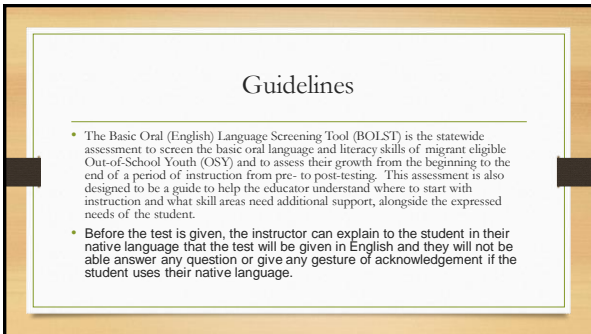




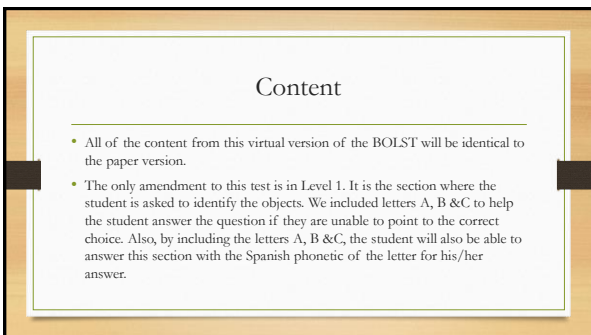
A slide with a light wood-grain background and a central white box with a thin black border. The box contains the text "BOLST Training" in a large, black, serif font. Below it, in a smaller font, is "Williamson- 2021" and "NYSMEP".



A slide with a light wood-grain background and a central white box with a thin black border. The box contains the title "Guidelines" in a large, black, serif font. Below the title is a bulleted list of two items.

Guidelines

- The Basic Oral (English) Language Screening Tool (BOLST) is the statewide assessment to screen the basic oral language and literacy 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.
- Before the test is given, the instructor can explain to the student in their native language that the test will be given in English and they will not be able answer any question or give any gesture of acknowledgement if the student uses their native language.



A slide with a light wood-grain background and a central white box with a thin black border. The box contains the title "Content" in a large, black, serif font. Below the title is a bulleted list of two items.

Content

- All of the content from this virtual version of the BOLST will be identical to the paper version.
- The only amendment to this test is in Level 1. It is the section where the student is asked to identify the objects. We included letters A, B & C to help the student answer the question if they are unable to point to the correct choice. Also, by including the letters A, B & C, the student will also be able to answer this section with the Spanish phonetic of the letter for his/her answer.

Filling Out Test Form

- All BOLSTs should be administered at the initial class and then after working a total of 12 hours with the student.
- Once scored, test forms need to be sent to your Data Specialist to be recorded. This can be done by delivering them in person or by sending it electronically (password protective)
- **Effective September 1st 2021**

Whats New?

- There have been some changes to the BOLST including replacing some of the questions.
- Also, we have developed a link to share with the student so that they can follow along with the BOLST as it is being administered.

Please note: In order for the student to receive the link, they have to have a Gmail account.

Amended Questions

- The 2021-22 BOLST has included some new questions to be asked. They have replaced the previously asked questions including:
 - Section III Auditory Comprehension - #s 4 & 6
 - Section IV Ability to Produce Basic Language- #s 3 & 4
 - Section V Ability to Produce Expanded Answers - #1, 3 & 4

Ways to Administer the BOLST

- There are three ways the test may be given.
 - Zoom - using the screen share feature to display the Power Point
 - WhatsApp
 - In person
 - Students with Gmail accounts will be able to access the BOLST link to see the test on their phone

Google Sites Link

- For those students with access to a Gmail account, they can follow along with the test when it is being administered virtually. Students will also have access to recordings of the questions.
- <https://sites.google.com/view/nysmepvirtual-bolst/home>

Introduction & Greetings

- This section will not be scored.
- The section is used as an icebreaker; allowing the person who administers the test to get a feel if the student should take the test at this time.
- These questions can be asked informally without the BOLST being displayed.

Letters, Numbers & Words

- In this section, the student must say the (letter, number and word) correctly to receive full credit in points.
- For each question, point to each individual letter, number, or word and ask the questions in English. Repeat the questions and asked each question twice, with a slight 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.
- For the 0, if the student says the letter O repeat the question once more.
- In the number section, for numbers with more than one digit (ex 357), the student must say the number correctly. three hundred fifty-seven.
- Record one point for each correct answer. **Total possible points for this section- 15pts.**

Auditory Comprehension

- In this section, we are looking to see if the student understands the question being asked.
- Display the pictures on your screen or in front of your student to see using face to face platform.
- There are 3 ways to answer these question
 - Choose correct letter
 - Verbally answer using cardinal numbers (first, second or third)
 - If student has received a copy of the pictures, they can point or circle their answer.
- Since this is being done virtually, we have made an amendment to this section. We have added letters to the answer to make it easier to answer. The student can use either the English or Spanish phonetic of their answer. **Total Possible Points 6**

Level II Ability to Produce Language

- For this section, we want to know if the student can answer what is being asked, and produce some language in English. **Total possible Points 6**
- Answers may vary.
 - *Some acceptable answers to the two pictures.*
 - *"The baby is tired."* *"He is eating."*
 - *"The boy is sleeping."* *"The boy is hungry."*

Level II Ability to Produce Language

- For the 4 questions being asked, Repeat the questions and ask each question twice, with a slight pause in between.
- If the student answers the question in Spanish, part Spanish, answers the question incorrectly (in English) or fails to demonstrate understanding, place a "0" (zero) in the box under 1st or 2nd test administration.
- 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" (zero) in the box under 1st or 2nd test administration

Level III Ability to Produce Language (Expanded Answers)

- For Questions 1-4, ask the questions in English. Repeat the questions and ask each question twice, with a slight pause in between.
- If the student answers the question in Spanish, part Spanish, answers the question incorrectly (in English) or fails to demonstrate understanding, place a "0" (zero) in the box under 1st or 2nd test administration box.
- 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" (zero) in the box under 1st or 2nd test administration box.
- If the student answers the question in an expanded response, place a "2" in the box under 1st or 2nd test administration box. **Total Possible Points 8**
