



EFF Content Standards for Adult Literacy and Lifelong Learning

Read With Understanding

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it with prior knowledge to address reading purpose.

Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context, and audience.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.

Speak So Others Can Understand

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context, and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

Listen Actively

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

Observe Critically

- Attend to visual sources of information, including television and other media.
- Determine the purpose for observation and use strategies appropriate to the purpose.
- Monitor comprehension and adjust strategies.
- Analyze the accuracy, bias, and usefulness of the information.
- Integrate it with prior knowledge to address viewing purpose.

Use Math to Solve Problems and Communicate

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, table, and algebraic models.

Solve Problems and Make Decisions

- Anticipate or identify problems.
- Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
- Generate alternative solutions.
- Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
- Select alternative that is most appropriate to goal, context, and available resources.
- Establish criteria for evaluating effectiveness of solution or decision.

Plan

- Set and prioritize goals.
- Develop an organized approach of activities and objectives.
- Actively carry out the plan.
- Monitor the plan's progress while considering any need to adjust the plan.
- Evaluate its effectiveness in achieving the goals.

Cooperate with Others

- Interact with others in ways that are friendly, courteous, and tactful, and that demonstrate respect for others' ideas, opinions, and contributions.
- Seek input from others in order to understand their actions and reactions.
- Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
- Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.

Advocate and Influence

- Define what one is trying to achieve.
- Assess interests, resources, and the potential for success.
- Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.
- Present a clear case, using a strategy that takes into account purpose and audience.
- Revise, as necessary, in response to feedback.

Resolve Conflict and Negotiate

- Acknowledge that there is a conflict.
- Identify areas of agreement and disagreement.
- Generate options for resolving conflict that have a “win/win” potential.
- Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.
- Evaluate results of efforts and revise approach as necessary.

Guide Others

- Assess the needs of others and one's own ability to assist.
- Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.
- Arrange opportunities for learning that build on learner's strengths.
- Seek feedback on the usefulness and results of the assistance.

Take Responsibility for Learning

- Establish learning goals that are based on an understanding of one's own current and future learning needs.
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.
- Become familiar with a range of learning strategies to acquire or retain knowledge.
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning.
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.
- Test out new learning in real-life applications.

Reflect and Evaluate

- Take stock of where one is: assess what one knows already and the relevance of that knowledge.
- Make inferences, predications, or judgments based on one's reflections.

Learn Through Research

- Pose a question to be answered or make a prediction about objects or events.
- Use multiple lines of inquiry to collect information.
- Organize, evaluate, analyze, and interpret findings.

Use Information and Communications Technology

- Determine the purpose for using information and communications technology.
- Select the technology tool(s) and resources appropriate for the purpose.
- Apply technological knowledge, skills, and strategies to use technology tool(s) to locate, process, or communicate information.
- Monitor own ability to use the tool(s) and the effectiveness of the tool(s) in achieving the purpose, and if needed, use strategies to overcome barriers to achieving goals.