TABE CLAS-E Forms C/D Listening Blueprints Crosswalk

Level 1

TABE Objective(s)	ELP Standard(s)
Discern Sounds: Recognize beginning	1, Level 1: By the end of ELP Level 1, an
sounds	ELL can use a very limited set of
	strategies to identify a few key words
Numbers and Numeracy Terms:	and phrases in oral communications
Recognize cardinal and ordinal	and simple spoken and written texts.
numbers in spoken and written form	
	8, Level 1: By the end of ELP Level 1, an
	ELL can, relying heavily on context,
	questioning, and knowledge of
	morphology in their native
	language(s), recognize the meaning of
	a few occurring words, simple
	phrases, and formulaic expressions in
	spoken and written texts about
	familiar topics, experiences, or events.
	8, Level 2: By the end of ELP Level 2, an
	ELL can, using context, questioning,
	and knowledge of morphology in their
	native language(s), determine the
	meaning of frequently occurring
	words, phrases, and expressions in
	spoken and written texts about
	familiar topics, experiences, or events.
Details : Recall specific information	1, Level 2: By the end of ELP Level 2, an
communicated through an oral	ELL can use an emerging set of
presentation	strategies to retell a few key details .

	2, Level 1: By the end of ELP Level 1, an ELL can respond to simple yes/no questions and some wh- questions.
	2, Level 2: By the end of ELP Level 2, an ELL can respond to simple questions and <i>wh</i> - questions.
Stated Concepts: Understand a paraphrase of a concept from a conversation	5, Level 2: By the end of ELP Level 2, an ELL can, with support, summarize data and information.
	6, Level 1: By the end of ELP Level 1, an ELL can, with support, identify a point an author or a speaker makes.

TABE Objective(s)	ELP Standard(s)
Idiom/Expression: Understand an expression that differs from its literal meaning	7, Level 1: By the end of ELP Level 1, an ELL can - show emerging awareness of differences between formal and informal language use. - recognize the meaning of some words learned through
	conversations, reading, and being read to.
	7, Level 2: By the end of ELP Level 2, an ELL can show increasing awareness of differences between informal and formal language use.
	8, Level 1: By the end of ELP Level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), recognize the meaning of a few occurring words, simple
	phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.
	8, Level 2: By the end of ELP Level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in

	spoken and written texts about familiar topics, experiences, or events.
Determine Roles : Identify the role of a speaker through non-identifying speech	2, Level 1: By the end of ELP Level 1, an ELL can actively listen to others.
·	2, Level 2: By the end of ELP Level 2, an ELL can appropriately take turns in interactions with others.
Instructions: Follow single to multi- step instructions (a process)	5, Level 1: By the end of ELP Level 1, an ELL can, with support, carry out short, shared research projects.
	5, Level 2: By the end of ELP Level 2, an ELL can, with support, carry out short individual or shared research projects.

TABE Objective(s)	ELP Standard(s)
Cause/Effect: Use reasoning to	2, Level 1: By the end of ELP Level 1, an
understand causality	ELL can actively listen to others.
Forecast : Predict the event most likely to occur next based on the	
information presented orally.	
Main Idea: Comprehend the relevance	1, Level 2: By the end of ELP Level 2, an
of a conversation	ELL can use an emerging set of
	strategies to identify the main topic in
	oral presentations and simple spoken
	and written texts.
Speaker Purpose: Identify meaning in	6, Level 2: By the end of ELP Level 2, an
a conversation	ELL can, with support
	 identify the main argument an
	author or speaker makes.
	 identify one reason an author
	or speaker gives to support the
	argument.

Level 2

Discern Sounds: Recognize beginning sounds Numbers and Numeracy Terms: Recognize cardinal and ordinal numbers in spoken and written form Numbers and Numeracy Terms: Recognize cardinal and ordinal numbers in spoken and written form Numbers and Numeracy Terms: Recognize dardinal and ordinal numbers in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Terms: Recognize dardinal numbers in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Terms: Recognize dardinal numbers in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Terms: Recognize dardinal numbers in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Terms: Recognize dardinal numbers in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Terms: Recognize have a developing knowledge of English and their native language(s), determine the meaning of grenal expressions in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Terms: Recognize have a developing knowledge of English and their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Terms: Native language(s), determine the meaning of grequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy Indicates and ELL can, using context, questions in spoken and written texts about familiar topics, experiences, or events. Numbers and Numeracy l	TABE Objective(s)	ELP Standard(s)
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	2, Level 2: By the end of ELP Level 2, an ELL can respond to simple questions and wh- questions.
	2, Level 3: By the end of ELP Level 3, an ELL can ask and answer relevant questions.
Stated Concepts : Understand a paraphrase of a concept from a conversation	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to summarize part of a text .
	5, Level 2: By the end of ELP Level 2, an ELL can, with support, summarize data and information.
	5, Level 3: By the end of ELP Level 3, an ELL can, with support, paraphrase key information in a short written or oral report.

