
CASAS-2023-24 Edition Getting Ready for STEPS A Focus on Academic Success



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2023 SOUTHEAST REGIONAL ACE CONFERENCE

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Presentation QR Code



Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Objectives

- Review changes in the upcoming test series for the ESL STEPS test series
- Take a deeper Look at DOK
- Review the English Language Proficiency Standards (ELPs)
- *Provide strategies to assist adult ESOL teachers maximize classroom instruction*



What are Adult Education Needs?

- Alignment to the new NRS Skill Descriptors
 - Interpretive, productive and interactive
- Alignment to the CCR, ELPs and Life and Work Standards
- Critical thinking, Higher Order Thinking, DOK instructional strategies
- Rigorous instruction and practice
- Online access to instructional material

Focus on Academic Success

- Research has shown that the future workforce will be facing many critical challenges. This demands that adult education practitioners provide the most effective education to prepare students with the necessary skills to improve their overall quality of life.

Focus on Academic Success

- In accordance with the changes of the NRS Skill Level Descriptors, the new CASAS test series for ESL, STEPS will focus on measuring higher-order skills including academic language.

Focus on Academic Success

- ▶ In preparation for the upcoming CASAS STEPS series, teachers need to acquire knowledge of the changes in the new tests and be ready to apply effective instructional strategies to ensure student academic success.

STEPS

ESL Test Series- Reading/Listening

10

**STUDENT TEST OF ENGLISH
PROGRESS AND SUCCESS**

STEPS

Focus on

- English Language Proficiency Standards
- DOK
- College and Career Readiness
- CASAS Competencies

STEPS

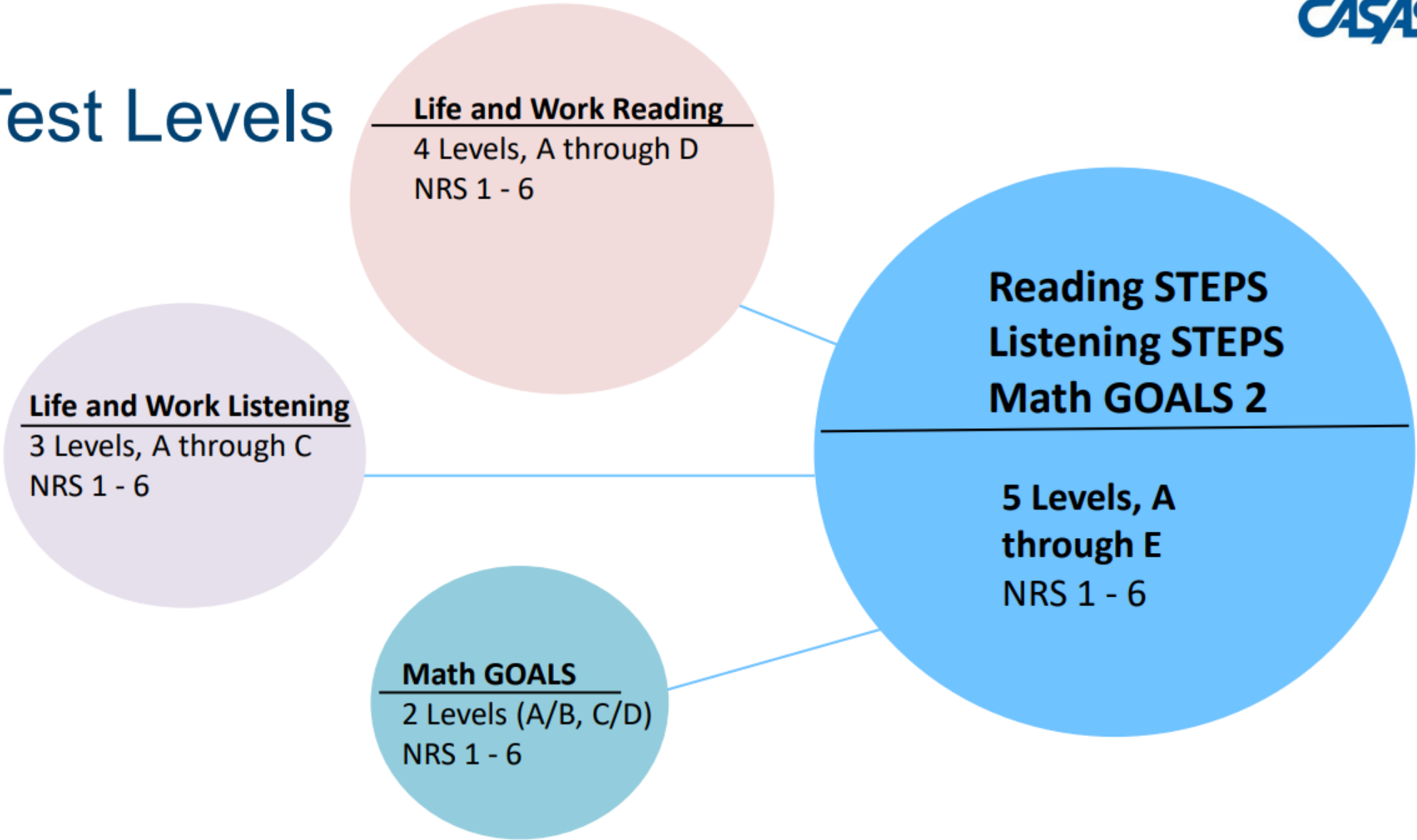
- 5 Levels (A to E), 2 forms per level
- Aligned to the ELP Standards
- Similar item types as in Reading GOALS

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

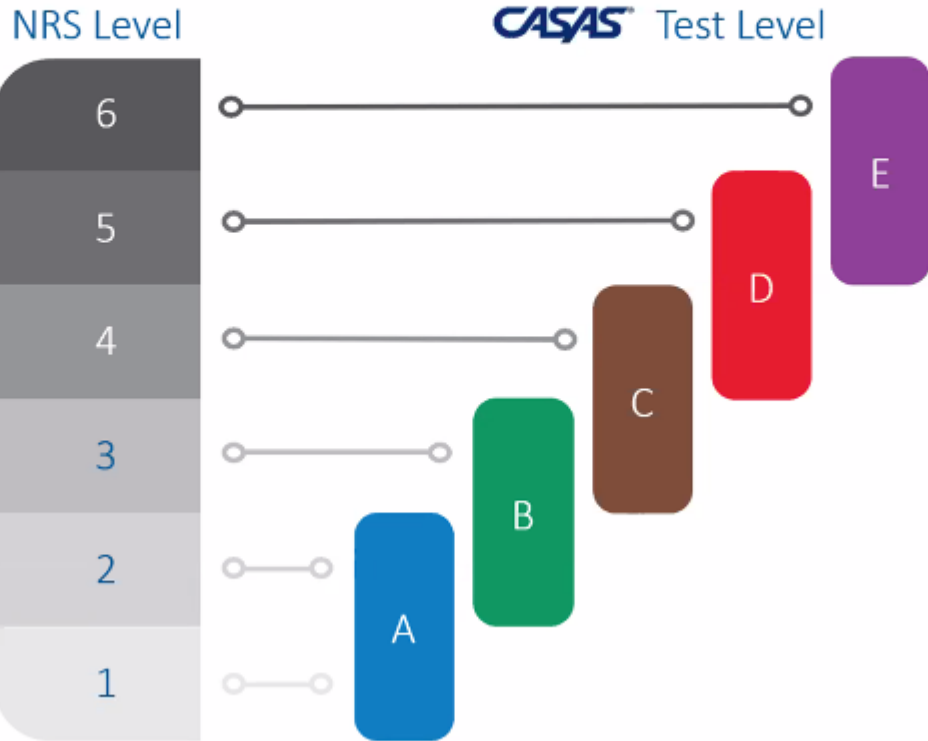
https://www.casas.org/docs/default-source/pagecontents/casas-ell-level-descriptors.pdf?sfvrsn=16cad783_20?Status=Master



Test Levels



Levels Breakdown



Strengths of the new structure

1

Fewer test questions

33 to 39 items

2

Higher accuracy

Tests cover fewer performance levels (NRS Levels)

3

Lower incidence of inaccurate scoring

Less retesting

4

Locator and Appraisal

Computer and Paper

Reading STEPS Test Forms

Test Specifics

Reading STEPS assessments correlate to [CASAS Competencies](#) and to the [English Language Proficiency Standards \(ELPS\) for Adult Education](#). Use student test results to help target instruction.

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619R	28	30 minutes	
Locator	620R	14	15 minutes	
A	Forms 621R - 622R	33	30 minutes	160 - 196
B	Forms 623R - 624R	36	50 minutes	184 - 206
C	Forms 625R - 626R	36	75 minutes	197 - 216
D	Forms 627R - 628R	36	75 minutes	207 - 227
E	Forms 629R - 630R	36	75 minutes	217 - 251

<https://www.casas.org/product-overviews/assessments/reading-steps>

Listening STEPS Test Forms

Test Specifics

Listening STEPS assessments correlate to [CASAS Competencies](#) and to the [English Language Proficiency Standards \(ELPS\) for Adult Education](#). Use student test results to help target instruction.

