



Competencies

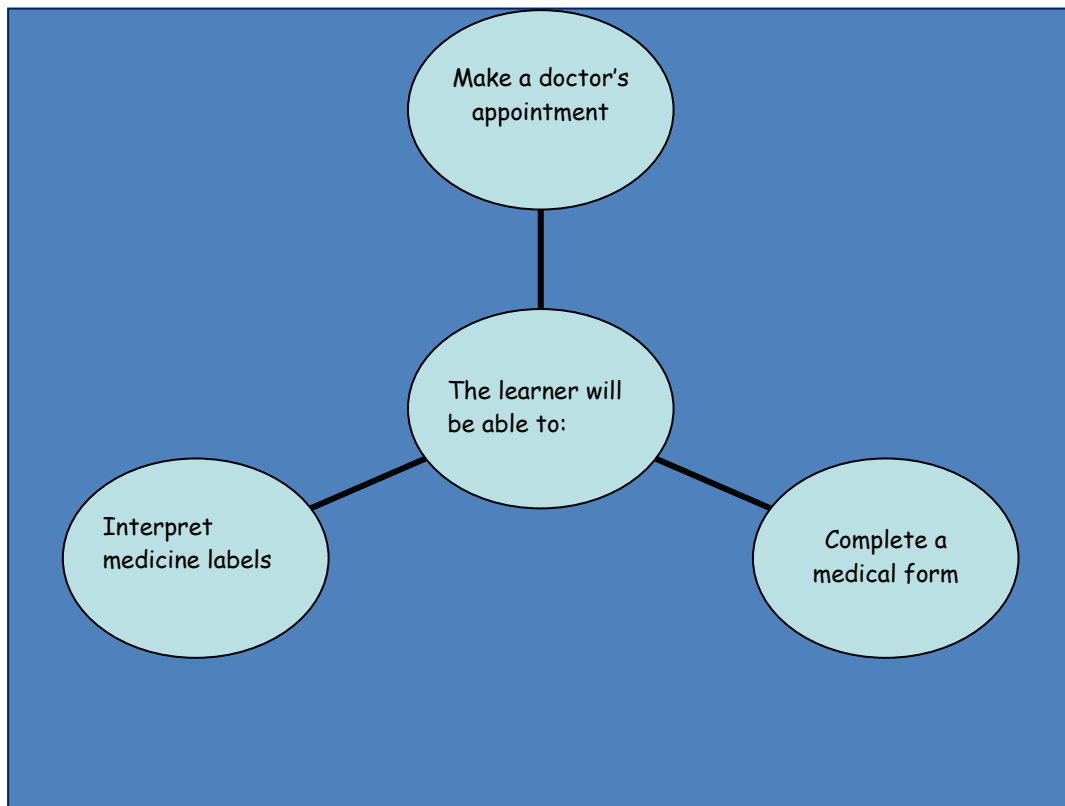
Introduction to Competencies

This section provides an extensive list of competencies that have been developed, refined, and used in a variety of Adult ESL/ESOL programs for refugees and immigrants for more than 25 years. Competencies can be considered the “content” of Competency-Based Education (CBE), which has been defined as a “performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society” (U.S. Office of Education, 1978). Later, the Mainstream English Language Training (MELT) project defined competency as “a demonstrated ability to perform a task successfully”. This is a life skills task, which involves language (Office of Refugee Resettlement, 1985). When instructors plan units or lessons, they develop competency statements or objectives such as “Learner will be able to _____ (e.g., state health problem, complete application form, read unit price labels, etc.)”

More recently, programs have been shifting to *Equipped for the Future* (EFF, 1999), which provides another framework for content standards. Although the language and content outline may be different in EFF and CBE both approaches are based on a very similar process starting with assessment of learner needs to develop curriculum, units, and lessons that will allow individuals to gain the skills they need. EFF offers key activities that can be developed into statements such as, “In order to fulfill responsibilities as parents/family members, citizens/community members/and workers, adults must be able to _____ (e.g., manage and resolve conflict, manage family resources, give assistance, motivation and direction, etc.)”

