



BASIC ORAL LANGUAGE SCREENING TEST (BOLST) Version 2:
English Assessment for Out-of-School Youth (OSY)

Program Year 2026-27

Student Name: _____ MIS2000 Student ID: _____	
METS Program Center: _____	
1 st Administration Test Date: _____ Total Score: _____ / 40 Points Bonus Score: _____ / 10 Points Test Administrator: _____	2 nd Administration Test Date: _____ Total Score: _____ / 40 Points Bonus Score: _____ / 10 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 second version of the BOLST is only meant to be administered as a post-test, or as a pre- and post-test in subsequent years, once a student scores out of BOLST Version 1 (receives a score of 40 points.)**

Section 1: INTRODUCTIONS AND GREETINGS (4 possible points)

Repeat each question at least two times. If the student cannot answer one question, proceed to the next question. If the student demonstrates understanding of the question and responds accordingly in any language, award one point per question. This section is evaluating the student's receptive <i>listening</i> skills.		
	1st Administration	2nd Administration
1. <i>Hi, how are you?</i>	_____	_____
2. <i>What is your name?</i>	_____	_____
3. <i>What day is today?</i>	_____	_____
4. <i>How old are you?</i>	_____	_____
TOTAL	_____	_____

Section 2: AUDITORY COMPREHENSION (6 possible points)

For each question, show each set of 3 graphics and ask the questions in English. Repeat each question at least two times, with a pause in between. If the student answers the question correctly verbally, or by pointing to the correct graphic, award one point per question. If the student chooses the incorrect graphic or is unable to answer, award zero points and proceed to the next question. This section is evaluating the student's receptive **listening** skills.

		1 st Administration	2 nd Administration
1. Which is a truck?	(Show graphic set 1)	_____	_____
2. Which is a hand?	(Show graphic set 2)	_____	_____
3. Which clock shows 6:30?	(Show graphic set 3)	_____	_____
4. Which picture shows twenty dollars?	(Show graphic set 4)	_____	_____
5. Who is running?	(Show graphic set 5)	_____	_____
6. Who is cleaning?	(Show graphic set 6)	_____	_____
TOTAL		_____	_____

REMINDER: Show each set of graphics as the test prompts. The student may choose the letter that corresponds with the correct graphic (A, B, or C) verbally in either English or Spanish, or may point to the correct graphic. A verbal answer is not required to award points in this section.

Section 3: ABILITY TO PRODUCE BASIC LANGUAGE (10 possible points)

Ask each question to the student, repeating each at least twice, with a pause in between. If the student demonstrates understanding by answering correctly in Spanish or mostly in Spanish, award one point. If the student answers the question with one word or a short phrase in English that constitutes a meaningful response, award two points. If the student is unable to answer, or answers in a way that does not demonstrate understanding, award zero points and proceed to the next question. This section is evaluating the student's receptive **listening** and productive **speaking** skills.

		1 st Administration	2 nd Administration
1. What is she doing?	(Show graphic of baby)	_____	_____
2. What is he doing?	(Show graphic of child)	_____	_____
3. What do you do for work?		_____	_____
4. Where do you buy your food?		_____	_____
5. Where are you from?		_____	_____

TOTAL		
REMINDER: Questions 1 and 2 require you to show the student a graphic while you read the prompt. Questions 3 through 5 just require you to read the prompt.		

Section 4: BEGINNING LITERACY SKILLS (12 possible points)

For each question, show each individual letter, number, or word. Ask each question in English, and, if necessary, in Spanish. Upon hearing the student's response, the test administrator should <u>circle the individual letters, numbers and/or words that have been spoken correctly in English</u> . Award one point for each correct letter, number, or word. This section is evaluating the student's receptive reading and productive speaking skills.						
					1st Administration	2nd Administration
1. <i>What letter is this?</i> <i>¿Qué letra es esta?</i>	L	Q	G	K		
2. <i>What number is this?</i> <i>¿Qué número es este?</i>	5	12	54	792		
3. <i>What is this word?</i> <i>¿Puedes decir esta palabra?</i>	Dog	Up	Good	Friend		
TOTAL						

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

Ask each question to the student, repeating each at least twice. If the student demonstrates understanding by answering correctly in Spanish, or answers correctly with one word in English, award one point. If the student answers the question with an expanded response in English that is appropriate and meaningful, award two points. If the student is unable to answer, or answers in a way that does not demonstrate understanding, award zero points and proceed to the next question. This section is evaluating the student's receptive listening and productive speaking skills.				
			1st Administration	2nd Administration
1. <i>What do you like to do on your day off?</i>				
2. <i>Why do you want to learn English?</i>				
3. <i>What is your favorite food? Why?</i>				
4. <i>What is your dream job? Why?</i>				
TOTAL				
NOTE: Sample responses and scoring for Question 3: "Chicken, because it is delicious."- 2 points "Me gusta el pollo porque es delicioso," or "Chicken, good!"- 1 point No response or a response that is not relevant to the question- 0 points				

Bonus Section: ABILITY TO PRODUCE EXPANDED RESPONSES TO OTHER VERB TENSES (10 possible pts.)

Ask each question to the student, repeating each at least twice. If the student demonstrates understanding by answering correctly in Spanish, or answers correctly with one word in English, award one point. If the student answers the question with an expanded response in English that is appropriate and meaningful, award two points. If the student is unable to answer, or answers in a way that does not demonstrate understanding, award zero points and proceed to the next question. This section is evaluating the student's receptive *listening* and productive *speaking* skills.

	1st Administration	2nd Administration
1. <i>What did you do yesterday?</i>		
2. <i>Who has been an important person in your life? Why?</i>		
3. <i>Where will you be one year from now?</i>		
4. <i>If you could travel anywhere in the world, where would you go? Why?</i>		
5. <i>What will you eat for dinner tomorrow?</i>		
TOTAL		

NOTE: Sample responses and scoring for Question 4:

"Mexico, because my family lives there." - 2 points

"México, porque mi familia vive allí," or "Mexico, my home." - 1 point

No response or a response that is not relevant to the question - 0 points



BASIC ORAL LANGUAGE SCREENING TEST (BOLST) Version 2:
Graphics for BOLST Assessment Administration

Program Year 2025-26

Section 2: AUDITORY COMPREHENSION

1.



A



B

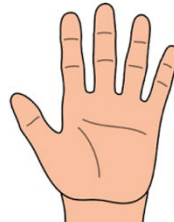


C

2.



A



B



C

3.



A



B



C

4.



A



B



C

5.



A



B



C

6.



A



B



C

Section 3: ABILITY TO PRODUCE BASIC LANGUAGE

1.



2.



Section 4: BEGINNING LITERACY SKILLS

1. What letter is this? ¿Qué letra es esta?

L Q G K

2. What number is this? ¿Qué número es este?

5 12 54 792

3. What is this word? ¿Puedes decir esta palabra?

Dog Up
Good Friend