TABE Objective(s)	ELP Standard(s)
Idiom/Expression: Understand an	7, Level 2: By the end of ELP Level 2, an
expression that differs from its literal	ELL can show increasing awareness of
meaning	differences between informal and formal language use.
	Torrital language use.
	7, Level 3: By the end of ELP Level 3, an ELL can adapt language choices and style according to purpose, task, and audience with developing ease in
	various social and academic contexts.
	8, Level 2: By the end of ELP Level 2, an ELL can, using context, questioning, and knowledge of morphology in their
	meaning of frequently occurring words, phrases, and expressions in
	spoken and written texts about
	familiar topics, experiences, or events.
	8, Level 3: By the end of ELP Level 3, an ELL can, using context, questioning, and a developing knowledge of English
	and their native language(s)'
	morphology, determine the meaning
	of general academic and content-
	specific words and phrases and
	frequently occurring expressions in spoken and written texts about
	familiar topics, experiences, or events.
Determine Roles : Identify the role of a	2, Level 2: By the end of ELP Level 2, an
speaker through non-identifying	ELL can appropriately take turns in
speech	interactions with others.

	2, Level 3: By the end of ELP Level 3, an
	ELL can follow rules for discussion.
Instructions : Follow single to multi-	5, Level 2: By the end of ELP Level 2, an
step instructions (a process)	ELL can, with support, carry out short
	individual or shared research projects.
	5, Level 3: By the end of ELP Level 3, an
	ELL can, with support, carry out short
	research projects to answer a
	question.

TABE Objective(s)	ELP Standard(s)
Cause/Effect: Use reasoning to	2, Level 3: By the end of ELP Level 3, an
understand causality	ELL can ask and answer relevant
	questions.
Forecast : Predict the event most likely	
to occur next based on the	
information presented orally.	
Main Idea: Comprehend the relevance	1, Level 2: By the end of ELP Level 2, an
of a conversation	ELL can use an emerging set of
	strategies to identify the main topic in
	oral presentations and simple spoken
	and written texts.
	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to determine a central idea or theme in oral presentations and spoken and written texts.
Speaker Purpose: Identify meaning in	6, Level 2: By the end of ELP Level 2, an
a conversation	ELL can, with support
	 identify the main argument an
	author or speaker makes.
	 identify one reason an author or speaker gives to support the argument.
	6, Level 3: By the end of ELP Level 3, an
	ELL can, with support
	- explain the reasons an author
	or a speaker gives to support a
	claim.
	- identify one or two reasons an
	author or a speaker gives to
	support the main point.

Level 3

TABE Objective(s)	ELP Standard(s)
Details : Recall specific information communicated through an oral	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of
presentation	 retell key details. answer questions about key details. explain how a theme is developed by specific details in texts. 1, Level 4: By the end of ELP Level 4, an
	ELL can use an increasing range of strategies to cite specific details and evidence from texts to support an analysis.
Stated Concepts: Understand a	1, Level 3: By the end of ELP Level 3, an
paraphrase of a concept from a conversation	ELL can use a developing set of strategies to summarize part of a text.
	1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to summarize a text .
	5, Level 3: By the end of ELP Level 3, an ELL can, with support, paraphrase key information in a short written or oral report.
Numbers and Numeracy Terms:	8, Level 3: By the end of ELP Level 3, an
Recognize cardinal and ordinal numbers in spoken and written form	ELL can, using context, questioning, and a developing knowledge of English and their native language(s)'

morphology, determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topic, experiences, or events.

8, Level 4: By the end of ELP Level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topic, experiences, or events.

TABE Objective(s)	ELP Standard(s)
Idiom/Expression: Understand an expression that differs from its literal meaning	7, Level 3: By the end of ELP Level 3, an ELL can adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts.
	7, Level 4: By the end of ELP Level 4, an ELL can adapt language choices and style according to purpose, task, and audience in various social and academic contexts.
	8, Level 3: By the end of ELP Level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology, determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.
	8, Level 4: By the end of ELP Level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topic, experiences, or events.

Determine Roles : Identify the role of a speaker through non-identifying speech	2, Level 3: By the end of ELP Level 3, an ELL can follow rules for discussion .
	2, Level 4: By the end of ELP Level 4m an ELL can summarize the key points expressed.
Instructions: Follow single to multi- step instructions (a process)	5, Level 3: By the end of ELP Level 3, an ELL can, with support, carry out short research projects to answer a question.
	5, Level 4: By the end of ELP Level 4, an ELL can carry out both short and more sustained research projects to answer a question.