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619L	28	30 minutes	
Locator	620L	14	15 minutes	
A	Forms 621L - 622L	33	28 minutes	158 - 191
B	Forms 623L - 624L	36	45 minutes	182 - 201
C	Forms 625L - 626L	39	52 minutes	192 - 211
D	Forms 627L - 628L	39	56 minutes	202 - 221
E	Forms 629L - 630L	39	38 minutes	212 - 235

New Scale Ranges

NRS Levels	Reading and Listening ESL Educational Functioning Levels	Reading STEPS Score Ranges	Listening STEPS Score Ranges
1	Beginning ESL Literacy	183 and below	181 and below
2	Low Beginning ESL	184 – 196	182 – 191
3	High Beginning ESL	197 – 206	192 – 201
4	Low Intermediate ESL	207 – 216	202 – 211
5	High Intermediate ESL	217 – 227	212 – 221
6	Advanced ESL	228 – 238	222 – 231
	Exit Advanced ESL	239 and above	232 and above

NRS Levels	Reading and Listening ESL Educational Functioning Levels	Life and Work Reading Score Ranges	Life and Work Listening Score Ranges
1	Beginning ESL Literacy	180 and below	180 and below
2	Low Beginning ESL	181 - 190	181 – 189
3	High Beginning ESL	191 – 200	190 – 199
4	Low Intermediate ESL	201 – 210	200 – 209
5	High Intermediate ESL	211 – 220	210 – 218
6	Advanced ESL	221 – 235	219 – 227
	Exit Advanced ESL	236 and above	228 and above

Listening Test Items Types

- ▶ Listening STEPS tests contain **three test item types**:
- ▶ photo prompt questions,
- ▶ comprehension questions,
- ▶ and next-response questions.

Test items are multiple-choice with three response choices at each level

Reading Task Areas

Task 1 – Forms

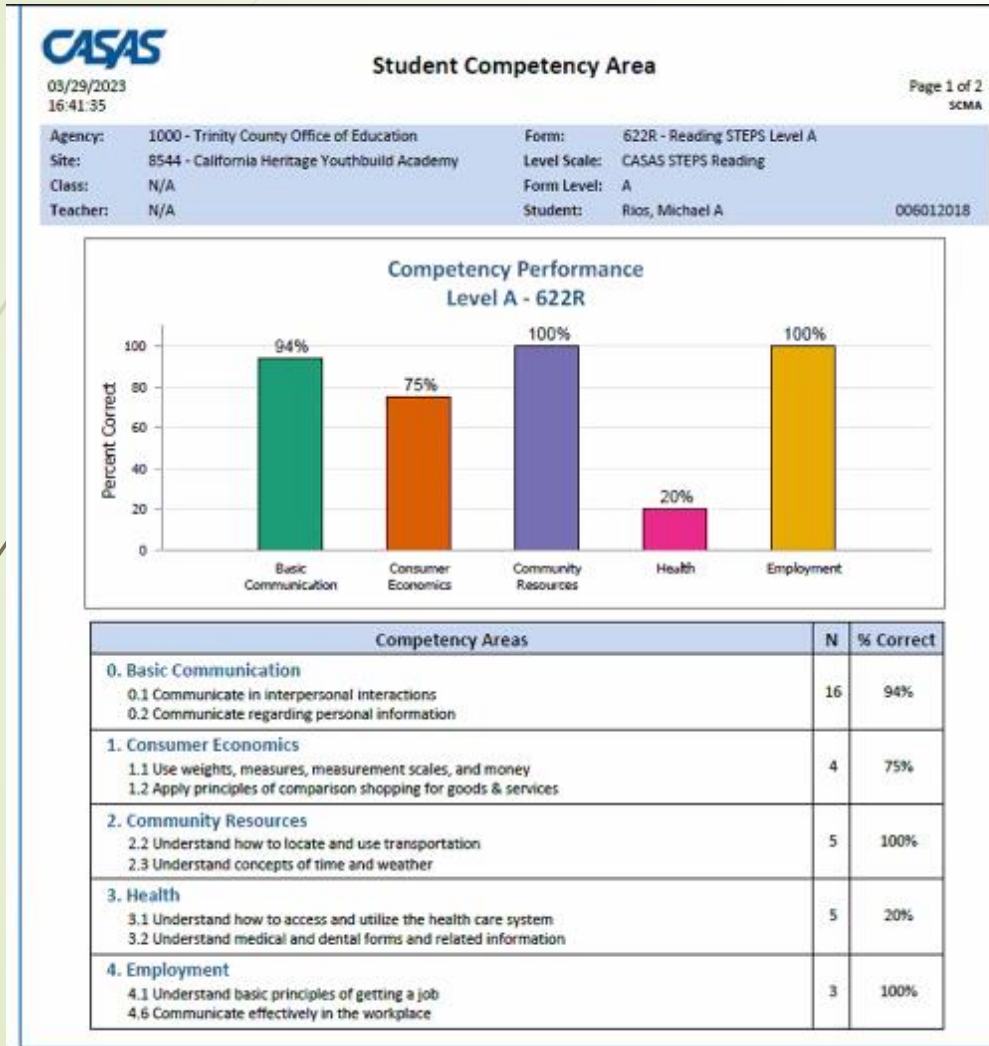
Task 2 – Charts, maps, consumer billings, matrices, graphs, tables

Task 3 – Articles, paragraphs, sentences, directions, manuals

Task 4 – Signs, price tags, advertisements, product labels

Task 5 – Measurement scales, diagrams

New Reports



New Competency Report – Reading STEPS

ENGLISH LANGUAGE PROFICIENCY STANDARDS

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



Table 4: English Language Proficiency Standards for Adult Education

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading and viewing.
ELP Anchor Standard 2	An ELL can participate in level appropriate oral and written exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

English Language Proficiency Standards Categories

- ▶ **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
- ▶ **Productive** refers to the learner's ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning.
- ▶ **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.

English Language Proficiency Standards

- Eight of the 10 Standards are either productive or interactive
- Five Level Descriptors for Different ESL Levels

ELP Standard 5	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>By the end of English language proficiency level 1, an ELL can...</p> <p>with support,</p> <ul style="list-style-type: none"> • carry out short, shared research projects • gather information from a few provided print and digital sources • label collected information, experiences, or events • recall information from experience or from a provided source. 	<p>By the end of English language proficiency level 2, an ELL can...</p> <p>with support,</p> <p>carry out short individual or shared research projects</p> <p>gather information from provided print and digital sources</p> <p>record information in simple notes</p> <p>summarize data and information.</p>	<p>By the end of English language proficiency level 3, an ELL can...</p> <p>with support,</p> <ul style="list-style-type: none"> • carry out short research projects to answer a question • 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 • provide a list of sources. 	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> • 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 • use search terms effectively • 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 • cite sources appropriately. 	<p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • 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 • cite sources appropriately.

English Language Proficiency Standards













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Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p>By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. 	<p>By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	<p>By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • 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 • summarize part of a text. 	<p>By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. 	<p>By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

English Language Proficiency Standards (ELPs)

ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS: *Explained*

receptive skills 	productive skills 	interactive skills 	linguistic structures 
<i>An ELL can...</i>			
ELP 1  <i>Understand main ideas</i>	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.		
ELP 2  <i>ask/answer questions</i>	participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.		
ELP 3  <i>talk/write about information</i>	speak and write about level-appropriate complex literary and informational texts and topics.		
ELP 4  <i>support ideas</i>	construct level-appropriate oral and written claims and support them with reasoning and evidence.		
ELP 5  <i>find information</i>	conduct research and evaluate and communicate findings to answer questions or solve problems.		
ELP 6  <i>evaluate information</i>	analyze and critique the arguments of others orally and in writing.		
ELP 7  <i>adapt language</i>	adapt language choices to purpose, task, and audience when speaking and writing.		
ELP 8  <i>Understand vocabulary</i>	determine the meaning of words and phrases in oral presentations and literary and informational text.		

