

SAMPLE: Aligned Level-End Benchmarks Across Class Levels
[SABES ELA C&I PD Center](#)

A program could use a tool like this 3-column chart to make sure its level benchmarks are aligned. Each one of these columns could then be included in the Scope & Sequence for that level.

These benchmarks are based on the CCRSAE and the level descriptions provided by the National Reporting System for Adult Education. They provide a big-picture view of what learners at each class level are expected to be able to do by the time they **exit** the level. More specific information is provided by the leveled CCRSAE-ELA standards included in the Scope & Sequences.

By the end of each level, learners will be able to...

Level 1: Beginning ABE (GLE 0-3.9)	Level 2: Intermediate ABE (GLE 4-8.9)	Level 3: ASE (GLE 9-12)
Reading	Reading	Reading
1. Use knowledge of letter-sound relationships, basic spelling and syllabication patterns, and common affixes to decode multisyllabic words. (RF3A/B)	1. Use combined knowledge of all letter-sound relationships, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words. (RF3C)	
2. Recognize common irregular words as sight words. (RF3K)		
3. Read aloud simple decodable texts with accuracy, at an appropriate rate, and with expression. (RF4A/B)	2. Read aloud level-appropriate texts with accuracy, at an appropriate rate, and with expression. (RF4C)	1. Independently and fluently read complex literary and informational texts. (R10)
4. Determine meaning of general academic and domain-specific words and phrases as they are used in level-appropriate texts. (R4A/B)	3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze word choices made by the author. (R4C/D)	2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative effect of word choices on meaning and tone. (R4E)
5. Comprehend and cite evidence from level-appropriate printed/digital texts, attending to:	4. Comprehend, analyze, and cite evidence from level-appropriate print and digital texts, attending to:	3. Comprehend, analyze, and cite evidence from a broad range of print and digital texts, attending to:

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<ul style="list-style-type: none"> – the purpose of the text/author – main ideas – key details – connections between individuals, events, or other details <p>(R1A/B; R2A/B; R3A/B; R5A/B; R6A/B; R8A/B)</p>	<ul style="list-style-type: none"> – the purpose and point of view of the text/author – central ideas and supporting details – use of common text structures – the connections among ideas (individuals, events, facts, themes) – the quality of evidence used to support claims. <p>(R1C/D; R2C/D; R3C/D; R5C/D; R6C/D; R8C/D)</p>	<ul style="list-style-type: none"> – the stated or implied purpose and point of view of the text/author – central ideas or themes – use of common text structures – the development and interactions of ideas (individuals, events, facts, claims, themes), and – the quality of evidence and reasoning used to support claims. <p>(R1E; R2E; R3E; R5C/E; R6E; R8E)</p>
<p>6. Use knowledge of both print and digital text features, common text formats (e.g., prescriptions, bills, emails), and common search tools (e.g., hyperlinks, sidebars) to locate key facts or information. (R5B)</p>	<p>5. Use knowledge of text features, text formats, and digital search tools to find specific information needed to answer a question or solve a problem. (R5; W8D)</p>	<p>4. Use knowledge of a broad range of text features, text formats, search engines, and digital tools to find specific information needed to answer a question or solve a problem. (R5; W8D)</p>
<p>7. Interpret information or ideas presented in illustrations, simple charts, timelines, diagrams, and other visual formats. (R7A/B)</p>	<p>6. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (R7C/D)</p>	<p>5. Integrate quantitative or technical information (e.g., charts, research data) with the words in print or digital text to develop a coherent understanding of a topic or issue. (R7E)</p>
	<p>7. Follow multi-step directions provided in text (e.g., a recipe, directions to a location, instructions for how to put something together, procedures for an experiment). (R3D)</p>	<p>6. Follow a multi-step/complex procedure provided in text when carrying out experiments, taking measurements, or performing technical tasks. (R3D/E)</p>
<p>8. Identify key similarities and differences between two simple texts on the same topic. (R9A/B)</p>	<p>8. Analyze information from several texts on the same topic in order to write or speak about the subject knowledgeably, address a question, or solve a problem. (R9C/D)</p>	<p>7. Analyze multiple accounts of the same individual, event, or topic, evaluating conflicting information and how different points of view impact information or arguments presented. (R9D/E)</p>

