

ESLOA

ENGLISH AS A SECOND LANGUAGE
ORAL ASSESSMENT

Third Edition

*W*E BELIEVE

LEARNER

the ability to read and write is

CENTERED

critical to personal freedom and the

LITERACY

maintenance of a democratic

EDUCATION

society.

Joye Coy Shaffer, Ed.D.

Teri McLean, M.Ed.

New Readers Press



Third Edition

**ENGLISH AS A SECOND LANGUAGE
ORAL ASSESSMENT
(ESLOA)**

Joye Coy Shaffer, Ed.D.
Educational Consultant

Teri McLean, M.Ed.
Educational Consultant

No portion of this book can be reproduced in any form
without written permission from the publisher.
Manufactured in the United States of America.

Copyright © 1996, 1995, 1980, 1978 New Readers Press
New Readers Press
Division of ProLiteracy Worldwide
1320 Jamesville Avenue, Syracuse, New York 13210
www.newreaderspress.com

All rights reserved. No part of this book may be reproduced or transmitted in any form or
by any means, electronic or mechanical, including photocopying, recording, or by any
information storage and retrieval system, without permission in writing from the publisher.

Acknowledgments

The authors have many people to thank for this revision of the *ESLOA*. We acknowledge Literacy Volunteers of America, Inc. (LVA)* for the production of the original *ESLOA* in 1978 and for the subsequent revisions. Throughout the years, we have enjoyed the encouragement of the LVA founder, Ruth Colvin and former president, Jinx Crouch.

As with previous editions, the authors sought input from students, tutors, staff and administrators, in a variety of ways and over differing lengths of time. For example, authors gathered information at the LVA Annual Conference in Denver, Colorado, in November, 1992, by collecting data from affiliate program coordinators who were willing to serve as field-test site contact persons. Those persons and sites are listed below:

Peggy Weiss	Stamford/Greenwich, CT
Chris Odahowski	Leon County, FL
Jan Rose	Schenectady, NY
Dr. Joy Surdam	Laramie County Community College, WY
Terry Otto	Chippewa Valley, WI
Jane Brody	Sterling Municipal Library, TX
Jack Ford	Danbury, CT
Evey Renner	Anaheim, CA

Results of the field test were reported by the authors at the LVA Annual Conference in Louisville, KY, October, 1993, and we appreciate the insightful comments made by participants at that conference.

In addition we feel that we have been fortunate in having had the opportunity to meet with colleagues, both formally and informally, and have begun to build strong professional relationships with these colleagues. Although we cannot name everyone, we

would like to acknowledge the following persons: Pierre Mali, LVA Rhode Island; Tony Hernandez, Sterling Municipal Library, TX; and Fran Keenan, National Center for Applied Linguistics, Washington, DC.

Also, we appreciate the assistance of outside reviewers who provided additional refinements for the *ESLOA*. Among them, we especially thank Kathleen Santopietro, one of the original authors of the *ESLOA*; Marilyn Gillespie, National Center for Applied Linguistics; Dr. Candace Harper, University of Florida; Dr. Jodie Crandall, University of Maryland; Faith Donovan, LVA, Schenectady, NY; and Art Rimmel, LVA, Anaheim, CA.

We thank staff members Beverly Miller, Peg Price, Holly Foster, Laura Mason and Miller Brace along with Sharon Hachey, and artist Scott Young, all of whom worked diligently to complete this project.

The authors extend their heartfelt appreciation and love to family members who provided encouragement, time, and support.

Dedication

The authors dedicate this assessment

- 1) to the thousands of adult speakers of other languages who have the motivation and energy to learn English, thereby enriching their lives, the lives of their families and the Nation as a whole, and
- 2) to the thousands of literacy volunteers who give so unselfishly of their time and efforts to help their students' dreams come true.

* LVA and Laubach Literacy International merged in 2002 to become ProLiteracy Worldwide.

About the Authors

Joye Coy Shaffer received a doctorate from the University of Northern Colorado, Greeley, where she served as project director of the Consortium of Adult Reading Academies, a Right to Read Program. Subsequently, she was an adjunct professor at the University of West Florida and a visiting professor at the University of Saskatchewan, Saskatoon, Saskatchewan, Canada, and Columbia University, New York City, where she taught graduate classes in reading and adult literacy.

Her university administrative experience included positions as Assistant to the Dean and Director of Information Services at the Florida State University, Panama City Campus.

Other experiences include serving on state curriculum and program evaluation committees in California, Colorado, and Florida. She is a past president both of the Florida Reading Association (1993) and the Adult and Family Literacy Council of the International Reading Association (1995-1996).

Teri McLean received a M.Ed. degree in instruction and curriculum: multilingual/multicultural education from the University of Florida, Gainesville. As an undergraduate student, she studied second language acquisition and German Literature at the University of Bonn in Germany. Upon graduation she resumed her study as a Fulbright Scholar at the University of Frankfurt and the University of Tübingen in Germany.

She has taught second language classes at the University of Florida and continues her study and research in second language acquisition and assessment there.

Currently she is the ESL Instructor in the Department of Academic Resources and Assessment at Sante Fe Community College in Gainesville, Florida. She and her husband, Mack, reside in Gainesville with their sons, Ian and Scott.

Table of Contents

PART I User's Guide

I. Introduction

- Purpose 1
- Rationale 1
- Description 1
- ESL Literacy 2

II. Test Administration Checklist

- Materials and Equipment 3
- Test Administrator 3
- Room and Environment 3
- General Information 4

III. Directions and Scoring

- Level 1 5
- Level 2 5
- Level 3 6
- Level 4 7
- Using the Bar Graph 10
- Ending the Test 10
- Follow-Up 10
- Sample Score Sheets 11-12

IV. Progressive Curriculum Design

- ESLOA Level Description Grid 14
- Life Competencies; Suggested Topics for Learner
Centered Curriculum Development 15-20

V. Bibliography 21

PART II ESLOA

Level One 25

Level Two 47

Level Three 65

Level Four 77

ESLOA Percentage Help Sheet 80

ESLOA

ENGLISH AS A SECOND LANGUAGE
ORAL ASSESSMENT

User's Guide

Third Edition

WE BELIEVE

LEARNER

the ability to read and write is

CENTERED

critical to personal freedom and the

LITERACY

maintenance of a democratic

EDUCATION

society.

Joye Coy Shaffer, Ed.D.

Teri McLean, M.Ed.



New Readers Press

- 2 **Level 2** Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.
- Level 3** Assesses the student's ability to create language using more complex grammatical structures. Students are encouraged to expand responses comfortably. The focus remains on communicating meaning and comprehension.
- Level 4** Is designed to assess a sample of the student's language informally. The focus of this section is directed toward comprehension, fluency and pronunciation.

ESL Literacy

All learners should be exposed to survival reading/writing skills regardless of level. Adults can begin ESL/ESOL designed reading/writing activities when the lessons are designed with the learner's specific needs in mind. *See Life Competencies; Suggested Topics for Learner-Centered Curriculum Development on page 15. Samples of work can be collected and kept in the learner's portfolio.

The learner's background knowledge (schemata) must be taken into account because new vocabulary and concepts will be interpreted according to that background.

