

# TABE CLAS-E Forms C/D Listening Blueprints Crosswalk

## Level 1

**Content Area:** Listen for Information

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

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

**Content Area:** Interpersonal Skills

<b>TABE Objective(s)</b>	<b>ELP Standard(s)</b>
<b>Idiom/Expression:</b> Understand an expression that differs from its literal meaning	<p>7, Level 1: By the end of ELP Level 1, an ELL can...</p> <ul style="list-style-type: none"><li>- <b>show emerging awareness of differences between formal and informal language use.</b></li><li>- <b>recognize the meaning of some words learned through conversations, reading, and being read to.</b></li></ul> <p>7, Level 2: By the end of ELP Level 2, an ELL can <b>show increasing awareness of differences between informal and formal language use.</b></p> <p>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), <b>recognize the meaning of a few occurring words, simple phrases, and formulaic expressions</b> in spoken and written texts about familiar topics, experiences, or events.</p> <p>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), <b>determine the meaning of frequently occurring words, phrases, and expressions</b> in</p>

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

**Content Area:** Interpret Meaning

<b>TABE Objective(s)</b>	<b>ELP Standard(s)</b>
<b>Cause/Effect:</b> Use reasoning to understand causality  <b>Forecast:</b> Predict the event most likely to occur next based on the information presented orally.	2, Level 1: By the end of ELP Level 1, an ELL can <b>actively listen to others</b> .
<b>Main Idea:</b> Comprehend the relevance of a conversation	1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to <b>identify the main topic in oral presentations and simple spoken and written texts</b> .
<b>Speaker Purpose:</b> Identify meaning in a conversation	6, Level 2: By the end of ELP Level 2, an ELL can, with support... <ul style="list-style-type: none"><li>- <b>identify the main argument an author or speaker makes.</b></li><li>- <b>identify one reason an author or speaker gives to support the argument.</b></li></ul>

## Level 2

**Content Area:** Listen for Information

TABE Objective(s)	ELP Standard(s)
<p><b>Discern Sounds:</b> Recognize beginning sounds</p> <p><b>Numbers and Numeracy Terms:</b> Recognize cardinal and ordinal numbers in spoken and written form</p>	<p>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), <b>determine the meaning of frequently occurring words, phrases, and expressions</b> in spoken and written texts about familiar topics, experiences, or events.</p> <p>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, <b>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</b> in spoken and written texts about familiar topic, experiences, or events.</p>
<p><b>Details:</b> Recall specific information communicated through an oral presentation</p>	<p>1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to <b>retell a few key details</b>.</p> <p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to...</p> <ul style="list-style-type: none"> <li>- <b>retell key details.</b></li> <li>- <b>answer questions about key details.</b></li> <li>- <b>explain how a theme is developed by specific details in texts.</b></li> </ul>

	<p>2, Level 2: By the end of ELP Level 2, an ELL can <b>respond to simple questions and <i>wh</i>- questions.</b></p> <p>2, Level 3: By the end of ELP Level 3, an ELL can <b>ask and answer relevant questions.</b></p>
<p><b>Stated Concepts:</b> Understand a paraphrase of a concept from a conversation</p>	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to <b>summarize part of a text.</b></p> <p>5, Level 2: By the end of ELP Level 2, an ELL can, with support, <b>summarize data and information.</b></p> <p>5, Level 3: By the end of ELP Level 3, an ELL can, with support, <b>paraphrase key information in a short written or oral report.</b></p>

**Content Area:** Interpersonal Skills

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



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

**Content Area:** Interpret Meaning

TABE Objective(s)	ELP Standard(s)
<p><b>Cause/Effect:</b> Use reasoning to understand causality</p> <p><b>Forecast:</b> Predict the event most likely to occur next based on the information presented orally.</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can <b>ask and answer relevant questions.</b></p>
<p><b>Main Idea:</b> Comprehend the relevance of a conversation</p>	<p>1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to <b>identify the main topic in oral presentations and simple spoken and written texts.</b></p> <p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to <b>determine a central idea or theme in oral presentations and spoken and written texts.</b></p>
<p><b>Speaker Purpose:</b> Identify meaning in a conversation</p>	<p>6, Level 2: By the end of ELP Level 2, an ELL can, with support...</p> <ul style="list-style-type: none"> <li>- <b>identify the main argument an author or speaker makes.</b></li> <li>- <b>identify one reason an author or speaker gives to support the argument.</b></li> </ul> <p>6, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> <li>- <b>explain the reasons an author or a speaker gives to support a claim.</b></li> <li>- <b>identify one or two reasons an author or a speaker gives to support the main point.</b></li> </ul>