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Writing	Writing	Writing
9. With guidance, use the writing process to craft clear sentences and paragraphs appropriate to the task and purpose. (W4B; W5B)	9. Collaborate (with teacher or peers) in using the writing process to produce clear and coherent writing appropriate to the task, purpose, and audience. (W4D; W5D)	8. Individually and collaboratively use the writing process to produce clear, coherent, and compelling writing appropriate to the task, purpose, and audience. (W4E; W5E)
10. Write simple narratives, informative texts, and opinion pieces. (W1B; W2A/B; W3B)	10. Write informative texts to convey key ideas, concepts, and information about specific topics. (W2D)	9. Write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W2E)
	11. Write arguments to support claims, providing clear reasons and relevant evidence. (W1D)	10. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W1E)
11. Engage in shared and individual research projects, gathering information from print and digital sources, taking notes, categorizing evidence, and summarizing what is learned. (W7A/B; W8A/B)	12. Conduct short research projects to answer a question by accessing relevant print and digital sources, assessing the credibility and accuracy of each source, categorizing evidence, and summarizing or analyzing content without plagiarizing. (W7D; W8D; W9D)	11. Conduct short as well as sustained research projects to answer questions (included self-generated ones) or solve problems; access relevant print and digital sources, assessing the credibility, accuracy, and sufficiency of the information, categorizing evidence, and effectively synthesizing ideas from across sources without plagiarizing. (W7E; W8E; W9E)
12. Use technology to produce and publish writing and to interact and collaborate with others. (W6A/B)	13. Use technology to produce and publish writing, to link to and cite sources, and to collaborate with others. (W6C/D)	12. Use technology to produce, publish and update individual or shared writing products, linking to other documents or webpages, and displaying information flexibly and dynamically. (W6E)

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Speaking & Listening	Speaking & Listening	Speaking & Listening
13. Prepare for and engage effectively in 1-1, small groups, and teacher-led discussions with diverse partners. (SL1A/B)	14. Prepare for and engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas, following rules for collegial discussion and decision-making, and expressing own ideas clearly. (SL1C/D)	13. Prepare for, lead, and engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas, following rules for collegial discussion and decision-making, and expressing own ideas clearly and persuasively. (SL1E)
14. Determine main ideas and supporting details of information presented visually, quantitatively, and orally. (SL2A/B)	15. Summarize information presented visually, quantitatively, and orally; analyze purpose and motives related to the presentation. (SL2C/D)	14. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL2E)
15. Ask and answer questions about information from a speaker. (SL3A/B)	16. Analyze a speaker's argument and assess the soundness of the reasoning as well as the relevance and sufficiency of the evidence presented. (SL3C/D)	15. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL3E)
16. Orally report on a topic or text, tell a story, or recount an experience, using appropriate details and speaking clearly at an appropriate pace. (SL4A/B)	17. Present information and arguments in a coherent manner, providing relevant and sound evidence, maintaining appropriate eye contact and adequate volume, and enunciating clearly; integrate multimedia and visual displays to augment the message. (SL4C/D; SL5C/D)	16. Present information and arguments clearly, concisely, and logically; provide relevant and compelling evidence and deliver content in a style and with multimedia and visual displays appropriate to the purpose, audience, and task. (SL4E; SL5E; SL6E)

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Language	Language	Language
17. Demonstrate command of the basic conventions of standard English grammar and usage when writing or speaking. (L1A/B)	18. Demonstrate command of common conventions of English grammar and usage when communicating, incorporating and/or following varied sentence structures; make and interpret choices in terms of the context. (L1C/D; L3C/D)	17. Demonstrate command of the conventions of standard English grammar and usage when communicating, incorporating and/or following complex and varied sentence structures; make and interpret choices in terms of the context. (L1E; L3D)
18. Apply the basic conventions of English capitalization, punctuation, and spelling when writing. (L2A/B)	19. Apply common conventions of English capitalization, punctuation, and spelling when writing. (L2C/D; L3C/D))	18. Apply conventions of English capitalization, punctuation, and spelling when writing; make decisions based on style and context. (L2E)
19. Determine or clarify the meaning of level-appropriate unknown and multiple-meaning words and phrases, using sentence context, knowledge of high-frequency roots and affixes, and print and digital aids; distinguish shades of meaning and connections among words (L4A/B; L5A/B)	20. Determine or clarify the meanings of level-appropriate unknown and multiple-meaning words and phrases, using context, knowledge of relationships among words, knowledge of common roots and affixes, understandings of idioms and how other figurative language works, and print or digital reference materials. (L4C/D; L5C)	19. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using context, knowledge of a range of roots and affixes, understandings of idioms and how figurative language works, and specialized reference materials (both print and digital). (L4E; L5C)
20. Acquire and accurately use level-appropriate conversational, general academic, and domain-specific words and phrases. (L6A/B)	21. Acquire and accurately use level-appropriate general academic and domain-specific words and phrases. (L6C/D)	20. Acquire and accurately use a range of general academic and domain-specific words and phrases. (L6E)