Introduction

Purpose

This instrument was developed for use with adult learners who are speakers of other languages. Designed to provide tutors with a brief, efficient measure of the learner's ability to speak and understand English, the ESLOA can be used to determine a student's

- a. approximate entry level
- b. subsequent progress levels

Careful analysis of the results, in combination with the Level Description Grid and appropriate Life Competencies, enables tutors to create a learner-centered curriculum. Appropriate program options should be based on learners' survival/structural language needs.

Rationale

Experienced teachers of ESL/ESOL realize that adult learners cannot be grouped into one large category entitled, "ESL." These teachers are aware of the fact that there are several levels of proficiency and that knowledge of the entry and progress levels of adult learners is beneficial in planning relevant instructional activities. The ESLOA is divided into four levels of English proficiency that may or may not be consistent with other assessment instruments (see description.) The information derived from the ESLOA is meant to serve as a guide to help the tutor meet the needs of the individual learner as quickly and efficiently as possible. This instrument is not to be used as the basis for grouping or classifying individuals when a normed instrument would be more

appropriate. ESLOA data may, however, support and supplement more formal test findings.

Description

The ESLOA is divided into four progressively communicative levels which are indicative of auditory comprehension and oral proficiency in English at the time of administration. Administration of the assessment is discontinued when the learner cannot satisfactorily complete the required number of items within a level.

The authors have added Level Four, the oral interview, to the ESLOA on the assumption that the objective of assessing oral/aural ability is to develop curriculum that will increase the student's ability to communicate meaningfully in English. In order to do this the ESLOA had to include comprehension as well as production. It is also assumed that in the earliest stages of second language acquisition, evaluation of oral production is not needed. Thus, Level One requires no oral production; Levels Two and Three require slightly more oral production and Level Four probes the student's ability to create language. The intent of Level Four is to elicit a representative sample of the student's true language ability in English. Therefore, the ESLOA is progressively more communicative with each level.

Level 1 Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Test Administration Check List

The ESLOA will provide the most reliable and valid results when it is administered correctly by a trained tutor/director. The following is simply an ordered checklist to keep in mind when you are administering the ESLOA. While some of the items may seem obvious, they can be easily forgotten without a list. Tedious as it may seem, covering this list with each administration of the ESLOA is important for successful testing.

Preparation

Advanced preparation is the principal element of successful test administration. Pay careful attention to the following:

Materials and Equipment

- Make sure your ESLOA test booklet is complete.
- Check to make sure there are no marks on the pictures and that the booklet is in good condition.
- Have a score sheet pad (with spares) and pencil (and spare) ready.
- Familiarize yourself with the score sheet and the ESLOA booklet.
- Have an ESLOA file folder ready for the student if the student is new, or have the student's previous folder if the student is being retested.
- Be familiar with the scoring criterion for Level Four (page 7). See Tips on Conducting an Oral Interview in this manual.
- Review the descriptions of comprehension, fluency and pronunciation in "Scoring Level Four" of this manual (page 7).

- If you plan to tape record the ESLOA, check that all equipment is in good working order and that you have enough time on your tape for the entire testing session (i.e. do not interrupt the flow of the test to turn tape over).

Test Administrator

- Please read the entire test booklet before administering the test for the first time.
- Give special attention to the oral interview technique covered in the "Tips on Conducting an Oral Interview" section of this manual (page 8).
- Review the intent of each ESLOA level question prior to each administration of the test.
- Practice reading the test questions aloud. The questions should be asked at a natural speed by a native speaker of English. If this test is to be administered by a non-native speaker of English, his/her pronunciation must be near-native.
- Take care not to speak too loudly, nor too softly.
- Freshen your breath.

Room and Environment

- Select a room/place that is quiet and free from interruption.
- Pay attention to the acoustic quality of the space (Is there an echo?).
- Arrange your materials on a table in advance and place chairs at right angles to each other.

- 4
- Check that the table and chairs are a comfortable height and stable.
 - Check lighting. It must be bright enough so that you can read the booklet from a comfortable distance.
 - Have a watch or wall clock visible. The test should range from 10 to 20 minutes.
 - Look again at what the adults see when they walk in the door of your learning setting. Ask yourself these questions:
 1. Are the visuals on bulletin boards and walls adult-oriented?
 2. Are there photographs of “real students” posted? (Pot lucks, graduations, etc.)
 3. Do receptionists, librarians, teachers greet new students with a respectful and positive attitude?
 - A welcoming atmosphere that sets the tone of trust and respect for mature learners and their styles is vital to providing a positive testing experience.

Test Administration - General Information

- Greet the student warmly and in a way that respects his/her cultural background. Make every effort to create a comfortable environment. SMILE!
- Informally seat the student and fill out the personal file folder. Remember not to ask the student to “fill this out.” Small talk at this time may relax the student. When you both feel ready, begin the test.
- “Hello, how are you today? (tonight?)” “What is your name?” (These responses are not part of the test.) Administer Level One even if the adult cannot answer, or hesitates to answer, these questions.
- Explain simply that this test is a way for the tutor to know how to **best meet the learner’s needs**. The information obtained

will be used to create individualized lesson plans. They **CAN-NOT FAIL this test**. Of course, how you communicate this message will depend on the proficiency of the student. Do not exhaust a lower level student trying to make this clear. It would only raise anxiety.

- Allow time for questions and comments from the student. Clarify and restate with ease and respect.
- If you had planned on tape recording the testing session, ask permission from the student now. Say that the tape is for LVA use only to ensure an accurate test evaluation. If the student is uncomfortable with the tape recorder, **IT MUST NOT BE USED**.
- If any distractions occur that seriously disrupt the testing environment, the session should be stopped and rescheduled.
- Read each question to the adult, checking the appropriate response on the answer sheet. Tutors may repeat questions once if needed.
- Do not use helpful gestures. An answer in the adult’s native tongue is incorrect because the purpose of this assessment is to obtain a measure of the ability to understand and to respond in English. Learners are not penalized for self-corrections.
- Proceed through the assessment, level by level, until the criterion specified on the answer sheet is not met.*
- When the test is over, relax the student with encouraging small talk. Every student should leave with a feeling of success, regardless of the cumulative score. Your success, in turn, means that you know something more about the student’s language ability after the test than you did before it!
- Administered properly, the ESLOA can serve as a great beginning toward an appropriate learner-centered curriculum for the first-time student as well as for the continuing student.

*See “Tips On Conducting an Oral Interview”.

Directions and Scoring

Level 1:

10 Items; 10 possible points

Objective: The items in Level One are designed to assess the student's auditory comprehension through identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Directions: Show the learner each picture and give the indicated instruction located in the tutor box on the instruction page. All possible responses are shown in a box located in the lower right hand corner of the page; incorrect responses are shaded. The learner may score 0 or 1 point for each item in Level One.

Points:

- 0 - No response
- 0 - Incorrect response
- 1 - Correct response

Scoring: Record student responses by placing a mark in the appropriate item box for all 10 items of Level One. Record student responses on a separate score sheet, Level One. Add each column and place sum in the appropriate subtotal box. Then add subtotals and place the sum in the total box for Level One. If criterion is met (8 points in Level One) shade all of Level One area on bar graph, on side 2 of score sheet. Proceed to Level Two. If the criterion is not met (less than 8 points in Level One) calculate the percentage correct using the % formula on side 2 of score sheet or use the ESLOA percentage sheet located on page 80. Shade the area on the bar graph to show percentage calculated. End the test.

Level 2:

10 Items; 20 possible points

Objective: The items in Level Two are designed to assess the student's ability to create language using basic vocabulary and grammatical structures. Short Oral responses are necessary. The focus is on comprehension and meaningful communication.