*NRS Educational Functioning Levels
Levels 1 and 2*

*English Language Proficiency Standards
Level 1*

Content Areas	ELP Standard	% of test items
High-frequency Vocabulary (Pictures) Photos Symbols	8	43%
High-frequency Vocabulary (Texts) Words on forms Abbreviations	8	15%
Numbers Time Number words Money and prices Number formatting	8	15%
Details Retell key details	1	27%

NRS Educational Functioning Levels
Levels 2 and 3

English Language Proficiency Standards
Levels 1 and 2

Content Areas	ELP Standard	% of test items
Vocabulary Understand high-frequency words	8	17%
Details Retell key details	1	66%
Main Idea Identify the main topic Identify an author's purpose	1	17%

NRS Educational Functioning Levels
Levels 3 and 4

English Language Proficiency Standards
Levels 2 and 3

Content Areas	ELP Standard	% of test items
Vocabulary Understand high-frequency words Understand academic vocabulary	8	17%
Details Retell key details	1	58%
Main Idea Identify the main topic Identify an author's purpose	1	14%
Inference Infer/Draw conclusions	1	11

NRS Educational Functioning Levels
Levels 4 and 5

English Language Proficiency Standards
Levels 3 and 4

Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	30%
Main Idea Identify the main topic Identify an author's purpose Identify an author's point of view	1, 6	30%
Inference Infer/Draw conclusions	1	18%

NRS Educational Functioning Levels
Levels 5 and 6

English Language Proficiency Standards
Levels 4 and 5

Content Areas	ELP Standard	% of test items
Vocabulary Understand academic vocabulary Understand words with multiple meanings	8	22%
Details Retell key details Locate/Compare details	1	19%
Main Idea Identify the main topic Identify an author's purpose	1	17%
Inference Infer/Draw conclusions	1	20%
Point of View and Supporting Evidence Identify an author's point of view Identify supporting evidence	6	22%

DEPTH OF KNOWLEDGE (DOK)

Why DOK

- ▶ Webb's Depth of Knowledge (DOK) provides a frame of reference for students and shows how to engage students with the content by providing challenging tasks based on levels of knowledge.

DOK

DoK1

DoK2

DoK3

DoK4

4 Levels

DOK...



Webb's Depth of Knowledge & Corresponding Verbs

**Some verbs could be classified at different levels depending on application.*

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

Skill/Concept

Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Webb's Depth of Knowledge

DOK Level 1

(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2

(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts ● explaining how or why

Note: there's one correct answer

DOK Level 3

(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond ● complex and abstract thinking required ● defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4

(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

Focus: on complex reasoning, planning, and thinking ● make real-world applications in new situations

Note: has multiple answers or approaches ● often requires extended periods of time with multiple steps

STEPS BLUEPRINTS

- **Reading/Listening Content Standards**
- **Reading/Listening Competency Standards**

Blueprints

The blueprints for the **competency coverage** of the forms are organized into six competency areas:

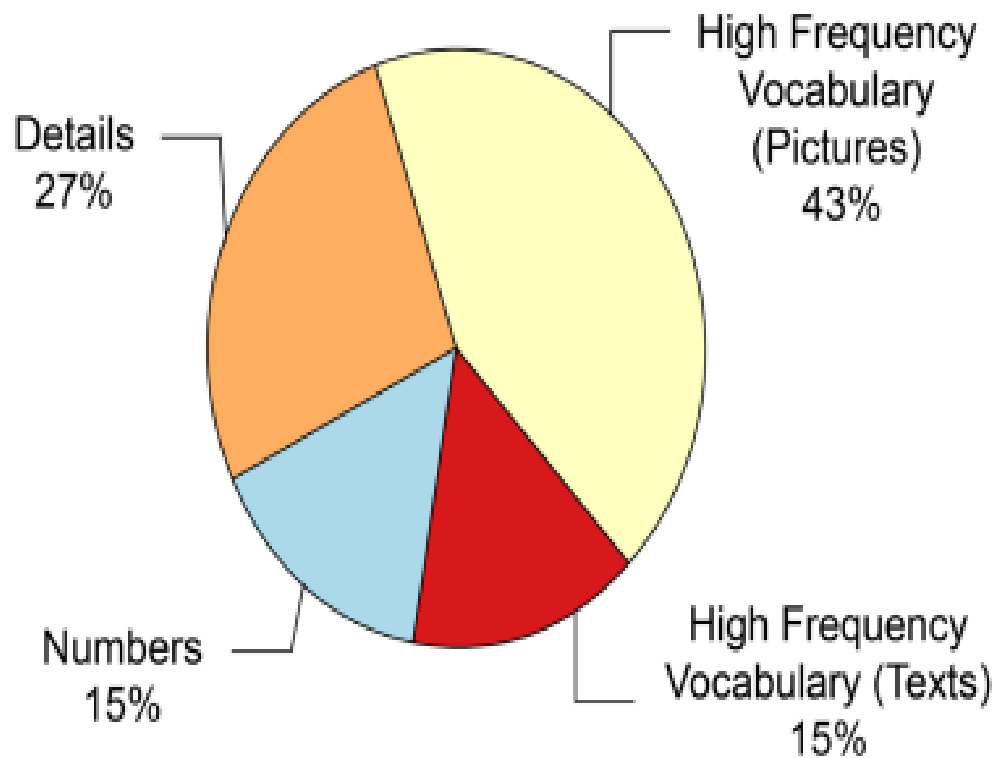
- ✓ Basic Communication
- ✓ Consumer Economics
- ✓ Community Resources
- ✓ Health
- ✓ Employment
- ✓ Government and Law

The blueprints for the **content standard coverage** of the forms are organized into these content areas :

- ✓ High-frequency Vocabulary (Pictures),
- ✓ High-frequency Vocabulary (Texts),
- ✓ Numbers,
- ✓ **Vocabulary (Reading and Listening)**
- ✓ **Details, (Reading and Listening)**
- ✓ **Main Idea, (Reading and Listening)**
- ✓ **Summary (Listening)**
- ✓ **Dialogue (Listening)**
- ✓ Inference,
- ✓ Point of View and Supporting Evidence

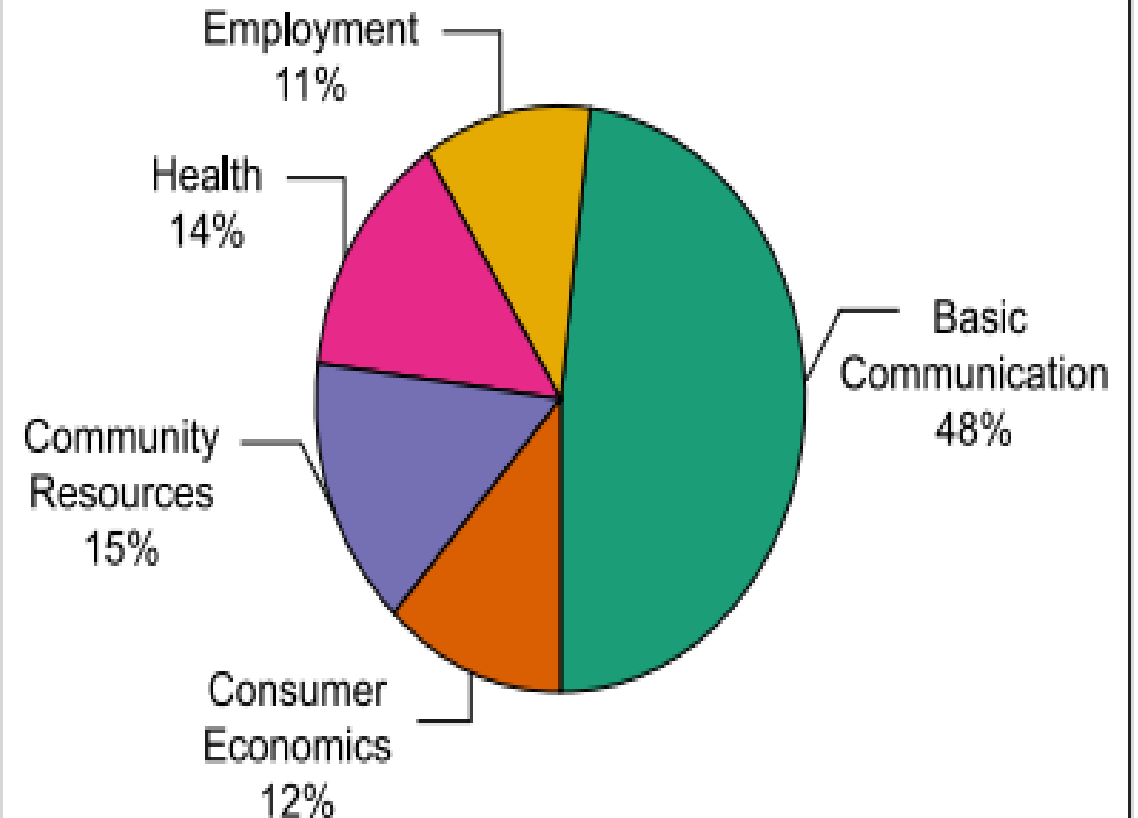
Reading STEPS Content Standard Blueprint