Regardless of the approach, effective adult education programs and instructors will develop competency statements or objectives to help develop curriculum, units, and lessons.

Refer to the *Sample Unit and Lesson Plan* sections of this document for additional suggestions for developing effective units and lesson plans that meet the needs of learners.



CASAS COMPETENCIES (San Diego, California)
CASAS Competencies are listed for the following Content Areas

0. Basic Communication

0.1 Communicate in interpersonal interactions

- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
- 0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)
- 0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade negotiate)
- 0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)

0.2 Communicate regarding personal information

- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter
- 0.2.4 Converse about daily and leisure activities and personal interests

1. Consumer Economics

1.1 Use weights, measures, measurement scales, and money

- 1.1.1 Interpret recipes
- 1.1.2 Demonstrate pre-computation skills
- 1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)
- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.5 Interpret information about weather conditions *3.6.3, 6.0 Math, and Math Content Standards*
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)
- 1.1.7 Identify product containers and interpret weight and volume
- 1.1.8 Compute averages (see also 6.7.5)
- 1.1.9 Interpret advertisements, labels, charts, and price tags in selecting goods and services

1.2 Apply principles of comparison-shopping in the selection of goods and services

- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price or quality to determine the best buys for goods and services
- 1.2.3 Compute discounts (see also 6.4.1)
- 1.2.4 Interpret or compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics
- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.7 Interpret information or directions to locate merchandise
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing

1.3 Understand methods and procedures used to purchase goods and services

- 1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing
- 1.3.2 Interpret credit applications
- 1.3.3 Make returns, exchanges, and customer service requests
- 1.3.4 Use catalogs and order forms to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.6 Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
- 1.3.7 Interpret information or directions to locate merchandise
- 1.3.8 Identify common food items
- 1.3.9 Identify common articles of clothing

1.4 Understand methods and procedures to obtain housing and related services

- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information
- 1.4.3 Interpret lease and rental agreements
- 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
- 1.4.5 Interpret information about tenant and landlord rights
- 1.4.6 Interpret information about purchasing a home, including loans and insurance
- 1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager
- 1.4.8 Recognize home theft and fire prevention measures

1.5 Apply principles of budgeting in the management of money

- 1.5.1 Interpret information about personal and family budgets
- 1.5.2 Consider need, affordability, and long-term implications in making purchases
- 1.5.3 Interpret bills (see also 2.1.4)

1.6 Understand consumer protection measures

- 1.6.1 Interpret food packaging labels (see also 1.2.1, 3.5.1)
- 1.6.2 Identify consumer protection resources available when confronted with fraudulent practices
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.4 Interpret sales receipts
- 1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
- 1.6.6 Interpret information about consumer privacy rights and policies
- 1.6.7 Identify risks such as identity theft and ways to safeguard personal and financial information

1.7 Understand procedures for the care, maintenance, and use of personal possessions

- 1.7.1 Interpret product guarantees and warranties
- 1.7.2 Interpret clothing care labels
- 1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)
- 1.7.4 Interpret maintenance procedures for household appliances and personal possessions
- 1.7.5 Interpret information to obtain repairs
- 1.7.6 Place a notice or ad to sell items

1.8 Demonstrate financial literacy skills

- 1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
- 1.8.2 (See 1.8.1)
- 1.8.3 Interpret information about types of bank accounts, including fees and interest
- 1.8.4 Interpret information about the types of loans available through lending institutions
- 1.8.5 Interpret information about investments and financial planning, including type and purpose of investments
- 1.8.6 Interpret information about credit and debt; including interest rates, payment terms and credit reports (see also 1.3.2)
- 1.8.7 Identify and use services to send money or exchange currency