Directions: Show the learner each picture and give the indicated instruction located in the tutor box on the instruction page. The learner may score 0, 1 or 2 points for each item in Level Two.

Points:

- 0 - No response/ No meaningful communication
- 1 - Meaningful communication, but hard to understand due to non-native like speech (ungrammatical/nonlexical construction).
- 2 - Meaningful communication and demonstrates some control over basic grammar

Tutor Choice Items for Level Two:

Q2.5, 6, 7 - Q2.5a, 6a, 7a

Tutor may select either the picture on page 56 (shopping) with accompanying questions Q2.5, 6, 7 or the picture on page 58 (woman opening door) with accompanying questions 2.5a, 6a, 7a. Circle the appropriate item number on score sheet for future reference. Tutor may select alternate tutor choice picture when retesting.

6 **Q2.8, 9, 10 - Q2.8a, 9a, 10a**

Tutor may select either the picture on page 60 (man working on roof) with accompanying questions Q2.8, 9, 10 or the picture on page 62 (woman taking the bus) with accompanying questions Q2.8a, 9a, 10a.

Scoring: Record student responses by placing a mark in the appropriate item box for all 10 items of Level Two. Record student responses on student's score sheet, Level Two. Add each column and place sum in the appropriate subtotal box. Then add subtotals and place the sum in the total box for Level Two. If criterion is met (16 points in Level Two) shade all of Level Two area on bar graph, side 2 of score sheet. Proceed to Level Three. If the criterion is not met (less than 16 points in Level Two) calculate the percentage correct using the % formula on side 2 of score sheet. Shade the area on the bar graph (Level Two) to show percentage calculated for Level Two. End the test.

**Special Note for Level Two and Three
Regarding Tutor Choice Items.**

Tutor's Choice items were created to give tutors the flexibility to individualize the test for their learners. The learner's background knowledge (schemata) is taken into consideration because test items (vocabulary and concepts) will be interpreted according to that background. By choosing the item most familiar to the learner, the tutor gives the learner greater opportunity for success and respects the learner's culture.

Tutor may select the alternate tutor choice picture when retesting, if tutor believes the learner will not be disadvantaged.

Level 3:

5 Items, 15 possible points

Objective: The items in Level Three are designed to assess the student's ability to create language using more complex grammatical structures than Level Two. Short oral responses are necessary. Students are encouraged to expand responses comfortably. The focus remains on comprehension and meaningful communication.

Directions: Show the learner each picture and give the indicated instruction located in the tutor box on the instruction page. Each picture in the test booklet has been reduced and is shown in a box in the lower right hand corner of the instruction page. The learner may score 0, 1, 2 or 3 points for each item in Level Three.

- Points:**
- 0 - No response/ No meaningful verbal communication
 - 1 - Meaningful communication ungrammatical/nonlexical construction
 - 2 - Meaningful communication and demonstrates some control over basic grammar
 - 3 - Student uses multiple sentences sequentially.

Tutor's Choice Item for Level 3:

Q3.2-Q3.2a

Tutor may select either the rural (Q3.2) or urban (Q.3.2a) picture on page 68.

If the student is familiar with a city setting, show the picture of the city and cover the other picture with a blank piece of paper. If the student is familiar with a country setting, show the picture of the school bus. Circle the appropriate item number on score sheet for future reference. Tutor may select alternate tutor choice picture when retesting.

Q3.5 - Q3.5a

Tutor may select either the postcard from page 72 (beach, Q3.5) or postcard from page 74 (city with mountain background, Q3.5a).

If the student is familiar with a beach setting, show the picture postcard of the beach. If the student is familiar with a city/mountain setting, show the picture postcard of the city/mountains.

Postcard text is printed in the lower right hand corner of the instruction page.

Circle the appropriate item number on score sheet for future reference. Tutor may select alternate tutor choice picture when retesting.

Special Note Regarding Items Q3.3 and Q3.4

Both items, Q3.3 and Q3.4 relate to the same picture on page 70. **DO NOT FLIP THE PICTURE PAGE between item questions.**

Scoring: Record student responses by placing a mark in the appropriate item box for all five items of Level Three. Record student responses on student's score sheet, Level Three. Add each column and place sum in the appropriate subtotal box. Then add subtotals and place the sum in the total box for Level Three. If criterion is met (12 points in Level Three) shade all of Level Three area on bar graph, side 2 of score sheet. Proceed to Level Four. If the criterion is not met (less than 12 points in Level Three) calculate the percentage correct using the % formula on side 2 of score sheet, or see ESLOA percentage sheet on page 80. Shade the area on the bar graph (Level Three) to show percentage calculated on Level Three. End the test.

Level 4:

The Oral Interview; 12 possible points

Objective: The items in Level Four are designed to assess a sample of the student's language informally. The focus of this Level Four is directed toward comprehension, fluency and pronunciation.

Directions: Talk with the student using the questions that are suggested. Move naturally from one question to the next and close the interview after three to five minutes. All these questions do not have to be asked. The goal is simply to collect a sample of freely expressed language.

Points

Comprehension

1	2	3	4
---	---	---	---

1. Student understands a few learned phrases and basic vocabulary when used in context. Student has great difficulty understanding conversational English even when the tutor speaks slowly.
2. Student understands a wider variety of phrases and vocabulary. He/she understands some conversational English, but only if the tutor uses simple words and speaks slowly.
3. Student understands conversational English even if some unknown words are used. Tutor seldom has to repeat or speak slower than normal.
4. Student and tutor converse fairly easily with both parties understanding the language used. Student has an understanding of descriptive, factual and abstract material when given in a familiar context.

Tips on Conducting an Oral Interview:

The oral interview format used in Level Four is an effective way to collect a language sample. The scoring of an oral interview can be highly subjective and may yield invalid and unreliable results if the test administrator is not trained. Please participate in ESLOA training through LVA, or purchase the audiocassette and training guide.

*Or purchase the training kit with audio cassette.

- The trick to collecting an authentic language sample is to make it feel natural, not like part of the test to the student. It is important that the test administrator be familiar with the ESLOA Oral Interview Scoring Scale, so that it is not necessary to refer to it during testing. The administrator must be an active listener and an interested conversation partner. The test administrator should lay down the ESLOA pictures, pencil and score sheet.
- Seek to create a comfortable relationship.
- Keep your interview time flexible; 3 to 5 minutes should be sufficient for Level Four. If it becomes apparent that the student is clearly uncomfortable, bring the interview gently to a close regardless of time.
- Give the student as many fresh starts as possible. This means changing questions if the student seems unable to progress on a topic. Such transitions should be made as natural as possible.
- Actively negotiate meaning; nod/ use facial expressions/ rephrase or repeat the student's comments if he/she seems to need reassurance.
- Be careful not to talk too much. There is a tendency for interviewers to engage in lengthy explanations of something the student has misunderstood. It is also tempting for the tester to answer the questions themselves. Guard against this.
- Whenever possible, tape record the entire ESLOA session and evaluate the interview after the student has finished. Whenever possible, two evaluators should evaluate the same taped language sample and reach consensus.