Level A



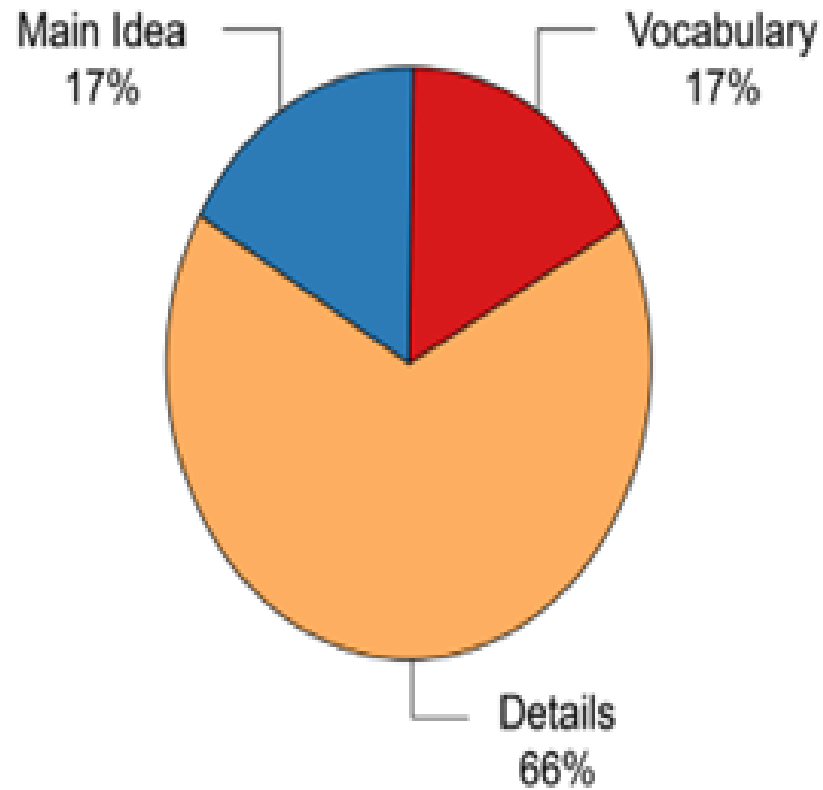
Reading STEPS Competency Blueprint

Level A



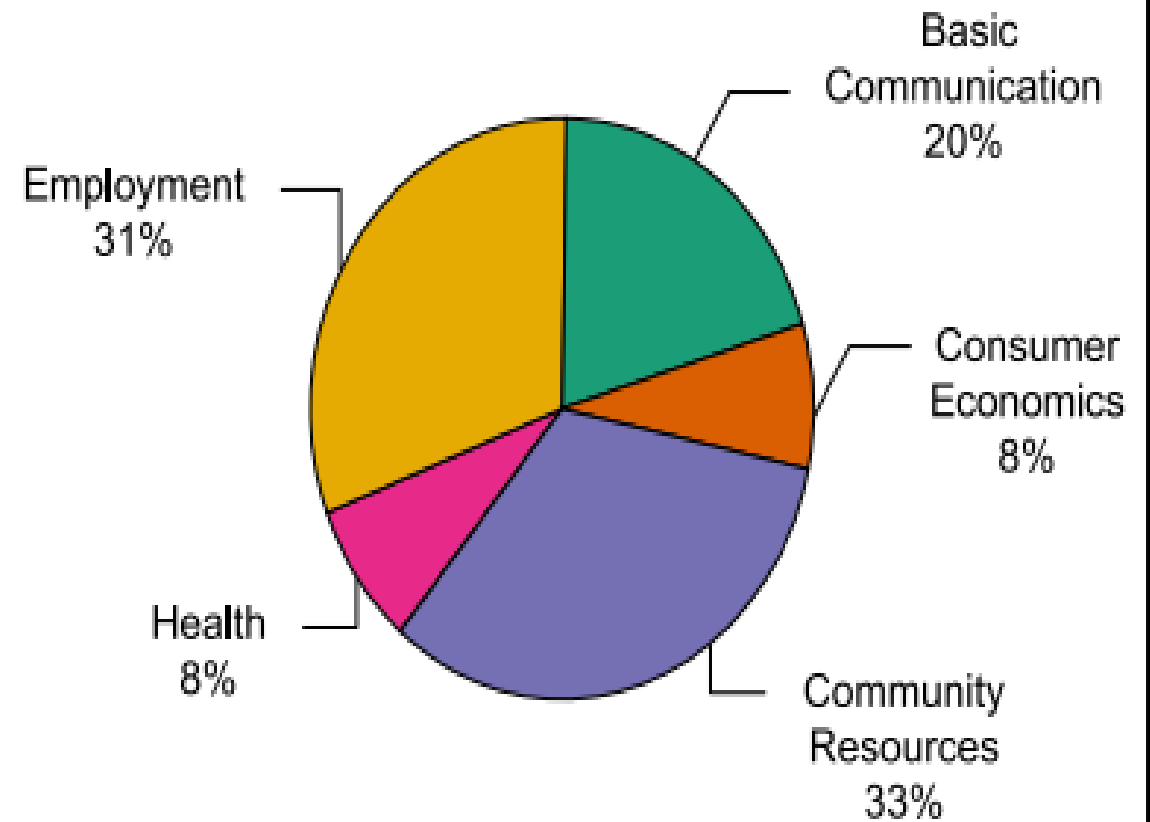
Reading STEPS Content Standard Blueprint

