

LifePrints Student Performance Levels

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	BEST SCORE	CASAS SCORE
0	LITERACY LEVEL/LEVEL ONE No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	0–8	150–170
I	LEVEL ONE <ul style="list-style-type: none"> • Functions minimally, if at all, in English. • Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. 	<ul style="list-style-type: none"> • Understands only a few isolated words, and extremely simple learned phrases (What's your name?). 	<ul style="list-style-type: none"> • Vocabulary limited to a few isolated words. • No control of grammar. 	9–15	171–180
II	LEVEL TWO <ul style="list-style-type: none"> • Functions in a very limited way in situations related to immediate needs. • Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. 	<ul style="list-style-type: none"> • Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions. 	<ul style="list-style-type: none"> • Expresses a limited number of immediate survival needs using very simple learned phrases. • Asks and responds to very simple learned questions. 	16–28	181–190
III	<ul style="list-style-type: none"> • Functions with some difficulty in situations related to immediate needs. • Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. 	<ul style="list-style-type: none"> • Understands simple learned phrases, spoken slowly with frequent repetitions. 	<ul style="list-style-type: none"> • Expresses immediate survival needs using simple learned phrases. • Asks and responds to simple learned questions. • Some control of very basic grammar. 	29–41	191–200
IV	<ul style="list-style-type: none"> • Can satisfy basic survival needs and a few very routine social demands. • Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. 	<ul style="list-style-type: none"> • Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions. 	<ul style="list-style-type: none"> • Expresses basic survival needs, including asking and responding to related questions, using both learned and a few new phrases. • Participates in basic conversations in very routine social situations (e.g., greeting, inviting). • Speaks with hesitation and frequent pauses. • Some control of basic grammar. 	42–50	201–210

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V	<p>LEVEL THREE</p> <ul style="list-style-type: none"> • Can satisfy basic survival needs and some limited social demands. • Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated. 	<ul style="list-style-type: none"> • Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. • Has limited ability to understand on the telephone. 	<ul style="list-style-type: none"> • Functions independently in most face-to-face basic survival situations but needs some help. • Asks and responds to direct questions on familiar and some unfamiliar subjects. • Still relies on learned phrases but also uses new phrases (i.e., speaks with some creativity) but with hesitation and pauses. • Communicates on the phone to express a limited number of survival needs, but with some difficulty. • Participates in basic conversations in a limited number of social situations. • Can occasionally clarify general meaning by simple rewording. • Increasing, but inconsistent, control of basic grammar. 	51–57	211–220
VI	<ul style="list-style-type: none"> • Can satisfy most survival needs and limited social demands. • Can handle jobs and job training that involve following simple oral and written instructions and diagrams. 	<ul style="list-style-type: none"> • Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech. • Has some ability to understand without face-to-face contact (e.g., on the telephone, TV). 	<ul style="list-style-type: none"> • Functions independently in most survival situations, but needs some help. • Relies less on learned phrases; speaks with creativity, but with hesitation. • Communicates on the phone on familiar subjects, but with some difficulty. • Participates with some confidence in social situations when addressed directly. • Can sometimes clarify general meaning by rewording. • Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control. 	58–64	221–235