1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

- 1.9.1 Interpret highway and traffic signs (see also 2.2.2)
- 1.9.2 Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7)
- 1.9.3 Compute mileage and gasoline consumption
- 1.9.4 Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)
- 1.9.5 Interpret information related to the selection and purchase of a car
- 1.9.6 Interpret information related to automobile maintenance
- 1.9.7 Recognize what to do in case of automobile emergencies
- 1.9.8 Interpret information about automobile insurance
- 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

2. Community Resources

2.1 Use the telephone and telephone book

- 2.1.1 Use the telephone directory and related publications to locate information
- 2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)

- 2.1.3 Interpret information about time zones (see also 2.3.1)
- 2.1.4 Interpret information related to telephone, cable, and other communications services, including plans, rates and billing
- 2.1.5 Interpret telegram rates and procedures (dropped)
- 2.1.6 Interpret information about using a pay telephone and phone cards
- 2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4)
- 2.1.8 Use the telephone or similar device to make and receive routine personal and business calls

2.2 Understand how to locate and use different types of transportation and interpret related travel information

- 2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)
- 2.2.2 Recognize and use signs related to transportation (see also 1.9.1)
- 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
- 2.2.4 Interpret transportation schedules and fares
- 2.2.5 Use maps relating to travel needs, including Internet-based map systems
- 2.2.6 Identify and interpret documentation requirements for travel, including applying for documents and completing forms
- 2.2.7 Interpret and follow security policies and procedures, and regulations related to travel and transport

2.3 Understand time and weather

- 2.3.1 Interpret clock time (see also 2.1.3, 6.6.6)
- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions
- 2.3.4 Interpret and write dates
- 2.3.5 Interpret information about time zones

2.4 Use mailing and shipping services

- 2.4.1 Address items for mailing
- 2.4.2 Identify options for mailing and shipping, and interpret rates and types of services
- 2.4.3 Interpret postal service and other forms associated with mailing and shipping
- 2.4.4 Purchase stamps and other postal items and services
- 2.4.5 Interpret procedures for tracking shipments
- 2.4.6 Interpret a postal money order form
- 2.4.7 Interpret postal regulations, mailing, and shipping procedures and requirements

2.5 Use community agencies and services

- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs
- 2.5.3 Identify and use health care services and facilities, including interacting with staff
- 2.5.4 Ask for, give, follow, or clarify directions
- 2.5.5 Understand how to access and use educational systems and services
- 2.5.6 Use library services
- 2.5.7 Interpret permit and license requirements
- 2.5.8 Identify community organizations and their purpose and functions
- 2.5.9 Identify and use childcare services in the community

2.6 Use leisure time resources and facilities

- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.2 Locate information in TV, movie, and other entertainment listings
- 2.6.3 Locate and Interpret information in order to plan for recreational activities and other events
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs

2.7 Understand aspects of society and culture

- 2.7.1 Interpret information about holidays
- 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
- 2.7.3 Interpret information about social issues (see also 2.7.2)
- 2.7.4 Interpret information about religion
- 2.7.5 Interpret literary materials such as poetry and literature
- 2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film
- 2.7.7 Obtain and interpret news from a variety of media sources (see 7.6)

- 2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see 7.6)
- 2.7.9 Identify similarities and differences between cultures; how these affect interpersonal and social relations and adaptation to a new cultural environment

2.8 Understand how to access and use educational systems and services

- 2.8.1 Interpret information about the educational system, from early childhood to postsecondary
- 2.8.2 Identify, evaluate, and access schools and other learning resources
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
- 2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
- 2.8.5 Interpret school-related forms, such as registration and application forms
- 2.8.6 Interpret information from schools and communicate with school personnel
- 2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
- 2.8.8 Interpret information related to student and school performance, and identify ways to promote change
- 2.8.9 Identify ways to get involved or volunteer in an educational setting

3. Health

3.1 Understand how to access and use the health care system

- 3.1.1 Identify parts of the body (see also 3.6.3 and 3.6.4)
- 3.1.2 Identify information necessary to make or keep medical and dental appointments
- 3.1.3 Identify and use health care services and facilities, including interacting with staff
- 3.1.4 Identify common types of medical and health practitioners and specialists
- 3.1.5 Identify and access counseling services
- 3.1.6 Interpret information about health care plans, insurance, and benefits
- 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions

3.2 Understand forms related to health care

- 3.2.1 Fill out medical health history forms
- 3.2.2 Interpret immunization requirements
- 3.2.3 Interpret forms associated with health insurance
- 3.2.4 Interpret medical bills

3.3 Understand how to select and use medications

- 3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
- 3.3.2 Interpret medicine labels (see also 3.3.1)
- 3.3.3 (See 3.3.1)
- 3.3.4 Interpret information on medications and their proper and safe use

3.4 Understand basic safety measures and health risks

- 3.4.1 Interpret product label directions and safety warnings (see 1.7.3)
- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.4.3 Interpret procedures for simple first aid
- 3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see 3.6.3)
- 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
- 3.4.6 Interpret immunization requirements
- 3.4.7 Interpret health and danger alerts
- 3.4.8 Interpret information regarding disaster preparedness

3.5 Understand basic principles of health maintenance

- 3.5.1 Interpret information about nutrition, including food labels (see also 1.6.1)
- 3.5.2 Identify a healthy diet
- 3.5.3 Identify how to handle, prepare and store food safely
- 3.5.4 Identify practices that promote dental health
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.6 Interpret information and identify agencies that assist with family planning (see also 3.1.3)
- 3.5.7 Identify, evaluate, and access schools and other learning resources (see 3.6.5)

- 3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures (see 3.5.2)

3.6 Understand basic health and medical information

- 3.6.1 Identify parts of the body
- 3.6.2 Interpret medical-related vocabulary (e.g., X-ray, blood test)
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
- 3.6.5 Interpret information on the development, care, and health and safety concerns of children
- 3.6.6 Interpret information about health issues related to aging
- 3.6.7 Interpret information about sexuality
- 3.6.8 Interpret information about medical procedures and the considerations and risks involved
- 3.6.9 Interpret and critically assess health and medical-related information from public sources such as the Internet

4. Employment

4.1 Understand basic principles of getting a job

- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
- 4.1.4 Identify and use information about training opportunities (see 2.5.5)
- 4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
- 4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.1.8 Identify common occupations and the skills and education required for them
- 4.1.9 Identify procedures for career planning, including self-assessment

4.2 Understand wages, benefits, and concepts of employee organizations

- 4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms
- 4.2.2 Interpret information about employee organizations
- 4.2.3 Interpret employment contract and union agreements
- 4.2.4 Interpret employee handbooks, personnel policies, and job manuals
- 4.2.5 Interpret information about employee benefits
- 4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment

4.3 Understand work-related safety standards and procedures

- 4.3.1 Interpret safety signs found in the workplace (see also 3.4.1)
- 4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
- 4.3.3 Identify common safety equipment and safe work attire
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages

4.4 Understand concepts and materials related to job performance and training

- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)
- 4.4.4 Interpret job responsibilities and performance reviews (see also 4.4.2)
- 4.4.5 Identify job training needs and set learning goals
- 4.4.6 Interpret work specifications and quality standards
- 4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another
- 4.4.8 Interpret job-related technical information, such as from service manuals and training classes

4.5 Effectively use common workplace tools and technology

- 4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job
- 4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
- 4.5.3 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
- 4.5.4 Demonstrate use of common business machines
- 4.5.5 Demonstrate the ability to use a computer in performing work tasks
- 4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task
- 4.5.7 Demonstrate ability to troubleshoot and resolve problems with machines and to follow proper maintenance procedures

4.6 Communicate effectively in the workplace

- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (see also 4.4.3)
- 4.6.3 Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3)
- 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)
- 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing

4.7 Effectively manage workplace resources

- 4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue
- 4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
- 4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
- 4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
- 4.7.5 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)

4.8 Demonstrate effectiveness in working with other people

- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
- 4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills
- 4.8.3 Demonstrate effective communication skills in working with customers and clients
- 4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
- 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
- 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
- 4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