Fluency

1	2	3	4
---	---	---	---

1. Student communicates using gestures to assist language efforts and cannot be understood without these gestures. Even simple survival needs cannot be communicated.
2. Student uses learned phrases to communicate survival needs. Long pauses and discontinuous speech patterns create difficulty in being understood.
3. Student participates in conversation beyond basic survival topics and is usually understood. Speech is still marked by short pauses and gestures. Student demonstrates some knowledge of English language structure.
4. Student maintains an extended casual conversation with few pauses. He/she maintains control over English language structures.

Pronunciation

1	2	3	4
---	---	---	---

1. Student pronounces words in ways that make understanding impossible, thereby blocking communication.
2. Student pronounces words in ways that make understanding difficult, but not impossible if the student repeats the word or words frequently.
3. Student pronounces words in ways that can be understood almost always by sympathetic and/or trained native speakers. Student repeats only occasionally and is understood most of the time.
4. Student is almost always understood by native speakers of English.

Note: Most experts agree that pronunciation is the poorest indicator of a student's second language proficiency. Research also indicates that a student's ability to achieve native-like speech is strongly determined by age, motivation and social issues. When addressing pronunciation the tutor should be aware that progress in this area will be most efficient when approached through extensive authentic conversation work where negotiating meaning is the focus.

Scoring: After the student leaves, while the interview is fresh in your mind, score the oral interview. It is best to tape the interview and use the tape for evaluation.

Circle the number 1, 2, 3 or 4 for each aspect of the language sample: comprehension, fluency and pronunciation according to the description of points listed above. The descriptions of points should be familiar to the evaluator before the student is interviewed.

Add each column and place sum in the appropriate subtotal box. Then add subtotals and place the sum in the total box for Level Four. If criterion is met (9 points in Level Four) shade all of Level Four area on bar graph, side 2 of score sheet. The student is considered advanced. If the criterion is not met (less than 9 points in Level Four) calculate the percentage correct using the % formula on side 2 of score sheet, or use ESLOA percentage sheet on page 80. Shade the area on the bar graph (Level Four) to show percentage calculated for Level Four. End the test.

Special Note on Scoring Level 4:

Scoring will be reliable and valid only if test administrators are familiar with the criterion listed previously regarding comprehension, fluency and pronunciation. Irrelevant features of the language sample are ignored.

Whenever possible the interview is taped and evaluated by two independent scorers.

10 USING THE BAR GRAPH

The bar graph converts the numerical score into holistically described levels: beginner, intermediate and advanced. Once the bar graph is shaded according to the scoring directions above, the holistic level can be determined (see figure 1).

Example: The student scores 8 points on Level One. The criterion for Level One was met. Shade all of Level One on bar graph. The student then scores 17 on Level Two. The criterion for Level Two was met. Shade all of Level Two on bar graph. The student then scores 8 points on Level Three. The criterion (12 pt.) was not met. Calculate percentage correct using the formula on the answer sheet, side 2.

$$\frac{8 \text{ pt. Correct}}{15 \text{ pt. Possible}} \times 100\% = 53\% \text{ on Level Three}$$

Shade in approximately 53% on Level Three. To calculate quickly, see page 80.

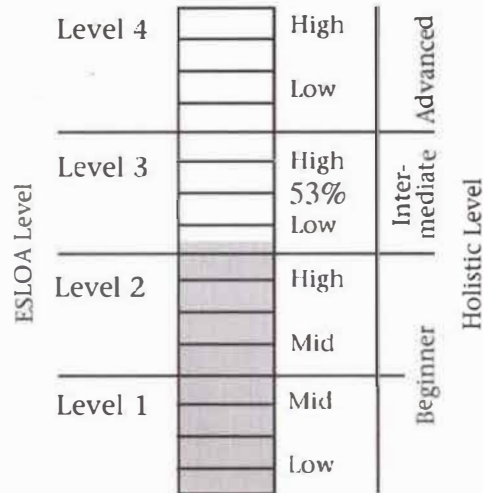


Figure 1.

Ending the Test

When the test is over, relax the student with encouraging small talk. Every student should leave with a feeling of success, regardless of cumulative score. Success means that you know something more about the student's language ability after the test than you did before it! You have completed the first step in designing a learner-centered curriculum for the learner.

Sample ESLOA Score Sheet

Name: _____

Date: _____

Level 1

- 0 - No Response
- 0 - Incorrect Response
- 1 - Correct Response

	0	1
Q1.1		
Q1.2		
Q1.3		
Q1.4		
Q1.5		
Q1.6		
Q1.7		
Q1.8		
Q1.9		
Q1.10		
Subtotal		
Criterion: 8 points out of 10 to continue.	Total	

Level 2

- 0 - No Meaningful Response.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

Circle choice used.	0	1	2
Q2.1			
Q2.2			
Q2.3			
Q2.4			
* Q2.5 or Q2.5a			
* Q2.6 or Q2.6a			
* Q2.7 or Q2.7a			
* Q2.8 or Q2.8a			
* Q2.9 or Q2.9a			
* Q2.10 or Q2.10a			
*Subtotal			
*Tutor's Choice Test	Total		

Criterion: 16 points out of 20 to continue.

Sample ESLOA Score Sheet

Name: _____

Date: _____

Level 3

- 0 - No meaningful verbal communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.
- 3 - Uses multiple sentences sequentially.

	0	1	2	3
Q3.1				
*Q3.2 - Q3.2a				
Q3.3				
Q3.4				
*Q3.5 - Q3.5a				
Subtotal				

* Tutor's Choice Test

Criterion: 12 points out of 15 to continue
(or calculate percentage on bar graph).

Total

% Formula to be used when the criterion was not attained.

$$\frac{\# \text{ correct for level}}{\# \text{ possible for level}} \times 100\% = \%$$

Mark percentage indicating ESLOA level on bar graph and shade entire area below mark.

**See Percentage Help Sheet on page 80.

Level 4

Circle a number based on your impression of the student's language ability. Refer to ESLOA User's Guide for more information.

Oral Interview

	1	2	3	4
Comprehension				
Fluency				
Pronunciation				
Subtotal				

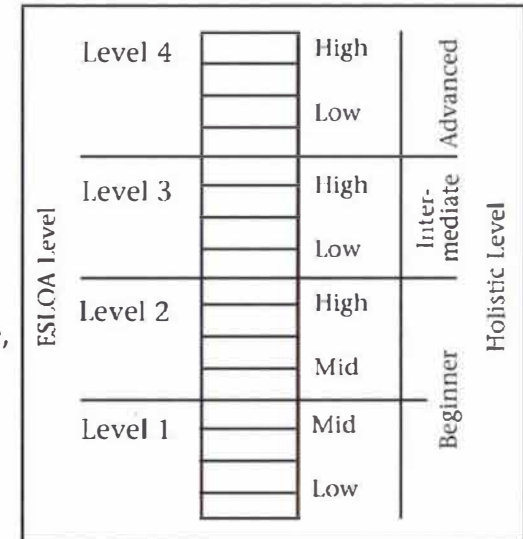
Criterion: 9 points out of 12 to be considered advanced.

Total

Score

Shade bar graph to determine level.

Locate level on Description Grid to understand the student's developmental stage, page 14.



Progressive Curriculum Design

Adults progress in their language development most successfully when the curriculum presented: 1) is developmentally appropriate; 2) meets their immediate survival needs; 3) involves authentic learning tasks. For this reason the authors have included their model for progressive curriculum design (see figure 2).

Step 1: Determine the student's ESLOA score and corresponding holistic language proficiency level on bar graph.