TABE Objective(s)	ELP Standard(s)
Cause/Effect: Use reasoning to understand causality	2, Level 3: By the end of ELP Level 3, an ELL can ask and answer relevant questions.
Forecast: Predict the event most likely to occur next based on the information presented orally.	2, Level 4: By the end of ELP Level 4, an ELL can ask and answer questions to clarify ideas and conclusions.
Main Idea: Comprehend the relevance of a conversation	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to determine a central idea or theme in oral presentations and spoken and written texts.
	1, Level 4: BY the end of ELP Level 4, an ELL can use an increasing range of strategies to determine a central idea or theme in oral presentations and spoken and written texts.
Speaker Purpose: Identify meaning in a conversation	 6, Level 3: By the end of ELP Level 3, an ELL can, with support explain the reasons an author or a speaker gives to support a claim. identify one or two reasons an author or a speaker gives to support the main point.
	6, Level 4: By the end of ELP Level 4, an ELL can - analyze the reasoning in persuasive spoken and written texts.

evidence is sufficient to support the claim. - cite textual evidence to support the analysis.
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Level 4

ELP Standard(s)
1, Level 4/5: By the end of ELP Level
4/5, an ELL can use an increasing range
of strategies to cite specific details
and evidence from texts to support an
analysis.
1, Level 4/5: By the end of ELP Level
4/5, an ELL can use an increasing range
of strategies to summarize a text .
8, Level 4: By the end of ELP Level 4, an
ELL can, using context, questioning,
and an increasing knowledge of English
morphology, determine the meaning
of general academic and content-
specific words and phrases, figurative
and connotative language, and a
growing number of idiomatic
expressions in spoken and written
texts about a variety of topic,
experiences, or events.
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8, Level 5: By the end of ELP Level 5, an
ELL can, using context, questioning,
and consistent knowledge of English
morphology, determine the meaning of general academic and content-
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specific words and phrases, figurative and connotative language, and
idiomatic expressions in spoken and
written texts about a variety of topics,
experiences, or events.

TABE Objective(s)	ELP Standard(s)
Idiom/Expression: Understand an	7, Level 4: By the end of ELP Level 4, an
expression that differs from its literal	ELL can adapt language choices and
meaning	style according to purpose, task, and
	audience in various social and
	academic contexts.
	7, Level 5: By the end of ELP Level 5, an ELL can adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts.
	8, Level 4: By the end of ELP Level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topic, experiences, or events.
	8, Level 5: By the end of ELP Level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, determine the meaning
	of general academic and content-
	specific words and phrases, figurative
	and connotative language, and
	idiomatic expressions in spoken and
	written texts about a variety of topics,
	experiences, or events.

Determine Roles : Identify the role of a speaker through non-identifying speech	2, Level 4: By the end of ELP Level 4, an ELL can summarize the key points expressed.
	2, Level 5: By the end of ELP Level 5, an ELL can summarize the key points and evidence discussed.
Instructions: Follow single to multi- step instructions (a process)	5, Level 4: By the end of ELP Level 4, an ELL can carry out both short and more sustained research projects to answer a question.
	5, Level 4: By the end of ELP Level 4, an ELL can carry out both short and more sustained research projects to answer a question or solve a problem.

TABE Objective(s)	ELP Standard(s)
Cause/Effect: Use reasoning to	2, Level 4: By the end of ELP Level 4, an
understand causality	ELL can ask and answer questions to
	clarify ideas and conclusions.
Forecast: Predict the event most likely	
to occur next based on the	2, Level 5: By the end of ELP Level 5, an
information presented orally.	ELL can ask and answer questions that
	probe reasoning and claims.
Main Idea: Comprehend the relevance	1, Level 4: By the end of ELP Level 4, an
of a conversation	ELL can use an increasing set of
	strategies to determine a central idea
	or theme in oral presentations and
	spoken and written texts.
	1, Level 5: By the end of ELP Level 5, an
	ELL can use a wide range of strategies
	to determine central ideas or themes
	in oral presentations and spoken and
	written texts.
Speaker Purpose: Identify meaning in	6, Level 4: By the end of ELP Level 4, an
a conversation	ELL can
	 analyze the reasoning in
	persuasive spoken and written
	texts.
	- determine whether the
	evidence is sufficient to support
	the claim.
	- cite textual evidence to support
	the analysis.
	6, Level 5: By the end of ELL Level 5, an
	ELL can
	- analyze and evaluate the
	reasoning in persuasive spoken
	and written texts.

- determine whether the evidence is sufficient to support the claim.
 cite specific textual evidence to
thoroughly support the
analysis.