4.9 Understand how social, organizational, and technological systems work, and operate effectively within them

- 4.9.1 Identify the formal organizational structure of one's work environment
- 4.9.2 Identify an organization's goals and priorities, and factors that affect its operation
- 4.9.3 Identify sources of information and assistance, and access resources within a system
- 4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems

5. Government and Law

5.1 Understand voting and the political process

- 5.1.1 Identify voter qualifications
- 5.1.2 Interpret a voter registration form
- 5.1.3 Interpret a ballot
- 5.1.4 Interpret information about electoral politics and candidates
- 5.1.5 Interpret information about special interest groups
- 5.1.6 Communicate one's opinions on a current issue
- 5.1.7 Identify how to contact public officials about issues and concerns

5.2 Understand historical and geographical information

- 5.2.1 Interpret information about U.S. history

- 5.2.2 Identify or interpret U.S. historical documents
- 5.2.3 Interpret information about world history
- 5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
- 5.2.5 Interpret information about world geography
- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments

5.3 Understand an individual's legal rights and responsibilities, and procedures for obtaining legal advice

- 5.3.1 Interpret common laws and ordinances, and legal forms and documents
- 5.3.2 Identify individual legal and civil rights and procedures for obtaining legal advice
- 5.3.3 Interpret basic court procedures
- 5.3.4 Identify consumer protection resources available when confronted with fraudulent practices (see also 1.6.6)
- 5.3.5 Identify common infractions and crimes, and legal consequences
- 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
- 5.3.7 Identify common infractions and crimes, and legal consequences
- 5.3.8 Identify procedures for reporting a crime
- 5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problems

5.4 Understand information about taxes

- 5.4.1 Interpret and complete income tax forms
- 5.4.2 Identify or compute sales tax
- 5.4.3 Interpret tax tables (see also 5.4.1)
- 5.4.4 Interpret tax information from articles and publications
- 5.4.5 Interpret permit and license requirements (see 1.9.2)

5.5 Understand the functions of government

- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about the legislative branch and its activities
- 5.5.3 Interpret information about the judicial branch and its activities
- 5.5.4 Interpret information about the executive branch and its activities
- 5.5.5 Interpret information about the military
- 5.5.6 Interpret information about law enforcement
- 5.5.7 Interpret information about local policymaking groups
- 5.5.8 Identify local, state and federal government leaders
- 5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local

5.6 Understand civic responsibilities and activities

- 5.6.1 Interpret information about neighborhood or community problems and their solutions
- 5.6.2 Interpret information about civic organizations and public service groups
- 5.6.3 Interpret civic responsibilities, such as voting, jury duty, and paying taxes
- 5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
- 5.6.5 Identify volunteer agencies and opportunities in the community

5.7 Understand issues related to science and ethics

- 5.7.1 Interpret information related to environmental issues
- 5.7.2 Interpret information related to energy issues
- 5.7.3 Interpret information about issues related to natural sciences, such as biology
- 5.7.4 Interpret information related to technological issues
- 5.7.5 Interpret information about issues related to social sciences, such as psychology
- 5.7.6 Interpret information related to ethical and philosophical issues

5.8 Understand concepts of economics

- 5.8.1 Interpret economic information and statistics
- 5.8.2 Interpret information on economic issues and trends
- 5.8.3 Interpret information on world economic systems
- 5.8.3 Interpret information on world economic systems

6. Computation – see CASAS website for list of competencies, if needed for

7. Learning and Thinking Skills

7.1 Identify or demonstrate effective skills and practices in accomplishing goals

- 7.1.1 Identify and prioritize personal, educational, and workplace goals (see 4.4.5)
- 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
- 7.1.3 Demonstrate initiative and persistence in accomplishing goals
- 7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists (see 4.7.5)

7.2 Demonstrate ability to use critical thinking skills

- 7.2.1 Identify and paraphrase pertinent information
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.2.6 Generate ideas using various approaches, such as brainstorming
- 7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
- 7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors

7.3 Demonstrate ability to use problem-solving skills

- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
- 7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4 Demonstrate study skills

- 7.4.1 Identify and use effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify and use strategies for remembering information
- 7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use an index or table of contents
- 7.4.7 Identify and use test-taking skills and strategies
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
- 7.4.9 Identify personal learning style

7.5 Understand aspects of and approaches to effective personal management

- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
- 7.5.3 Identify or use strategies to cope with negative feedback
- 7.5.4 Identify sources of stress, and resources for stress reduction
- 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
- 7.5.6 Identify or use strategies for communicating more successfully
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

7.6 Demonstrate the ability to view the media critically

- 7.6.1 Identify the different forms of media, sources, and purposes of media messages, and how content is determined, and shaped
- 7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
- 7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
- 7.6.4 Interpret rating systems for media content

7.7 Demonstrate the ability to use information and communication technology

- 7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together

- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications
- 7.7.3 Demonstrate ability to use the Internet
- 7.7.4 Demonstrate ability to use e-mail and other messaging systems
- 7.7.5 Identify safe and responsible use of information and communication technology
- 7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices

8. Independent Living Skills- See CASAS website for competency list, if needed

PERFORMANCE-BASED CURRICULUM AND OUTCOMES

The Mainstream English Language Training Project (Melt) Updated 1997, Spring Institute for International Studies, Denver, CO

BEGINNING ESL LITERACY (NALS 1) [known as PRE- AND NON-LITERATE in MELT documents]

Basic Language (CASAS Basic Communication)

- Give personal information orally, and copy onto simple forms (name, address, phone, country of origin, ID/Social Security No., etc.).
- Spell, read, and print own name, indicating which is first, last, and middle.
- Use appropriate greetings/farewells (Hello, good-bye).
- Introduce oneself.
- Read clock time on the hour, half-hour, and quarter hour.
- Read days of the week.
- Express a lack of understanding.
- Ask for repetition.
- Ask simple "yes/no" questions.
- Respond to "what" and "where" questions.

Consumer Economics includes Banking, Shopping, and Housing

- Identify basic consumer economic services (bank, market, clothing store, etc.).
- Cash a check or money order, endorse it, and provide proper ID.
- State basic food and clothing needs.
- Identify names of U.S. coins and bills and read simple money amounts.
- Pay the total amount requested orally or in writing.
- Identify common household rooms and furniture.
- Identify basic types of available housing.
- Read EXIT signs in housing.

Community Resources includes Transportation and Directions

- Read and interpret emergency words, e.g. FIRE, POLICE, POISON.
- Read, say and dial telephone number for emergency services.
- Using the telephone, spell name and address and report an emergency in simple terms.
- Identify basic community facilities and services (post office, school, etc.).
- Ask for stamps at a post office.
- Ask for location of a place.
- Follow simple oral directions to a place.
- Orally give streets and landmarks near residence.
- Read a limited number of symbols or transportation/pedestrian signs.

Health

- Identify medical facilities, workers and signs.
- State need for medical help (I'm sick; my ____ hurts).
- Identify major body parts, illness or injuries.
- State a need for an interpreter.

Employment

- Identify common entry-level jobs.
- Read common warning or safety signs at work.
- State previous employment and own job skills in simple terms.
- State current job status.
- Print or sign name on time sheet.
- Ask if a task was done correctly. Follow one-step instructions.
- Ask supervisor or co-worker for help.
- Respond to simple questions about work progress and completion of tasks.
- Respond to simple oral warnings or basic safety commands.
- Give simple excuses for lateness or absences.

BEGINNING ESL (NALS 1) *All of the competencies in the Beginning ESL LITERACY level plus the following:*

Basic Language (CASAS Basic Communication)

- Write personal information (name, address, phone, SS#, country of origin, etc.).
- Ask "what", "where", and "when" questions.
- Ask for clarification.
- Use appropriate social language to introduce self and others.
- Recognize days, months, times.
- Write dates.