Level B

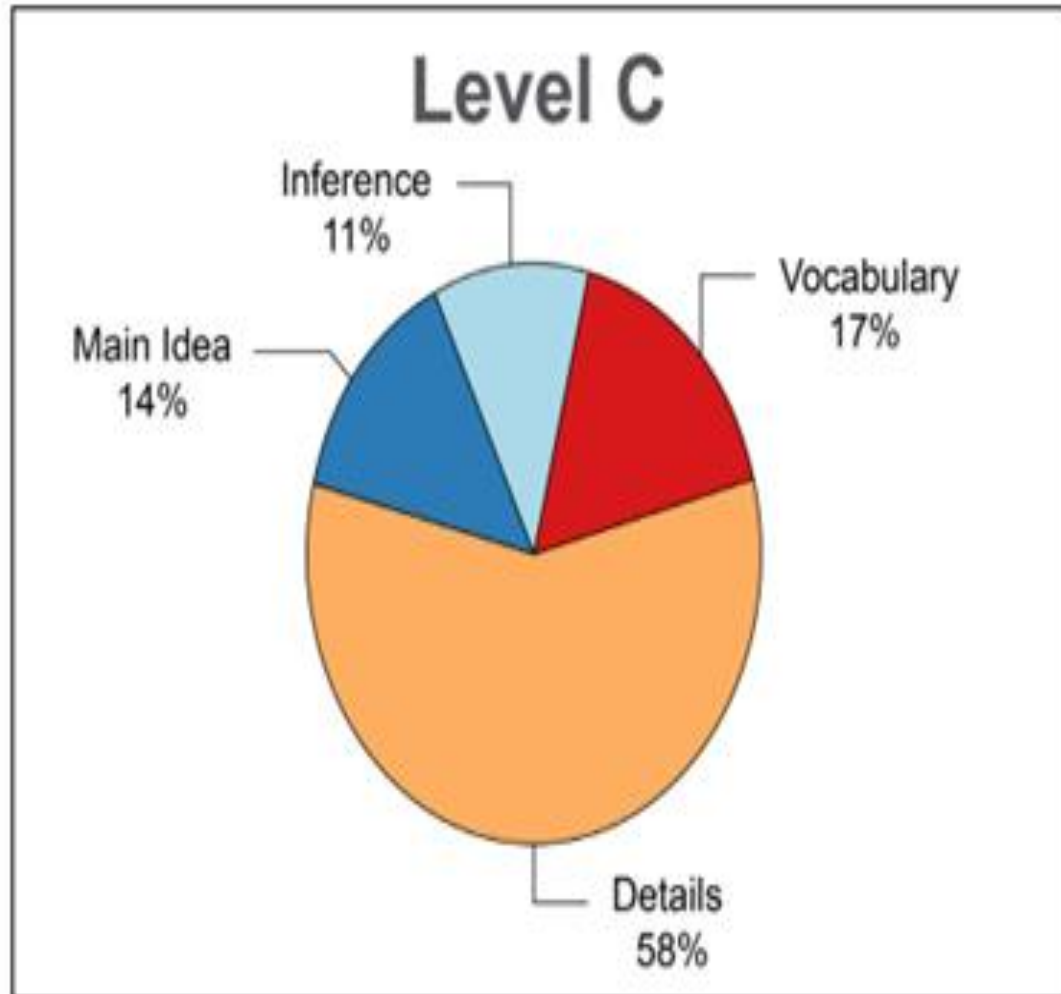


Reading STEPS Competency Blueprint

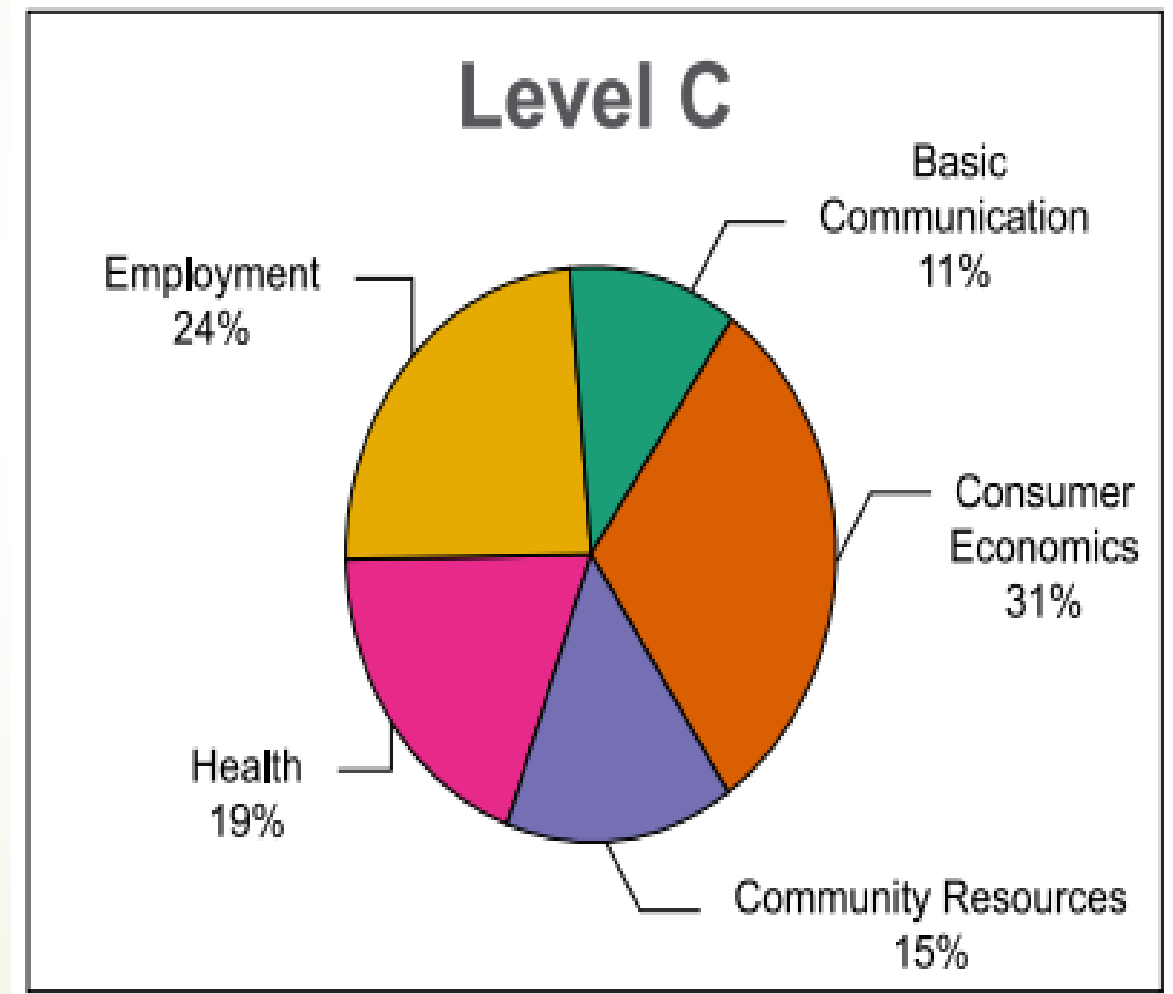
Level B



Reading STEPS Content Standard Blueprint

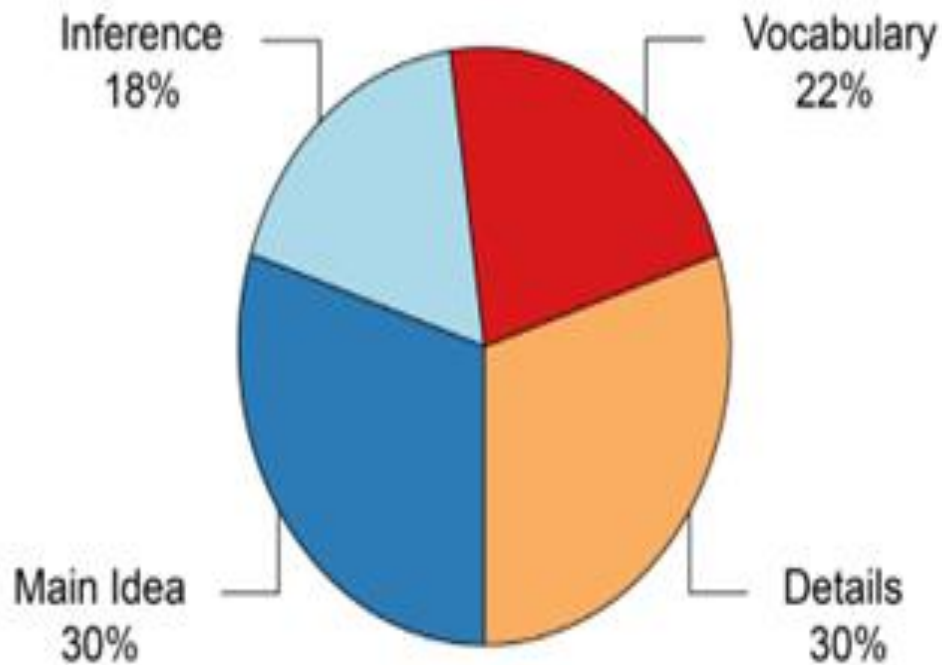


Reading STEPS Competency Blueprint



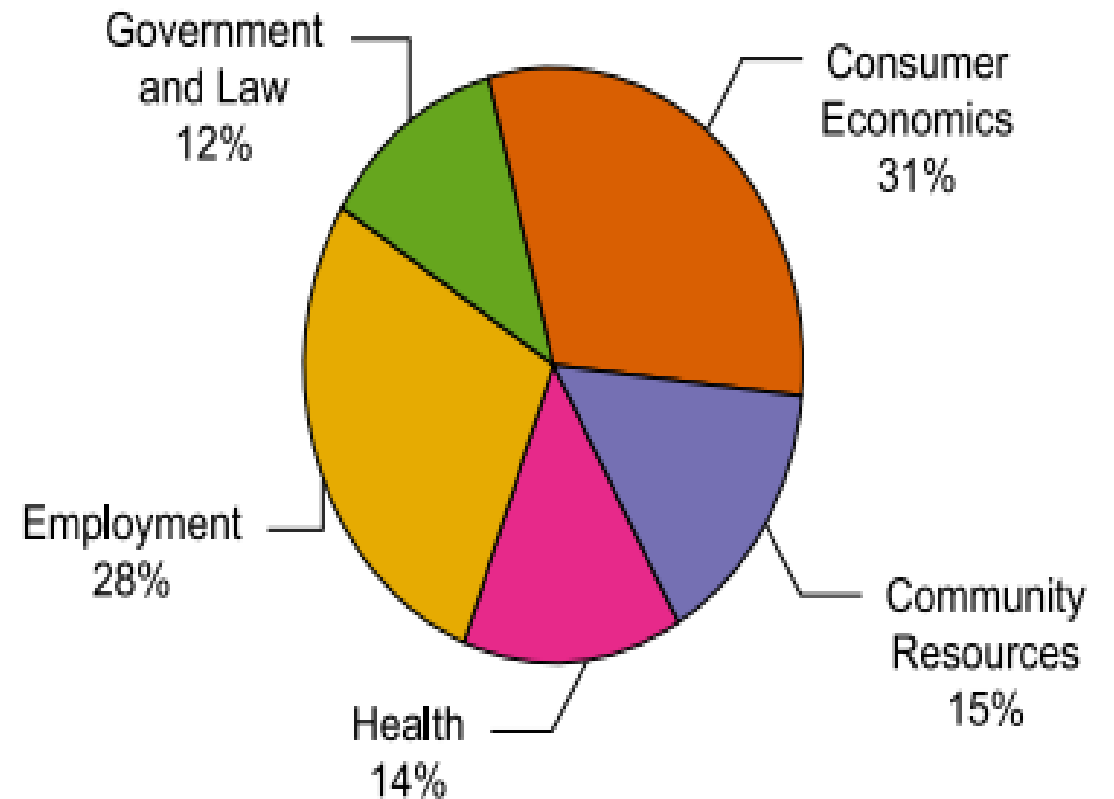
Reading STEPS Content Standard Blueprint

