

Oral English/Basic Literacy Screening Tool

Student Name _____	DOB _____	MEOP _____
1 st Administration Date _____	2 nd Administration Date _____	
Score: Lit. Skills _____	Oral Lang. _____	Score: Lit. Skills _____
Oral Lang. _____	Administrator _____	Administrator _____

Guidelines: This tool is intended for use as an informal evaluation of oral English and beginning literacy skills. It does not replace the BEST Plus which assesses multiple oral English attributes. This tool is designed to be a guide to help the educator learn where to start with instruction and what skills need work. Directions for use are found in each section. **All directions and questions will be given, as written, in English.** (Scoring guidelines found on page 3.)

Introduction and Greetings: Put the youth/adult at ease by asking these questions in an informal, friendly manner. Even if he/she cannot answer the questions go on to the following sections. Do not score.

1. *Hi, how are you?*
2. *What's your name?*
3. *What day is today?*

Beginning Literacy Skills:

Point to each individual letter, number or word and ask the question in English. Questions may be asked two times. Circle letters, numbers or words identified correctly. The answers will be used by instructors as a guide to identifying learners with developing literacy skills.

1st Admin. 2nd Admin.

<i>What letter is this?</i>	N	B	C	W	T
<i>What number is this?</i>	0	6	14	79	357
<i>What word is this?</i>	Go	Out	Food	School	Car

(See page 5 for an enlarged version of the questions.)

Total

Level I - Auditory Comprehension: Give the following directions in English. Directions may be repeated once. Place a 1 in the box for identifying/pointing to the correct picture. Place a 0 in the box for no understanding or pointing to the wrong picture.

1st Admin. 2nd Admin.

1. *Show me a truck.* (three graphics of objects/nouns)
2. *Show me a hand.* (three photographs of body parts)
3. *Which one is 6:30?* (three clock faces)
4. *Which one is 40 cents?* (three amounts of change)
5. *Show me running.* (photographs of three activities)
6. *Show me reading.* (photographs of three activities)

(Pictures for questions 1-6 on page 4)

Total

Level II - Ability to Produce Language/Basic Level: Ask these questions in English. Questions may be asked two times. Place a 0 in the box for answers in Spanish, part Spanish, no understanding or wrong answer. Place a 1 in the box for the correct answer (**one word, a short phrase or a sentence that conveys a meaningful answer**) in English.

1st Admin. 2nd Admin.

1. *What is he doing?* (photograph of activity - see page 5)
2. *What is he doing?* (photograph of activity - see page 5)
3. *What is your job?*
4. *Where do you shop?*
5. *How many years did you go to school?*
6. *Where are you from?*

Total

Level III - Ability to Produce Language/Expanded Responses: Ask these questions in English. Questions may be asked two times. Place a **0** in the box for answers in **Spanish, part Spanish, one word answer, no understanding or wrong answer.** Place a **1** in the box for a **response that conveys a meaningful answer and demonstrates partial control of oral English.** Place a **2** in the box for a **response that conveys a meaningful answer and demonstrates oral English similar to that of a native speaker.** (See example of scoring below.)

1st Admin. 2nd Admin.

1. *What do you like about the United States?*
2. *Why do you want to learn English?*
3. *What is your favorite day of the week? Why?*
4. *Why did you come to the United States?*

Total

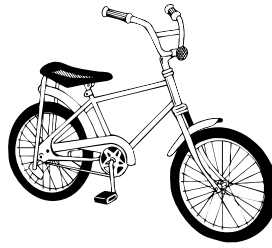
Sample scoring responses to #3: “jueves” or, “Wal-Mart” = 0
 “Thursday. Is payday.” = 1
 “Thursday, because it’s payday.” = 2

Scoring Guidelines			
Sections	Scoring	Level	Level Description
Introductions/Greetings	N/A	N/A	Continue to next section.
Beginning Literacy Skills	0 - 15	Developing Literacy	Use as a guide to inform instruction.
Auditory Comprehension	4 of 6 or less correct	Level I	Little or no comprehension. No speaking ability. Stop at this point if 4 or less correct.
Ability to Produce Language/Basic	4 of 6 or less correct	Level II	Some ability to produce meaningful answers in 1 – 2 words. Stop at this point if 4 or less correct.
Ability to Produce Language/Expanded	4 - 8	Level III	Ability to produce meaningful answers. Demonstrates, at the minimum, some ability to control language.

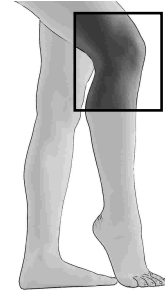
NOTE: Levels are arbitrarily assigned for the purpose of this tool and may vary from trade assessments.

Auditory Comprehension

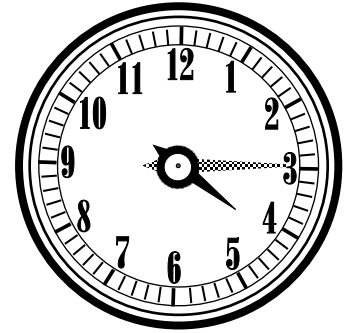
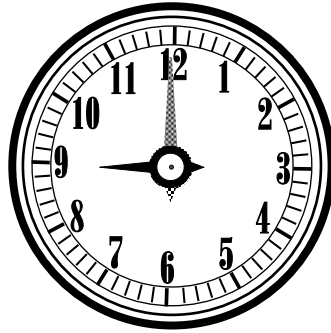
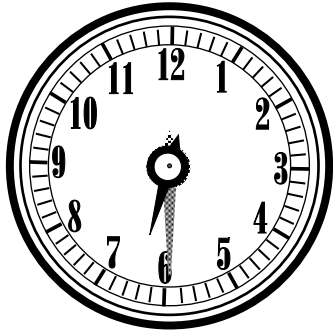
1



2



3



4



5



6



Ability to Produce Language - Basic Level

1



2



Beginning Literacy Skills

N

B

C

W

T

0

6

14

79

357

Go

Out

Food

School

Car