Step 2: Locate the student's holistic level on the ESLOA Level Description Grid (pg 14). Read the profile of the student's general ability in the areas of listening, speaking, work, reading and writing.

Step 3: Assess the student's immediate interests and survival needs through an informal needs assessment. In your needs assessment include topics such as: basic skills, community resources, shopping, employment, health, housing, and transportation. For lower level students the needs assessment will be pictorial. Before lesson planning begins the tutor must know the student's goals and reasons for developing their English language skills. Therefore, the authors suggest the needs assessment happen shortly after the ESLOA administration and before the tutor/student match is made.

Step 4: Combine the level description information with the needs assessment information to select the most appropriate Life Competency tasks from the Life Competency Tasks listed on pages 15 - 20 of this User's Guide. Life competencies are presented as suggested topics for learner-centered curriculum development. They are presented in groups reflecting areas of need and developmental level.

Progressive Curriculum Design

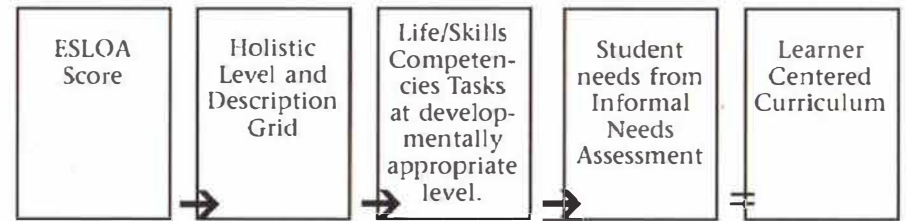


Figure 2.

Administered properly, the ESLOA can serve as a great beginning toward an appropriate learner-centered curriculum for the first time student as well as the continuing student.

ESLOA: Level Description Grid

	General	Listening	Speaking	Work	Reading	Writing
Beginner	Students enter the beginning level with little or no ability to read or write English. Low beginners are unable to function in a situation requiring spoken English. Students at high beginning level function in a limited way speaking English in situations related to their immediate needs.	Students are able to comprehend a range of high-frequency words used in context. Students understand a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	Students can communicate survival needs using very simple learned phrases and sentences. Students ask and respond to simple questions and have some control over basic grammar.	Students can handle only very routine entry-level jobs that do not require oral communication and in which all tasks can be easily demonstrated. Students at high-beginning level can use only the most basic oral communication skills on a nontechnical level.	Students are able to attain limited meaning from print materials with successive rereading and checking.	Students are able to copy isolated words and phrases and generate short sentences based on previously learned material.
Intermediate	Students who enter the low-intermediate level function satisfactorily in the use of English in basic survival situations related to their needs. At the high-intermediate level students can use English to function independently in most familiar situations.	Students comprehend conversations containing some unfamiliar vocabulary. Students understand simple learned phrases easily and some new phrases containing familiar vocabulary.	Students have some ability to participate in face-to-face conversations on topics beyond their survival needs. They clarify meaning by asking questions or simply rewording. Students have some control of basic grammar.	Students can function independently in their jobs, handling job training and work situations that involve oral communication skills on both a nontechnical and technical level. Written directions and materials may need to be simplified or clarified orally.	Students can read simplified material on familiar subjects and have limited success when attempting to read some authentic materials.	Students can generate simple sequential paragraphs related to survival skills, personal topics, and non-personal topics with some errors.
Advanced	Students enter the advanced level with the ability to use English to function effectively in familiar and unfamiliar social situations and familiar work situations. High level advanced students use English to meet most routine social and work-related demands with confidence, though not without instances of hesitation.	Students can comprehend abstract topics presented in familiar contexts. They can also understand descriptive and factual material in narrative form.	Students are able to participate in casual and extended conversation. They communicate on the phone on familiar subjects, clarify general meaning, and control of basic grammar is evident.	Students can meet most work demands with confidence. They can also function effectively in work situations that require interaction with the public. They can follow written instructions in technical work manuals.	Students can read authentic materials on abstract topics in familiar contexts as well as descriptions and narrations of factual material.	Students can write descriptions, short essays, summaries, letters and can complete complex forms or applications. Students can use basic self-correction techniques.

Life Competencies

Suggested Topics for Learner-Centered Curriculum Development

The following lists of Life Skills/Competencies are suggested topics for students at specific stages of second language acquisition. After you obtain the ESLOA test score, shade in the bar graph on the score sheet to determine the stage of the student: Beginning, Intermediate, or Advanced. Then combine this information and the student's needs profile information to choose the appropriate suggested topics when designing a learner-centered curriculum.

Skill/Competency - Beginner - Levels 1 and 2

Basic Skills/Functions

- ◆ Give personal information orally (name, address, phone, SS#, country of origin, etc.).
- ◆ Write personal information (name, address, phone, SS#, country of origin, etc.).
- ◆ Express a lack of understanding and ask someone to repeat.
- ◆ Ask simple questions for clarification.
- ◆ Use appropriate social language to introduce self and others, for farewells and greeting, etc.
- ◆ Ask if something was done correctly.

Community Resources

- ◆ Read emergency words.
- ◆ Read, say and dial telephone numbers of emergency services. Report household emergency by phone (spell name, address).
- ◆ Ask for stamps at the post office.
- ◆ Correctly address an envelope/package including return address.

Shopping

- ◆ State basic food or clothing needs.
- ◆ Ask for or read the price of food, clothing or other items in a store.
- ◆ Differentiate sizes by reading tags and request size/color for a specific item in simple terms.
- ◆ Ask for information and follow simple directions to buy food, clothing and household items.
- ◆ Read and ask about store signs, aisle numbers and store hours.
- ◆ Locate and read expiration dates.
- ◆ Ask for food using common weights and measures and read abbreviations for weights and measures.
- ◆ Order and pay for food in a restaurant.
- ◆ Identify and read names of US coins and bills and respond to request for change and/or specific coins.
- ◆ Use money correctly to pay the total amount requested orally and in writing.
- ◆ Ask to cash a check or money order, endorse it, and provide proper ID upon request.
- ◆ Buy a money order.

Employment

- ◆ State or list previous and current employment and own job skills.
- ◆ Fill out simple job application.
- ◆ Identify common entry-level jobs.
- ◆ Respond to simple questions about and report on work progress and completion of tasks.
- ◆ Sign name on time sheet.
- ◆ Read common warning signs and respond to simple oral warnings.
- ◆ Read alphanumeric codes.
- ◆ Give simple excuses for absences or lateness.
- ◆ Ask supervisor or co-worker for help.
- ◆ Follow simple one-step instructions.

Health

- ◆ State health conditions in simple terms including major illness and state need for medical help.
- ◆ Read simple signs related to health care.
- ◆ Identify major body parts.
- ◆ Make a doctor's appointment in person, giving name, address and phone.
- ◆ Read time and date on an appointment card.
- ◆ State a need for an interpreter.
- ◆ Ask for a non-prescription medication at the drug store.
- ◆ Determine and report body temperature as indicated by thermometer.
- ◆ Ask for patient's room number in a hospital.
- ◆ Identify oneself, appointment time and doctor's name upon arrival at doctor's office.

Housing

- ◆ Identify common household furniture/rooms.
- ◆ Identify basic types of housing and answer simple questions about housing needs.
- ◆ Ask how much is the rent.
- ◆ Read common housing signs.
- ◆ Report basic household problems and request repairs in simple terms.