Level D

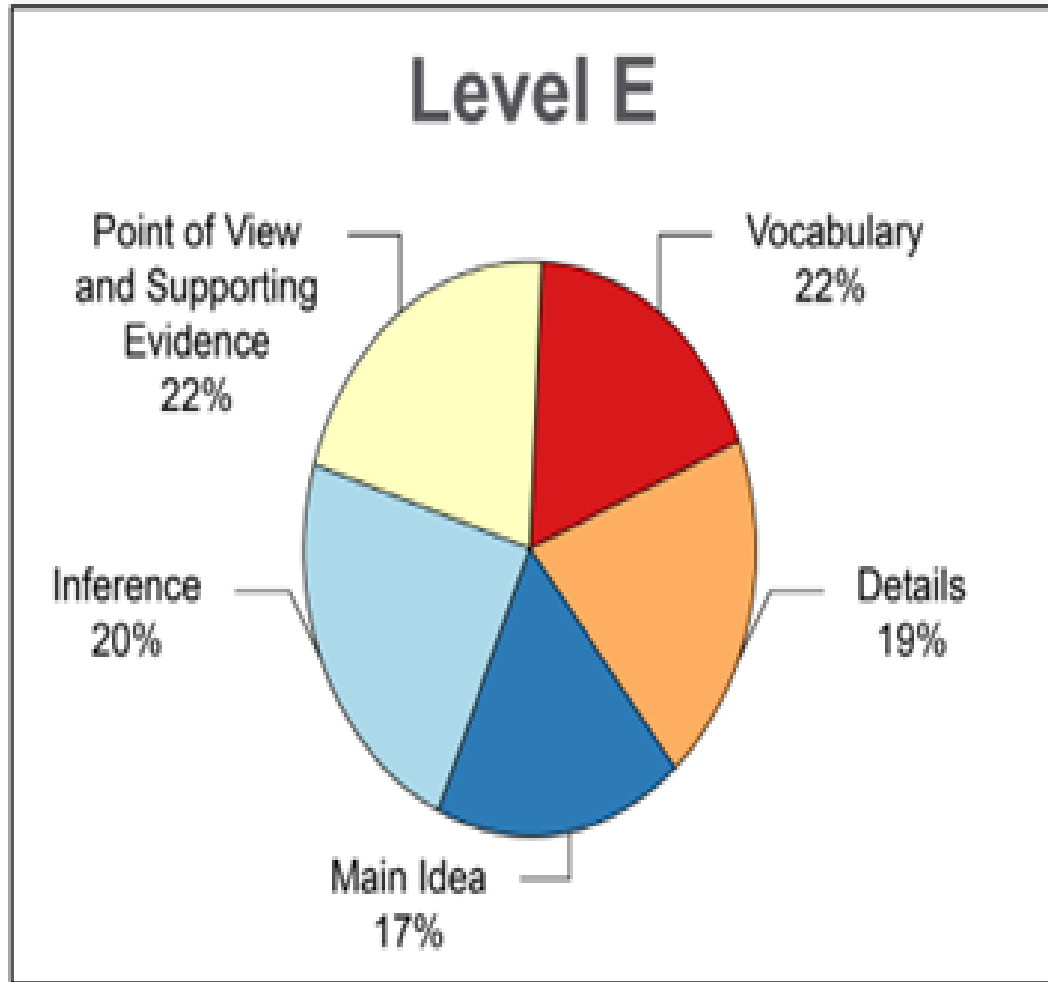


Reading STEPS Competency Blueprint

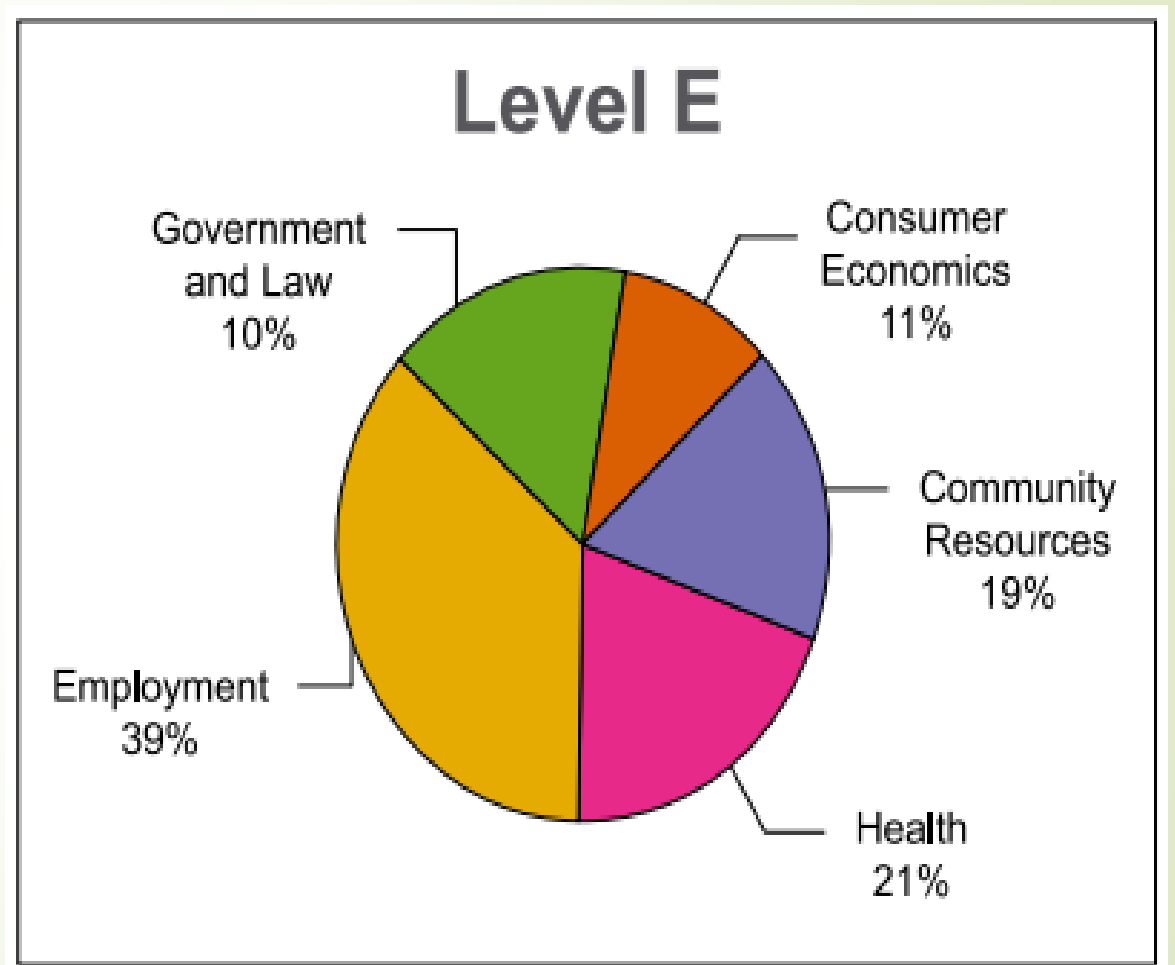
Level D



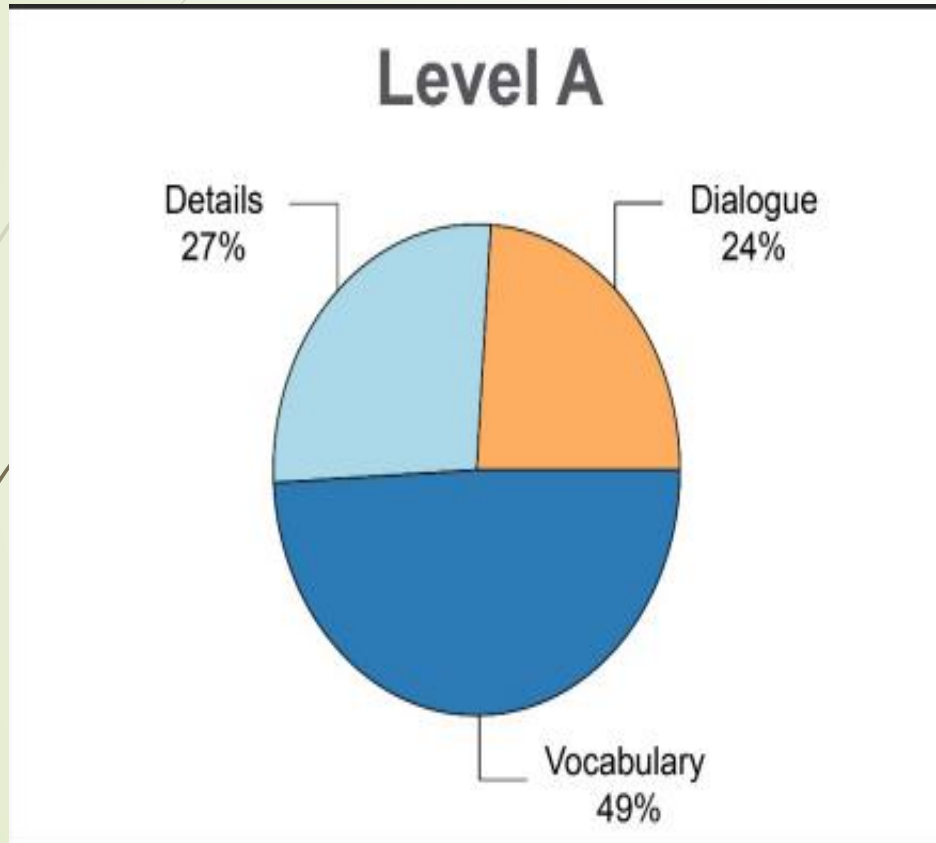
Reading STEPS Content Standard Blueprint