## Level 3

### Content Area: Listen for Information

TABE Objective(s)	ELP Standard(s)
<p><b>Details:</b> Recall specific information communicated through an oral presentation</p>	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to...</p> <ul style="list-style-type: none"> <li>- <b>retell key details.</b></li> <li>- <b>answer questions about key details.</b></li> <li>- <b>explain how a theme is developed by specific details in texts.</b></li> </ul> <p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to <b>cite specific details and evidence from texts to support an analysis.</b></p>
<p><b>Stated Concepts:</b> Understand a paraphrase of a concept from a conversation</p>	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to <b>summarize part of a text.</b></p> <p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to <b>summarize a text.</b></p> <p>5, Level 3: By the end of ELP Level 3, an ELL can, with support, <b>paraphrase key information in a short written or oral report.</b></p>
<p><b>Numbers and Numeracy Terms:</b> Recognize cardinal and ordinal numbers in spoken and written form</p>	<p>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)'</p>

	<p>morphology, <b>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</b> in spoken and written texts about familiar topic, experiences, or events.</p> <p>8, Level 4: By the end of ELP Level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, <b>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</b> in spoken and written texts about a variety of topic, experiences, or events.</p>
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**Content Area:** Interpersonal Skills

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

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

**Content Area:** Interpret Meaning

<b>TABE Objective(s)</b>	<b>ELP Standard(s)</b>
<p><b>Cause/Effect:</b> Use reasoning to understand causality</p> <p><b>Forecast:</b> Predict the event most likely to occur next based on the information presented orally.</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can <b>ask and answer relevant questions</b>.</p> <p>2, Level 4: By the end of ELP Level 4, an ELL can <b>ask and answer questions to clarify ideas and conclusions</b>.</p>
<p><b>Main Idea:</b> Comprehend the relevance of a conversation</p>	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to <b>determine a central idea or theme in oral presentations and spoken and written texts</b>.</p> <p>1, Level 4: BY the end of ELP Level 4, an ELL can use an increasing range of strategies to <b>determine a central idea or theme in oral presentations and spoken and written texts</b>.</p>
<p><b>Speaker Purpose:</b> Identify meaning in a conversation</p>	<p>6, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"><li>- <b>explain the reasons an author or a speaker gives to support a claim.</b></li><li>- <b>identify one or two reasons an author or a speaker gives to support the main point.</b></li></ul> <p>6, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"><li>- <b>analyze the reasoning in persuasive spoken and written texts.</b></li></ul>

	<ul style="list-style-type: none"><li>- <b>determine whether the evidence is sufficient to support the claim.</b></li><li>- <b>cite textual evidence to support the analysis.</b></li></ul>
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## Level 4

**Content Area:** Listen for Information

TABE Objective(s)	ELP Standard(s)
<b>Details:</b> Recall specific information communicated through an oral presentation	1, Level 4/5: By the end of ELP Level 4/5, an ELL can use an increasing range of strategies to <b>cite specific details and evidence from texts to support an analysis.</b>
<b>Stated Concepts:</b> Understand a paraphrase of a concept from a conversation	1, Level 4/5: By the end of ELP Level 4/5, an ELL can use an increasing range of strategies to <b>summarize a text.</b>
<b>Numbers and Numeracy Terms:</b> Recognize cardinal and ordinal numbers in spoken and written form	<p>8, Level 4: By the end of ELP Level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, <b>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</b> in spoken and written texts about a variety of topic, experiences, or events.</p> <p>8, Level 5: By the end of ELP Level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, <b>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions</b> in spoken and written texts about a variety of topics, experiences, or events.</p>

**Content Area:** Interpersonal Skills

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

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

**Content Area:** Interpret Meaning

TABE Objective(s)	ELP Standard(s)
<p><b>Cause/Effect:</b> Use reasoning to understand causality</p> <p><b>Forecast:</b> Predict the event most likely to occur next based on the information presented orally.</p>	<p>2, Level 4: By the end of ELP Level 4, an ELL can <b>ask and answer questions to clarify ideas and conclusions.</b></p> <p>2, Level 5: By the end of ELP Level 5, an ELL can <b>ask and answer questions that probe reasoning and claims.</b></p>
<p><b>Main Idea:</b> Comprehend the relevance of a conversation</p>	<p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing set of strategies to <b>determine a central idea or theme in oral presentations and spoken and written texts.</b></p> <p>1, Level 5: By the end of ELP Level 5, an ELL can use a wide range of strategies to <b>determine central ideas or themes in oral presentations and spoken and written texts.</b></p>
<p><b>Speaker Purpose:</b> Identify meaning in a conversation</p>	<p>6, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>- <b>analyze the reasoning in persuasive spoken and written texts.</b></li> <li>- <b>determine whether the evidence is sufficient to support the claim.</b></li> <li>- <b>cite textual evidence to support the analysis.</b></li> </ul> <p>6, Level 5: By the end of ELL Level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>- <b>analyze and evaluate the reasoning in persuasive spoken and written texts.</b></li> </ul>

	<ul style="list-style-type: none"><li>- <b>determine whether the evidence is sufficient to support the claim.</b></li><li>- <b>cite specific textual evidence to thoroughly support the analysis.</b></li></ul>
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