Consumer Economics includes Food, Clothing and Housing

- Ask for and read the price of food, clothing, or other items in a store.
- Differentiate size by reading tags and request size and color for an item - in simple terms.
- Ask for information and follow directions for buying food, clothing, and household items.
- Read and ask about store signs, aisle numbers, and store hours.
- Locate and read expiration dates on food items.
- Ask for food using common weights and measures.
- Read abbreviations for weights and measures.
- Order and pay for food at a restaurant.
- Respond to requests for change.
- Buy and fill out a money order.
- Identify total amount due on monthly bills.
- Answer simple questions about basic housing needs.
- Ask about rent.
- Read common housing signs (FIRE ESCAPE, FOR RENT, etc.).
- Report basic household problems.
- Request repairs in simple terms.

Community Resources includes Transportation and Directions

- Read emergency words.
- Address an envelope/package, including return address.
- Call 911 (or local equivalent).
- Ask for bus, train or plane destinations.
- Read signs indicating bus/train destinations and street numbers.
- Use a simple map to locate a place.

Health

- Follow simple instructions during a health visit.
- Make a doctor's appointment in person.
- Read time and date on an appointment card.
- Ask for non-prescription medication at a drug store.
- Read generic names of common non-prescription medicines.
- Ask about and follow simple instructions for using medicine.
- Read and follow simple directions on medicine labels.
- Read and report body temperature as indicated by a thermometer.
- Ask for a patient's room number in a hospital.
- Identify oneself, appointment time, and doctor's name upon arrival at a doctor's office.

Employment

- Enumerate job skills.
- Fill out simple application forms.
- Respond to simple direct questions about work. Follow two-step instructions.
- Report on work progress and completion of tasks.
- Read alpha-numeric codes.
- State need for frequently used material.
- Locate common materials and facilities at the work site.

INTERMEDIATE and ADVANCED INTERMEDIATE (NALS 2) All of the competencies in Beginning ESL Literacy and Beginning levels plus the following:

Basic Language (CASAS Basic Communication)

Clarify by spelling or writing.

Repeat instructions for verification.

Ask about the meaning or pronunciation of a word.

Ask and respond to "how" and "why" questions.

Consumer Economics includes Banking and Housing

- Write a check.
- Fill out a deposit/withdrawal slip.
- Use and report problems in using coin-operated machines.
- Read unit price labels to compare products for value.
- State reasons for returning an item to the store.
- Respond to a cashier's questions concerning means of payment. - Interpret clothing care labels.
- Question errors on bills.
- Ask about and follow instructions for using and maintaining household equipment.
- Ask for information about location, rooms, rent, deposit, and utilities.

Community Resources includes Transportation and Directions

- Report an emergency outside of home.
- Answer questions about a child and fill out simple school enrollment form.
- Read and respond appropriately to simple written communication from school.
- Respond appropriately to recorded messages and instructions from school.
- Ask about correct postage for mailing.
- Fill out a change of address form.
- Locate telephone numbers in a telephone book or yellow pages.
- Identify major streets and landmarks on a map.
- Use a map to find a place.
- Read about and get (with help) a driver's license.
- Give and follow simple oral or written directions to a place.

Health

- Identify common symptoms, illnesses, and health problems.
- Change or cancel a doctor's appointment.
- Make or change a doctor's appointment by telephone.
- Follow oral instructions during a medical exam or about treatment.
- Fill out a simple insurance form (with assistance).

Employment

- Ask and answer questions at a job interview (qualifications, experience, preferences, long term goals, benefits, etc.). Fill out a standard job application.
- Read want ads and identify skills needed for a job.
- Modify a task based on changes in instructions.
- Respond to supervisor's comments about quality of work (including mistakes, speed, incomplete work, etc.).
- Initiate and respond to social language from co-workers.
- Report specific problems encountered in completing a work task.
- Read warnings, storage directions, and emergency instructions.
- Write a note to explain absence from work.