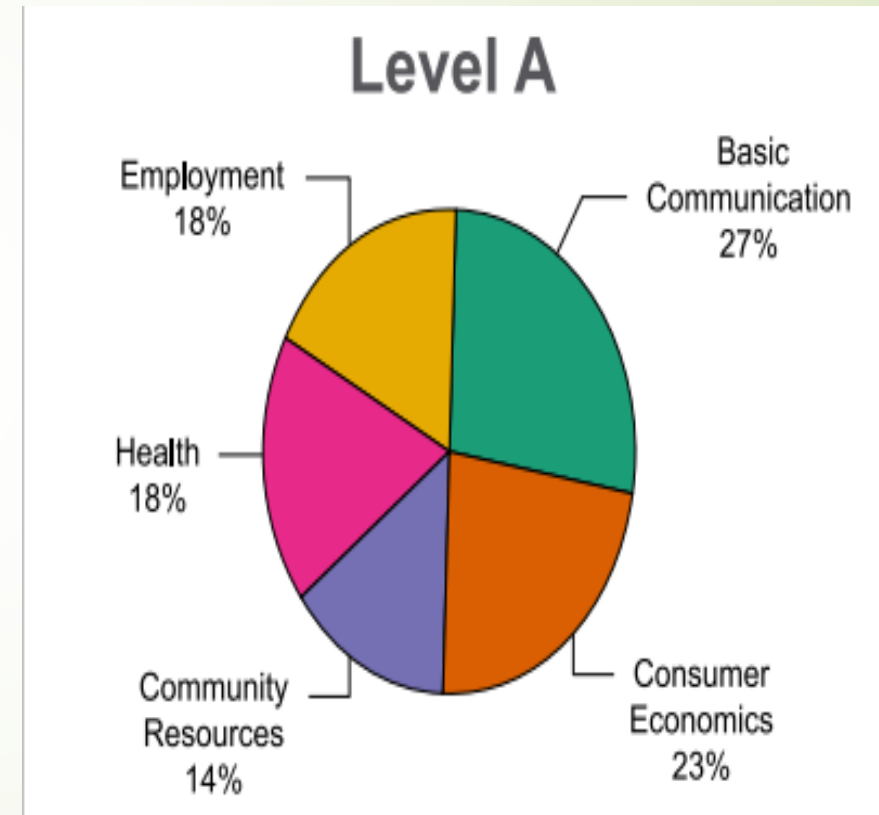
Reading STEPS Competency Blueprint



Listening STEPS Content Standard



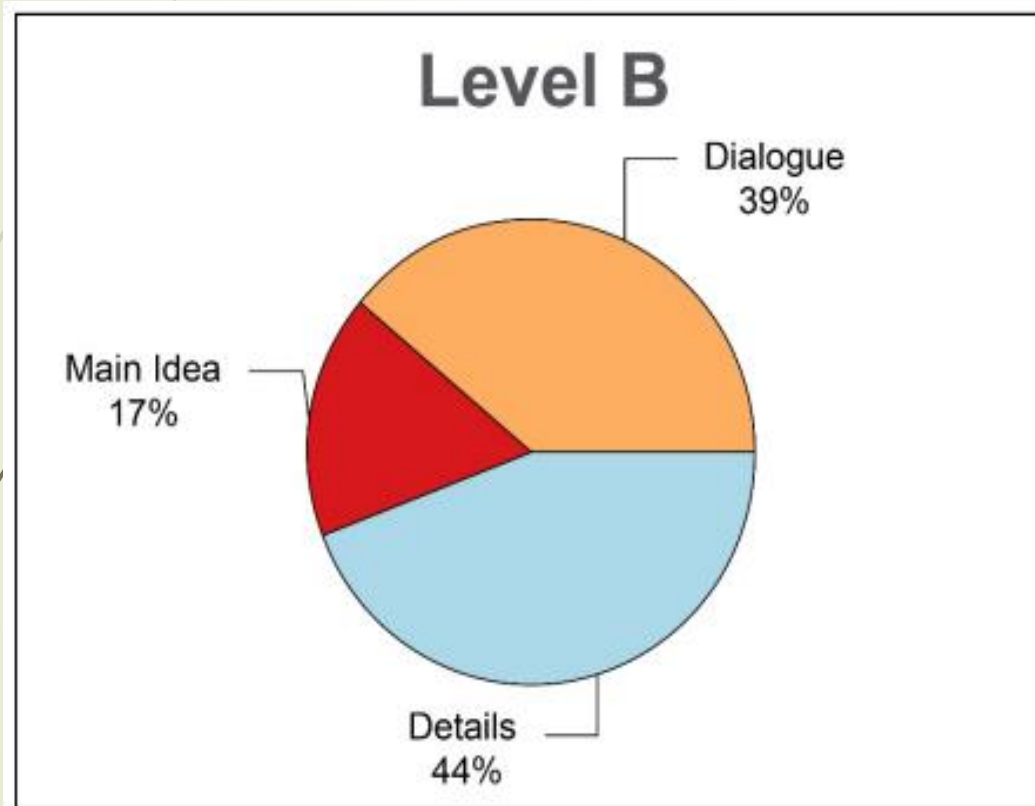
Listening STEPS Competency Blueprint



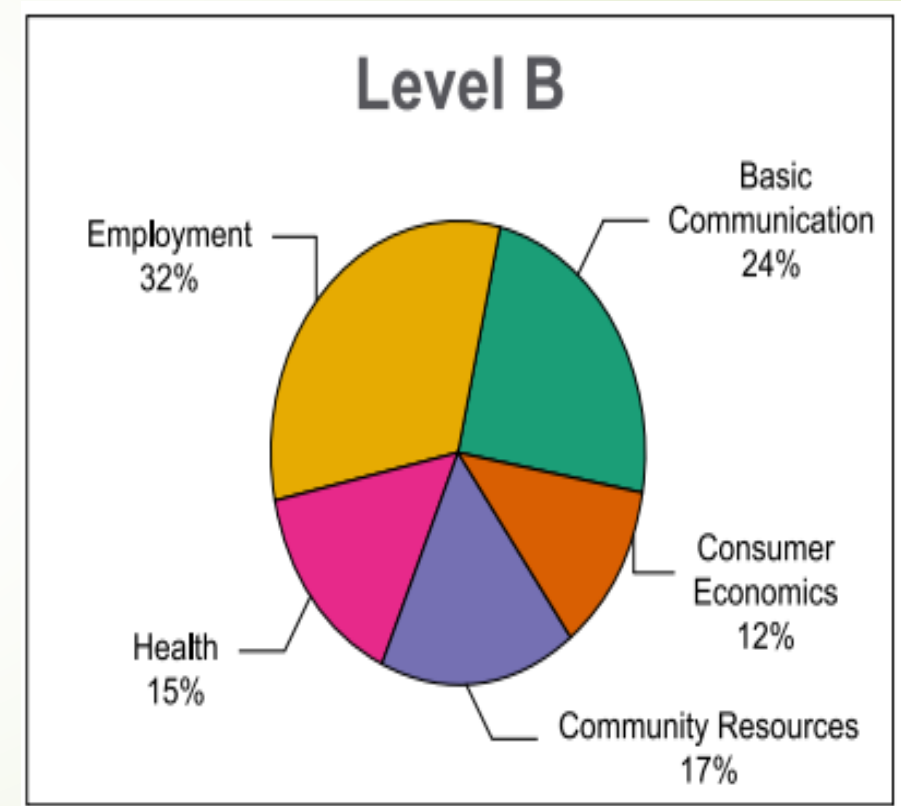
https://www.casas.org/docs/default-source/product-brochures/listening-steps-competency-blueprint.pdf?sfvrsn=f19e365a_6?Status=Master

https://www.casas.org/docs/default-source/product-brochures/listening-steps-content-standard-blueprint.pdf?sfvrsn=1355365a_14?Status=Master

Listening STEPS Content Standard



Listening STEPS Competency Blueprint



https://www.casas.org/docs/default-source/product-brochures/listening-steps-competency-blueprint.pdf?sfvrsn=f19e365a_6?Status=Master

https://www.casas.org/docs/default-source/product-brochures/listening-steps-content-standard-blueprint.pdf?sfvrsn=1355365a_14?Status=Master

Reading STEPS Sample Items

NRS 1: ELP Standard 8



six

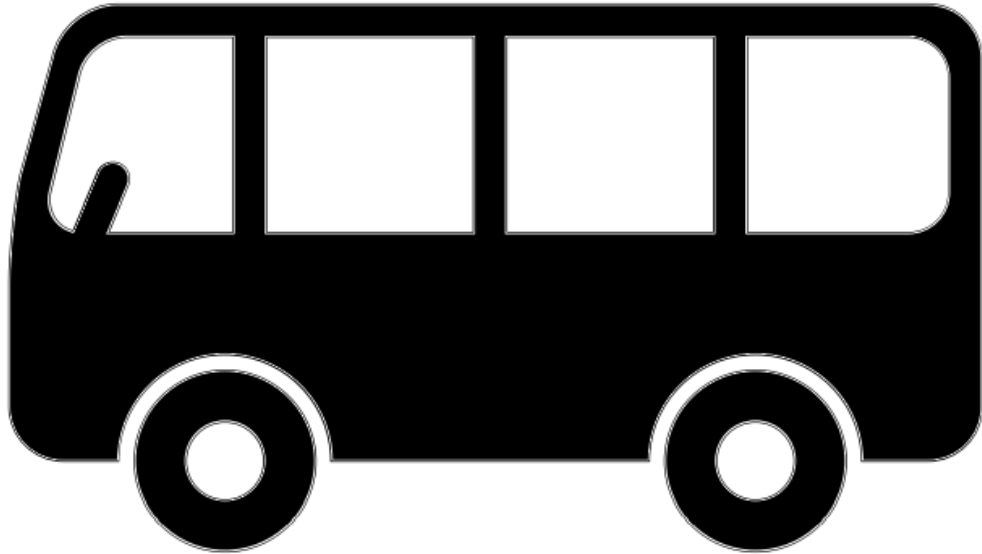
Vocabulary - High-frequency - Numbers

- A. 2
- B. 3
- C. 6
- D. 7

Reading STEPS Sample Items

NRS 1: ELP Standard 8

Vocabulary - High-frequency - Symbols



- A. BUS
- B. TRAIN
- C. PLANE
- D. BIKE

Reading STEPS Sample Items

NRS 1: ELP Standard 8

Vocabulary - High-frequency - Forms

243 Oak St., #1B

- A. Name: _____
- B. Signature: _____
- C. Address: _____
- D. State: _____

Reading STEPS Sample Items

NRS 3: ELP Standard 1

Locate Details



IVY VINE COLLEGE
New service starting October 10!



park&ride
free shuttle bus service
from all student parking lots to all classroom buildings

Buses run every 15 minutes
Monday - Friday
6:00 am - midnight

Students only
Students must show Student ID

Where can students get a shuttle bus?