Transportation and Directions

- ◆ Ask for locations and follow simple directions to places in a building.
- ◆ Give the streets and a landmark near your house/apartment.
- ◆ Read a limited number of symbol or transportation/pedestrian signs.
- ◆ Ask for a bus, train or plane destination.
- ◆ Read signs indicating bus/train destinations and street names.

Skill/Competency - Intermediate - Level 3

Basic Skills/Functions

- ◆ Write personal information (name, address, phone, SS#, county, etc.).
- ◆ Clarify by spelling or writing.
- ◆ Clarify by asking simple questions.
- ◆ Repeat instructions to verify comprehension.
- ◆ Ask about meaning or pronunciation of a word.
- ◆ Give and follow two-step instructions.

Community Resources

- ◆ Report an emergency outside the home.
- ◆ Answer questions about child for school enrollment.
- ◆ Ask about correct postage for mailing.
- ◆ Fill out change-of-address forms from post office.

Shopping

- ◆ Write a check and fill out a money order.
- ◆ Use and report problems in using coin-operated machines.
- ◆ Fill out deposit/withdrawal slips.
- ◆ Compare similar products for value by interpreting ads, labels and charts.
- ◆ Express a need to return an item, state reason in terms of size/color, fit, etc.
- ◆ Respond to cashier's questions concerning means of payment.

Employment

- ◆ Ask and answer questions about skills and work status.
- ◆ Fill out a simple job application.
- ◆ Inquire about job openings and ask for an interview in person.
- ◆ Read want ads, signs and notices. Identify skills needed for a job.
- ◆ Modify a task based on changes in instructions.
- ◆ Respond to supervisor's comments about quality of work.
- ◆ Give specific reasons for absences or lateness.
- ◆ Report specific problems encountered in completing a task.
- ◆ Interpret warning signs.

Health

- ◆ Identify common symptoms, illness, injuries and health problems.
- ◆ Read names of common medicines and follow directions on medicine labels.
- ◆ Interpret information on appointment cards and make notations on calendars.
- ◆ Make, change or cancel a doctor's appointment.
- ◆ Locate facilities in a hospital or clinic by reading signs.
- ◆ Follow oral instructions in a medical exam or about treatment.
- ◆ Fill out simple insurance form with assistance.

Housing

- ◆ Ask for information about housing.
- ◆ Identify amount due on housing bills and question errors on bills.
- ◆ Describe need for household repairs.
- ◆ Make arrangements to move in or out of housing.
- ◆ Ask about and follow instructions for using and maintaining household equipment.

Transportation and Directions

- ◆ Ask and answer questions or read information and arrival/departure times.
- ◆ Ask when/where to get on or off a bus.
- ◆ Buy travel tickets.
- ◆ Read common traffic, pedestrian, airport or station signs.
- ◆ Give and follow simple oral or written directions to a place.
- ◆ Identify major streets and landmarks on a map.

Skill/Competency - Advanced - Level 4**Basic Skills/Functions**

- ◆ Ask for clarification by restating, giving alternatives or identifying instructions that were not understood.
- ◆ Paraphrase concepts or ideas.
- ◆ Use appropriate social language to initiate and maintain a conversation.
- ◆ Respond to body language and hand gestures appropriately.

Community Resources

- ◆ Read and respond to basic information about child's report card and written information from school.
- ◆ Arrange daycare for own children.
- ◆ Read and interpret information about local public recreational facilities and entertainment and other community services in a community newsletter or local media.
- ◆ Fill out postal forms.
- ◆ Ask about services provided by community agencies.
- ◆ Report suspected loss or theft.

Shopping

- ◆ Interpret advertisement and labels to select goods and services.
- ◆ Place an ad in the newspaper to sell an item.
- ◆ Interpret basic nutritional and related information listed on food labels.
- ◆ Follow directions on food labels for preparing food and on clothing labels for care.
- ◆ Express need to return/exchange merchandise and state reason orally and in writing.
- ◆ Ask about and understand basic information about store hours, products and prices over the phone.
- ◆ Write a letter to question a bill.
- ◆ Ask/answer questions for opening a checking/savings account and fill out required forms.
- ◆ Read a savings and checking account statement.

Employment

- ◆ Fill out a standard job application form.
- ◆ Begin and end an interview properly. Answer standard job interview questions including ability to use tools, equipment and machines.
- ◆ Inquire by phone about advertised and unadvertised job openings and request an interview.
- ◆ Discuss requirements, procedures and benefits with supervisor or counselor.
- ◆ With assistance, write a basic resume and cover letter when applying for a job.
- ◆ Make a follow-up call about a job application.
- ◆ Respond to multiple-step oral instructions without visual references.
- ◆ Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures.
- ◆ State intention to resign and give reasons for resigning from the job.
- ◆ Request and describe the nature of problems on the job.
- ◆ Read and write a simple work memo, asking for assistance if necessary.
- ◆ Teach a routine task to a co-worker using step-by step verbal instructions, demonstration and gestures.
- ◆ Read and fill out health insurance forms and accident reports with assistance.
- ◆ Ask about regular paycheck deductions and question irregularities.
- ◆ Read written safety regulations and operating instructions for tools and equipment.

Health

- ◆ Telephone or write a simple note to school/work explaining own or child's absence due to illness.
- ◆ Read warning, storage directions and emergency instructions ("refrigerate after opening;" "keep out of the reach of children").
- ◆ Respond to questions about means of payment.
- ◆ Fill out standard medical history form with assistance.
- ◆ Read about and describe some possible side effects of medication.
- ◆ Read routine clinic notice (hours, payment requirements and policies concerning cancelled appointments).
- ◆ Read immunization requirements for school or work.
- ◆ Locate agencies providing emergency help and interpret how to effectively use them.

Housing

- ◆ Arrange for installation or termination of household utilities.
- ◆ Read household bills/question errors on household bills.
- ◆ Read classified ads and housing notices.
- ◆ Make complaints and respond appropriately to complaints from neighbors or the landlord.
- ◆ Ask about and describe landlord/tenant responsibilities.
- ◆ Read a non-simplified housing lease or rental agreement and fill out with assistance.

Transportation/Directions

- ◆ Read printed bus/train schedules.
- ◆ Read maps related to travel needs.
- ◆ Answer police officer's questions regarding a car accident or a traffic violation.
- ◆ Describe common car problems.
- ◆ Ask questions and read information related to buying car insurance and purchasing a car.
- ◆ Obtain detailed long distance travel information such as schedules and costs over the telephone.

Selected Resources

The Level Description Grid and the Competencies shown on pages 14 and 15 are compiled from the following sources:

Adult Performance Level Project Staff. *Adult Functional Competency: A Summary*. Austin, TX: University of Texas 1975 (EDRS No. Ed. 114, 609)

Colorado Certificate of Accomplishment English as a Second Language; Intake and Placement Guidelines. Compiled by Kathleen Santopietro, Office of Adult Education: Colorado Department of Education.

Competency-Based Mainstream English Language Training Project (MELT) Resource Package. Washington DC: US Department of Health and Human Services, Social Security Administration, Office of Refugee Resettlement, 1985 pp. 8 - 17.

English as a Second Language Model Standards for Adult Education Program. California Department of Education, Sacramento 1992 pp. 12 - 19.

