards for Adult Ed: <https://drive.google.com/drive/folders/1hejTmViVjm8oCRHZs4ai69lh-dtLlsYq>
- IDOE K-12 (KG and Grade 1 level) ELA Standards:** The PTL Learning Outcomes reference Indiana state standards to connect to the educational context in which the PTL programs exist as well as to reference categories of what typically comprises literacy acquisition. <https://www.doe.in.gov/sites/default/files/literacy/elementary-ela-vertical-articulation-chart.pdf>
- English Language Proficiency (ELP) standards for Kindergarten and Grade 1: <https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/elp/wa-elp-standards-k12.pdf>
- Canadian Language Benchmarks: English as a second language for adults.** <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf>
- Common European Framework of Reference for Languages:** (<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>) and **CEFR Self-Assessment Grid** [https://drive.google.com/file/d/1muxA9lRBwgSFX\\_fnLOL-1SfvBijvpwT2/view?usp=sharing](https://drive.google.com/file/d/1muxA9lRBwgSFX_fnLOL-1SfvBijvpwT2/view?usp=sharing). The levels pertinent to the PTL assessment are Levels A1 (corresponding to Levels A/B) and A2 (corresponding to Levels C/D).
- New Educational Functional Level (EFL) Descriptors for Adult Basic Education (ABE)** (<https://drive.google.com/drive/folders/1-OdjQnD5HQcloxgEmc7dzfqciQAxS4Cb>). From *Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education*; U.S. Department of Education; February 2016. Educational Functional Level (EFL) Descriptors for Literacy/English Language Arts are intended to guide both teaching and assessment for adult learners. They are divided into six EFLs: Beginning Literacy; Beginning Basic; Low Intermediate; High Intermediate; Low Adult Secondary; and High Adult Secondary. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but provide examples of the most critical concepts and skills for the level. The levels pertinent to the PTL assessment are EFL: Beginning Literacy.
- BATT (Beginning Alphabetics Testing and Tools) by ATLAS:** The PTL program recognizes the distinctions of the adult ESL and literacy learner. Consequently, the foundational outcomes and tasks also reference systems tailored to the unique needs and learning patterns of adults with limited formal education who are trying to grasp English and literacy skills simultaneously.
- College and Career Readiness (CCR) and Test of Adult Basic Education Complete Language Assessment System- English (TABE Clas-E):** Some of the PTL learners aim to access adult education and/or advances in employment. As referenced in the goal statement, the PTL foundational learning outcomes address the beginning-level adult education learning standards as the target outcome for learners in the PTL programs. Similarly to the IDOE standards, the CCRs and TABE Clas-E keep the PTL program grounded in the educational context in which it exists.