



BASIC ORAL LANGUAGE SCREENING TOOL (BOLST):
English Assessment for Out-of-School Youth (OSY)
Assessment Score Sheet
Program Year 2022-23

Student Name: MIS2000 Student ID: -

METS Program Center:

1st Test Administration Date: / /
Month Date Year

Total Score: / 35 Points

Test Administrator:

2nd Test Administration Date: / /
Month Date Year

Total Score: / 35 Points

Test Administrator:

GUIDELINES: The Basic Oral (English) Language Screening Tool (BOLST) is the statewide assessment to screen the basic oral language skills of migrant eligible Out-of-School Youth (OSY) and to assess their growth from the beginning to the end of a period of instruction from pre- to post-testing. This assessment is also designed to be a guide to help the educator understand where to start with instruction and what skill areas need additional support, alongside the expressed needs of the student.

Section 1: INTRODUCTION AND GREETINGS

To establish rapport and to put the student at ease, begin by asking these questions in a friendly and informal manner. If the student cannot answer one question, proceed to the next question. If the student cannot answer any of the questions in this section, proceed to the next section in the assessment. Do not score the responses in this section.

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

– TEST BEGINS –

Section 2: BEGINNING LITERACY SKILLS (15 possible points)

For each question, show each individual letter, number, or word and ask the questions in English. Repeat the questions and ask each question twice, with a pause in between. Upon hearing the student's response, the test administrator will circle the individual letters, numbers or words that have been identified correctly.

		1 st Administration	2 nd Administration
1. <i>What letter is this?</i>	N B C W T	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>What is this number?</i>	0 6 14 79 357	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>What is this word?</i>	Go Out Food School Car	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL		<input type="checkbox"/>	<input type="checkbox"/>

Section 3: LEVEL I – AUDITORY COMPREHENSION (6 possible points)

For each question, show each set of 3 graphics and ask the questions in English. Repeat the questions and ask each question twice, with a pause in between. If the student answers the question correctly and points to the correct graphic, place a "1" (one) in the 1st or 2nd test administration box below. If the student fails to answer correctly, either by not answering or selecting the wrong graphic, place a "0" (zero) in the 1st or 2nd test administration box below.

		1 st Administration	2 nd Administration
1. <i>Which is a truck?</i>	[3 graphics of modes of transportation]	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Which is a hand?</i>	[3 graphics of body parts]	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Which clock shows 6:30?</i>	[3 graphics of clock faces and times]	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Which picture shows 20 dollars?</i>	[3 graphics of paper currency]	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Who is "running"?</i>	[3 graphics of different activities]	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Who is "cleaning"?</i>	[3 graphics of different activities]	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL		<input type="checkbox"/>	<input type="checkbox"/>

REMINDER: Screen share or show each set of graphics separately as test prompts. The student may choose the correct letter ("A", "B", or "C") using the English or Spanish pronunciation; the correct ordinal number ("First", "Second", or "Third"); or point to the correct graphic on the screen of their cell phone.

Section 4: LEVEL II – ABILITY TO PRODUCE BASIC LANGUAGE (6 possible pts.)

For Questions 1-2, show each graphic and ask the questions in English. Repeat the questions and ask each question twice, with a pause in between. If the student answers the question in Spanish, partially in Spanish, answers the question incorrectly (in English) or fails to demonstrate understanding, place a “0” (zero) in the 1st or 2nd test administration box below. If the student answers the question with one word, a short phrase, or a sentence (in English) that constitutes a meaningful response, place a “1” (one) in the 1st or 2nd test administration box below.

		1 st Administration	2 nd Administration
1. <i>What is he doing?</i>	[Graphic of baby sleeping]	<input type="text"/>	<input type="text"/>
2. <i>What is he doing?</i>	[Graphic of boy eating]	<input type="text"/>	<input type="text"/>
3. <i>What do you do for work?</i>	[Listening and Speaking prompt]	<input type="text"/>	<input type="text"/>
4. <i>Where do you buy your food?</i>	[Listening and Speaking prompt]	<input type="text"/>	<input type="text"/>
5. <i>How many years did you go to school?</i>	[Listening and Speaking prompt]	<input type="text"/>	<input type="text"/>
6. <i>Where are you from?</i>	[Listening and Speaking prompt]	<input type="text"/>	<input type="text"/>
TOTAL		<input type="text"/>	<input type="text"/>

Section 5: LEVEL III – ABILITY TO PRODUCE EXPANDED RESPONSES AND LANGUAGE (8 possible points)

Repeat the questions and ask each question twice, with a pause in between.

- If the student answers the question in Spanish, answers the question incorrectly (in English) or fails to demonstrate understanding, place a “0” (zero) in the 1st or 2nd test administration box below.
- If the student answers the question with one word in English that constitutes a meaningful response, place a “1” (one) in the 1st or 2nd test administration box below.
- If the student answers the question with an expanded response (in English) that is appropriate and meaningful, place a “2” (two) in the 1st or 2nd test administration box below.

		1 st Administration	2 nd Administration
1. <i>What do you like to do on your day off?</i>		<input type="text"/>	<input type="text"/>
2. <i>Why do you want to learn English?</i>		<input type="text"/>	<input type="text"/>
3. <i>What is your favorite food? Why?</i>		<input type="text"/>	<input type="text"/>
4. <i>What would you do with one million dollars?</i>		<input type="text"/>	<input type="text"/>
TOTAL		<input type="text"/>	<input type="text"/>

Note: Sample responses and scores to Question 3:

- “pollo” = 0
- “Chicken, good!.” = 1
- “Chicken, because it’s delicious.” = 2