

# CASAS Basic Skill Levels for Oral Language

CASAS Level	Proficiency Level	Description*
<b>E</b>	<b>8</b>	<b>Proficient Skills</b> SPL 8 Participates effectively in most social and work situations; participates in practical and social conversations and in technical discussions in own field. Can meet work demands with confidence, and interact with the public including negotiating and compromising. Demonstrates control of grammatical patterns.
<b>D</b>	<b>7</b>	<b>High Advanced/Adult Secondary</b> SPL 7 Functions independently in everyday community, social and work situations except when under tension or pressure. Clarifies general meaning using a variety of strategies. Gives an oral report on a research topic. Takes a position on an issue and argues that position. Speaks with fluency on familiar technical subjects or special fields of interest. Expresses personal values and judgments. Engages in problem solving discussions including predicting consequences of actions.
<b>C</b>	<b>6</b>	<b>Low Advanced</b> SPL 6 Functions effectively in most survival, social and work situations. Participates in conversations and communicates on the telephone on a variety of topics using a variety of complex structures. (Errors are common and may inhibit communication.) Clarifies meaning through strategies such as paraphrasing. Gives sequential oral directions to complete a complex task (personal or work-related) that involves multiple steps. Participates in group discussions of current issues in the news in a social or work setting. Adjusts language used according to the level of formality required by the situation. Demonstrates control of basic grammar.
<b>B</b>	<b>5</b>	<b>High Intermediate</b> SPL 5 Functions independently in most familiar personal and work situations. Participates in face-to-face conversations on topics beyond immediate survival needs. Clarifies meaning by rewording or repeating. Uses some spontaneity and creativity in producing language not previously learned or memorized. Demonstrates increasing but inconsistent control of grammar. Retells a story or gives a short oral report in a personal, school or work-related context. Participates in problem-solving activities. Participates as an applicant in a simulated job interview.
<b>B</b>	<b>4</b>	<b>Low Intermediate</b> SPL 4 Functions satisfactorily in basic survival and very routine social and work situations. Participates in simple face-to-face conversations dealing with familiar topics. Gives oral directions to do a familiar personal or work-related task of several steps. Participates in simple telephone conversations. Makes statements, asks and answers questions in the simple present, past and future tenses on familiar topics.
<b>A</b>	<b>3</b>	<b>High Beginning</b> SPL 3 Functions with some difficulty in situations related to immediate needs. Answers and asks simple questions related to basic personal or work needs using previously learned phrases or simple sentences. Gives simple oral directions for finding a specific location. Communicates simple personal information on the telephone. Has some control of basic grammar including the present, past and future tenses.
<b>A</b>	<b>2</b>	<b>Low Beginning</b> SPL 2 Functions in a very limited way in situations related to immediate needs; provides basic personal information and responds to simple learned phrases spoken slowly and repeated often. Asks simple questions. Makes statements related to basic needs using previously learned words and phrases.
<b>A</b>	<b>1</b>	<b>Pre-Beginning</b> SPL 0 No ability to function orally in English. SPL 1 Functions minimally in English. Communicates only through gestures and a few isolated words. Provides limited personal information, (e.g. name, country of birth). Answers simple familiar questions with “yes”, “no”, or one-word responses.

\*Description provides indicators of students’ skills upon completion of each level.