- A. 24 hours a day
- B. every 15 minutes
- C. with their student ID
- D. from student parking

Reading STEPS Sample Items

NRS 3: ELP Standard 1, 6

Identify Main Idea, Author's Purpose

IVY VINE COLLEGE
New service starting October 10!



park & ride
free shuttle bus service
from all student parking lots to all classroom buildings

Buses run every 15 minutes
Monday - Friday
6:00 am - midnight

Students only
Students must show Student ID

This sign is about new _____.

- A. buildings
- B. identification
- C. schedules
- D. transportation

Reading STEPS Sample Items

NRS 5: ELP Standard 1, 6

Identify Main Idea, Author's Purpose

North Coast Dental Center is Hiring!

<p>Wanted: Dental Assistants Duties include:</p> <ul style="list-style-type: none"> - Provide administrative support - Sterilize instruments - Process dental x-rays taken by hygienist - Prepare patients for treatment - Schedule appointments - Fill out insurance forms <p>Requirements:</p> <ul style="list-style-type: none"> - Certificate of attendance for at least 6 months in dental assistant training - At least 2 years' work experience as a dental assistant 	<p>Wanted: Dental Hygienists Duties include:</p> <ul style="list-style-type: none"> - Treat oral disease - Educate patients on disease <u>prevention</u> - Perform routine dental exams - Provide regular dental care - Take and interpret dental x-rays - <u>Document</u> patient health history - Work as a dental assistant when necessary <p>Requirements:</p> <ul style="list-style-type: none"> - Associate or bachelor's degree in dental hygiene - At least 2 years' work experience as a dental hygienist
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Apply online at northcoastdds@health.com

The main purpose of this notice is to _____

- A. describe the duties of dental assistants and dental hygienists
- B. inform applicants that North Coast Dental Center is now hiring
- C. persuade applicants that North Coast Dental is a good environment
- D. convince people interested in dental work to pursue advanced degrees

Reading STEPS Sample Items

NRS 5: ELP Standard 1

Locate/compare details, Infer

 **North Coast Dental Center is Hiring!**

<p>Wanted: Dental Assistants</p> <p>Duties include:</p> <ul style="list-style-type: none"> - Provide administrative support - Sterilize instruments - Process dental x-rays taken by hygienist - Prepare patients for treatment - Schedule appointments - Fill out insurance forms <p>Requirements:</p> <ul style="list-style-type: none"> - Certificate of attendance for at least 6 months in dental assistant training - At least 2 years' work experience as a dental assistant 	<p>Wanted: Dental Hygienists</p> <p>Duties include:</p> <ul style="list-style-type: none"> - Treat oral disease - Educate patients on disease <u>prevention</u> - Perform routine dental exams - Provide regular dental care - Take and interpret dental x-rays - <u>Document</u> patient health history - Work as a dental assistant when necessary <p>Requirements:</p> <ul style="list-style-type: none"> - Associate or bachelor's degree in dental hygiene - At least 2 years' work experience as a dental hygienist
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Apply online at northcoastdds@health.com

What job duty is performed by *both* a dental assistant and a dental hygienist?

- A. doing routine oral exams
- B. taking and interpreting x-rays
- C. completing paperwork concerning patients
- D. using sterilized instruments to treat oral diseases

Reading STEPS Sample Items

NRS 5: ELP Standard 8

Vocabulary - Academic

North Coast Dental Center is Hiring!

<p>Wanted: Dental Assistants Duties include:</p> <ul style="list-style-type: none"> - Provide administrative support - Sterilize instruments - Process dental x-rays taken by hygienist - Prepare patients for treatment - Schedule appointments - Fill out insurance forms <p>Requirements:</p> <ul style="list-style-type: none"> - Certificate of attendance for at least 6 months in dental assistant training - At least 2 years' work experience as a dental assistant 	<p>Wanted: Dental Hygienists Duties include:</p> <ul style="list-style-type: none"> - Treat oral disease - Educate patients on disease <u>prevention</u> - Perform routine dental exams - Provide regular dental care - Take and interpret dental x-rays - <u>Document</u> patient health history - Work as a dental assistant when necessary <p>Requirements:</p> <ul style="list-style-type: none"> - Associate or bachelor's degree in dental hygiene - At least 2 years' work experience as a dental hygienist
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Apply online at northcoastdds@health.com

What is the meaning of document in the ad for dental hygienists?

- A. record
- B. download
- C. question
- D. communicate

Listening Item Types – LWL vs. STEPS

Life and Work Listening

- Photos
- Next Line
- Comprehension Question
- Which is Correct?

Listening STEPS

- Photos
- Next Response
- Comprehension Question
 - With new “Summary” questions

Listening STEPS Sample Items

NRS 1 (181 & below)

Item type: Photo

An ELL can...

use a very limited set of strategies to:

identify a few key words and phrases in read-alouds, visual images, and oral presentations.

Umbrella



Listening STEPS Sample Items

NRS 2 (182-191)

An ELL can...

- actively listen to others
- participate in short conversations and written exchanges about familiar topics and in familiar contexts
- present simple information
- respond to simple yes/no questions and some wh- questions.

Item type: Next Response

M: I'm moving to a new house.

F: That's great! How many bedrooms does it have?

M: _____

A. It has two.

B. It is small.

C. It is new.

Listening STEPS Sample Items

NRS 3 (192-201)

An ELL can...

- identify the main topic in oral presentations and simple spoken and written texts
- retell a few key details.

Item type: Comprehension, Detail

Where will the friends go on Saturday?

M: Let's go see a movie on Saturday.

F: The weather should be nice. What about the park instead?

M: Or we could go to a baseball game.

F: Good idea! Let's do that.

Where will the friends go on Saturday?

A. a movie

B. a park

C. a baseball game

Listening STEPS Sample Items

NRS 3 (192-201)

An ELL can...

- identify the main argument an author or speaker makes
- identify one reason an author or a speaker gives to support the argument.

Item type: Comprehension, Point of View

What is the woman's point about Manny's Repairs?

M: I took the car to Manny's Repairs. It'll be fixed tomorrow.

F: You went there again? They're expensive!

M: They're nice. I've always gone there.

F: But they charge more than everyone else.

M: I didn't know that.

What is the woman's point about Manny's Repairs?

A. They are not kind to customers.

B. They charge too much money.

C. They do not repair cars well.

Listening STEPS Sample Items

NRS 4 (202-211)

An ELL can...

- determine a central idea or theme in oral presentations and spoken and written texts
- retell key details
- answer questions about key details
- summarize part of a text.

Item type: Comprehension, Main Idea

What are the man and woman talking about?

M: I have a job interview on Monday morning at 9 a.m.

F: There will be traffic. I'd go at 8.

M: But it will only take about 30 minutes to get there.

F: It's better to be early. You don't want to be late to an interview.

M: Yeah, you're right.

What are the man and woman talking about?

A. what time the job starts

B. how long the interview will take

C. what time to leave the house

Listening STEPS Sample Items

NRS 6 (222-231)

An ELL can...

use a wide range of strategies to:

- determine central ideas or themes in oral presentations and spoken and written texts and
- summarize a text.

Item type: Summary

What is the best summary of the manager's announcement?

M: I've asked everyone here today to go over our organization's upcoming changes. As you know, we have a new director and an overall goal to expand our product lines. In order to meet this goal, we're reorganizing some of our departments. We are promoting people into management positions and changing many department heads. We need to be focused on growth, even when that means change for us all.

What is the best summary of the manager's announcement?

- A. Products are being changed based on management's suggestions.
- B. The director will be replaced due to changes in the organization.
- C. Management is being rearranged to help the company grow.**

QUESTIONS?



Action Plan

- ▶ One thing I learned from this session

Thank you for venturing with
me.

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