- King, D., & Goodman, K. (1990). *Whole language: Cherishing learners and their language*. Language, Speech, and Hearing Services in Schools, pp. 21 (4), 221-227.
- King, Dorothy. (1991). Assessment and Evaluation in Bilingual and Multicultural Classrooms. Bill Harp (Ed.) *Assessment and evaluation in whole language programs*. pp. 159-175. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Liebowitz, D. (1988). *Basic vocabulary builder*. Lincolnwood, IL: National Textbook Company.
- Lytle, S.L. (1988, Fall). From the inside out: Reinventing assessment. *Focus on Basics*, pp. 2(1), 1-4. (EDRS No. ED 300 638)
- Lytle, S.L. & Wolfe, M. (1999). *Adult literacy education: Program evaluation and learner assessment*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (EDRS No. ED 315 665)
- Madsen, Harold. (1983). *Techniques in testing*. Oxford, England: Oxford University Press.
- McKenzie, M. (1990). *Ideabook for teachers of English as a second language in adult basic education*. Albuquerque, NM: Author. (EDRS No. ED 316 027)
- Paris, S.G., Lipson, M.Y., & Wixson, K.K. (1983). *Becoming a strategic reader*. *Contemporary Educational Psychology*. pp. 8, 293-316.
- Peyton, J.K. & Staton, J. (1991). *Writing our lives: Reflections on dialogue journal writing with adults learning English*. Englewood Cliffs, NJ: Prentice Hall Regents/Center for Applied Linguistics.
- Pinnell, G.S. & Matlin, M.L. (Eds.) (1989). *Teachers and research: Language learning in the classroom*. Newark, DE: International Reading Association.
- Santopietro, Kathleen. (1991). *Assessing the literacy needs of adult learners of ESL*. Washington, DC: ERIC Digest, National Clearinghouse on Literacy Education, CA.
- Santopietro, K. & Peyton, J.K. (1991). *Assessing the literacy needs of adult learners of ESL*. Washington, DC: National Clearinghouse on Literacy Education. (ERIC Document Reproduction Service No. ED 334 871).
- Savage, L. (ed.) (1988). *Components of competency-based ESL*. Burlingame, CA: ESL Teacher Institute.
- Siu-Runyan, Yvonne. (1991). *Holistic Assessment in Intermediate Classes: Techniques for Informing Our Teaching*. Bill Harp (ed.) *Assessment and evaluation in whole language programs*. pp. 109-136. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Sticht, T. *Testing and assessment in adult basic education and English as a second language programs*. San Diego: Applied Behavioral and Cognitive Sciences. (ERIC Document Reproduction Service No. ED 331 055)
- Terrell, Tracy D. (1983). The natural approach to language teaching: An update. In Oller, John Jr., & Richard-Amato, Patricia (Eds.) *Methods that work*. (pp. 267-283). Boston: Heinle & Heinle Publishers.
- Wrigley, H.S. (1992). Assessing ongoing progress: Are we progressing? In D. Holt (Ed.) *Assessing success: Alternative approaches to assessment and evaluation in family literacy programs* (pp. 57-85). Sacramento: California Department of Education.
- Wrigley, H.S. & Guth, G.J.A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International.
- Wrigley, H.S. (1992). *Learner assessment in adult ESL literacy*. Washington DC: National Clearinghouse on Literacy Education. San Mateo, CA: Aguirre International.

ESLOA

ENGLISH AS A SECOND LANGUAGE
ORAL ASSESSMENT

Third Edition

*W*E BELIEVE

LEARNER

the ability to read and write is

CENTERED

critical to personal freedom and the

LITERACY

maintenance of a democratic

EDUCATION

society.

Joye Coy Shaffer, Ed.D.

Teri McLean, M.Ed.



New Readers Press

The ESLOA booklet is not to be used without the accompanying User's Guide and Score Sheet found in the front of this book. Specific training in the administration of the ESLOA is strongly recommended.

Level One



Level 1, Question 1

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 26.

Say: "Where are the apples?"

Level 1

0 - No Response

0 - Incorrect Response

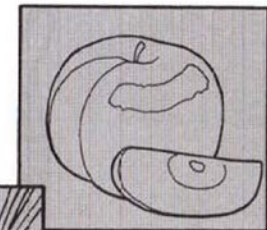
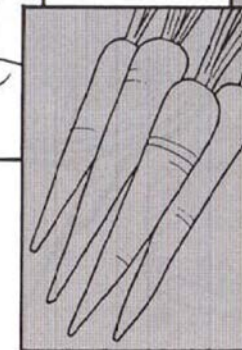
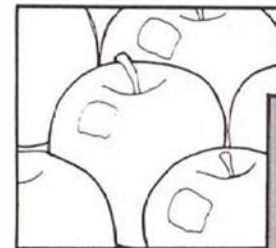
1 - Correct Response

Record student response on Score Sheet

Q1.1

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 2

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 28.

Say: "Which one shows 3:15?"

Level 1

0 - No Response

0 - Incorrect Response

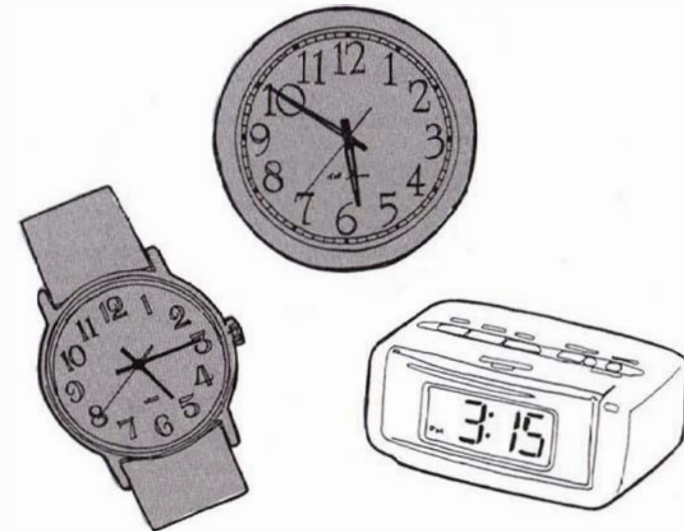
1 - Correct Response

Record student response on Score Sheet

Q1.2

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 3

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 30.

Say: "Which one shows quarter after five?"

Level 1

0 - No Response

0 - Incorrect Response

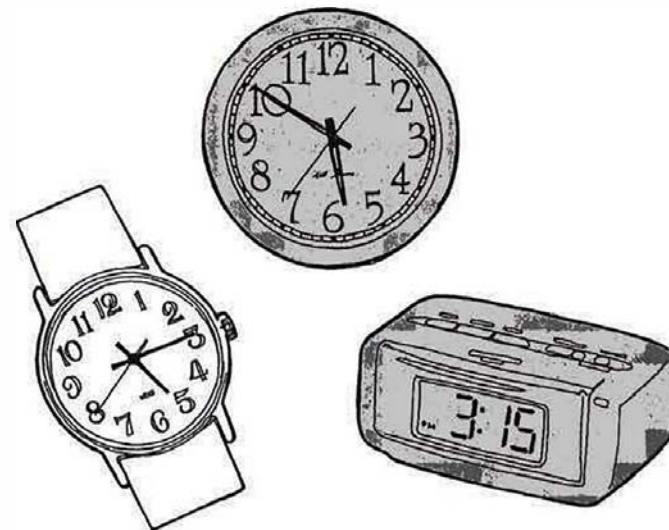
1 - Correct Response

Record student response on Score Sheet

Q1.3

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 4

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 32.

Say: "Which woman is eating?"

Level 1

0 - No Response

0 - Incorrect Response

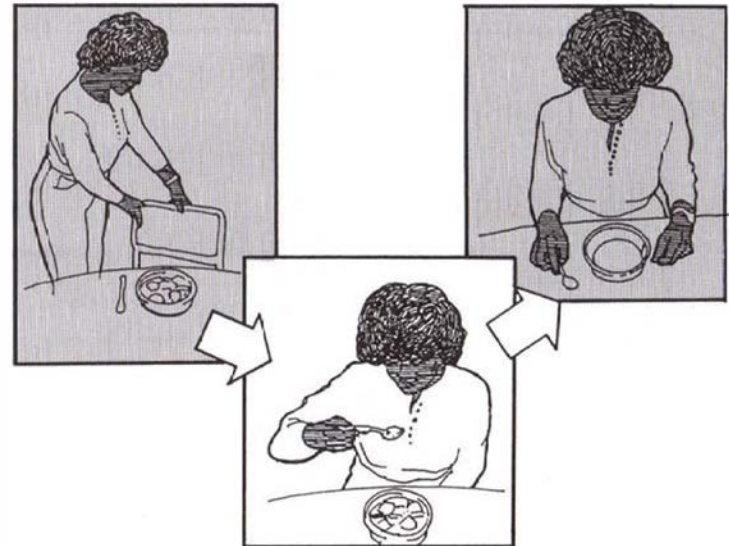
1 - Correct Response

Record student response on Score Sheet

Q1.4

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 5

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 34.

Say: "Which one shows that you can get something to eat?"

Level 1

0 - No Response

0 - Incorrect Response

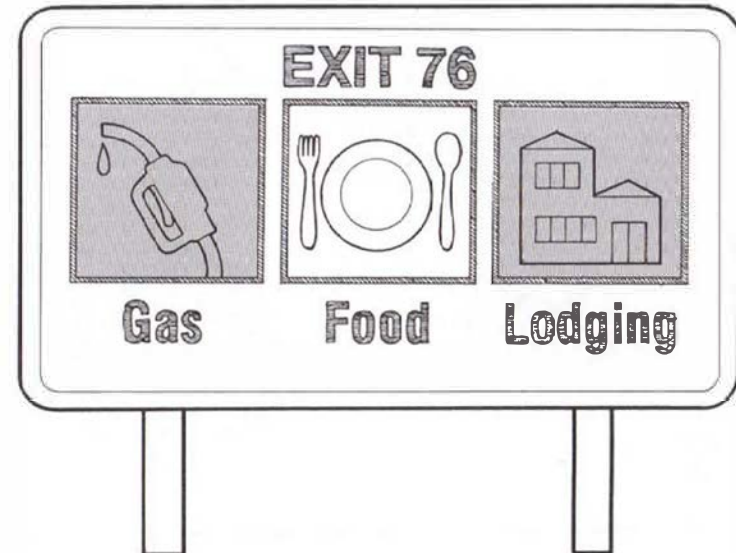
1 - Correct Response

Record student response on Score Sheet

Q1.5

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 6

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 36.

Say: Which one shows 55¢?"

Level 1

0 - No Response

0 - Incorrect Response

1 - Correct Response

Record student response on Score Sheet

Q1.6

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 7

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 38.

Say: "These are appointment cards. Which one is for January 16?"

Level 1

0 - No Response

0 - Incorrect Response

1 - Correct Response

Record student response on Score Sheet

Q1.7

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 8

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 40.

Say: "Which man has a headache?"

Level 1

0 - No Response

0 - Incorrect Response

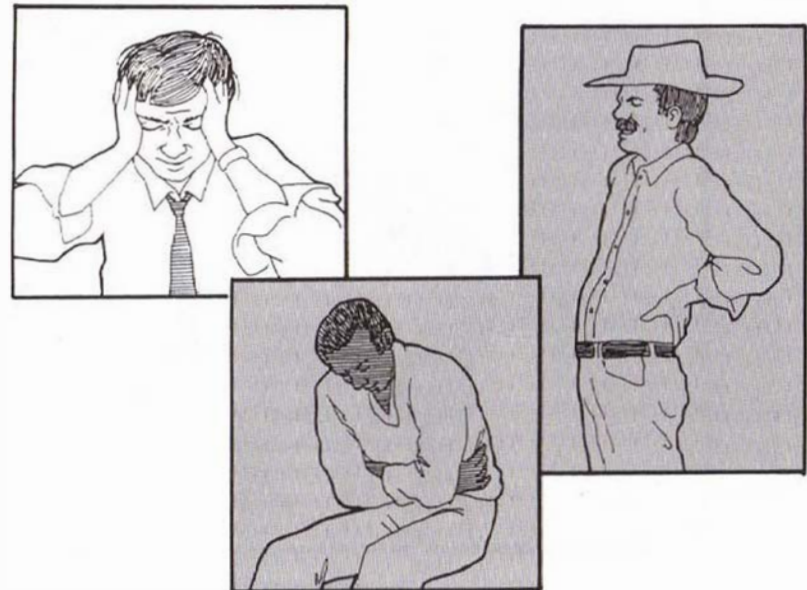
1 - Correct Response

Record student response on Score Sheet

Q1.8

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 9

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 42.

Say: "Show me the children who look sad."

Level 1

0 - No Response

0 - Incorrect Response

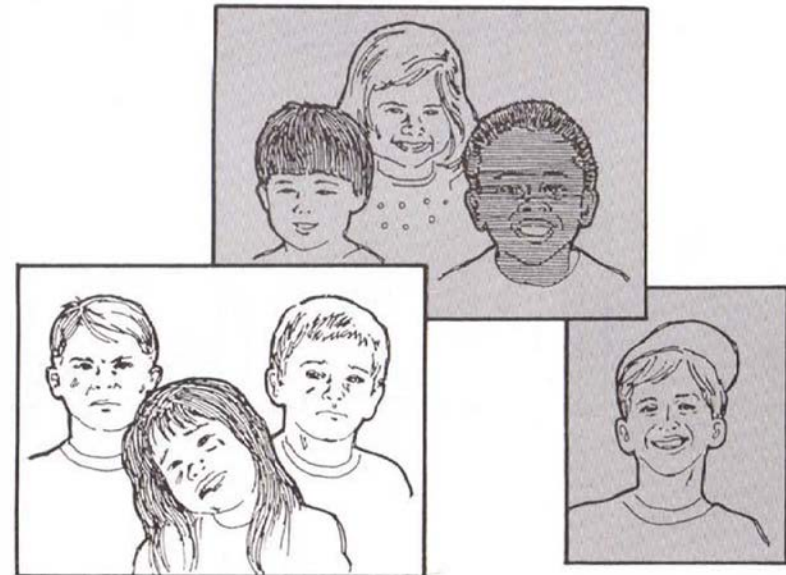
1 - Correct Response

Record student response on Score Sheet

Q1.9

0

1



Shaded areas indicate incorrect answers.

Level 1, Question 10

Assesses the student's auditory comprehension, the identification of specific vocabulary and the understanding of basic grammatical structures. Oral responses are unnecessary.

Tutor:

Show the learner the picture on page 44.

Say: "Which child is behind the playhouse?"

Level 1

0 - No Response

0 - Incorrect Response

1 - Correct Response

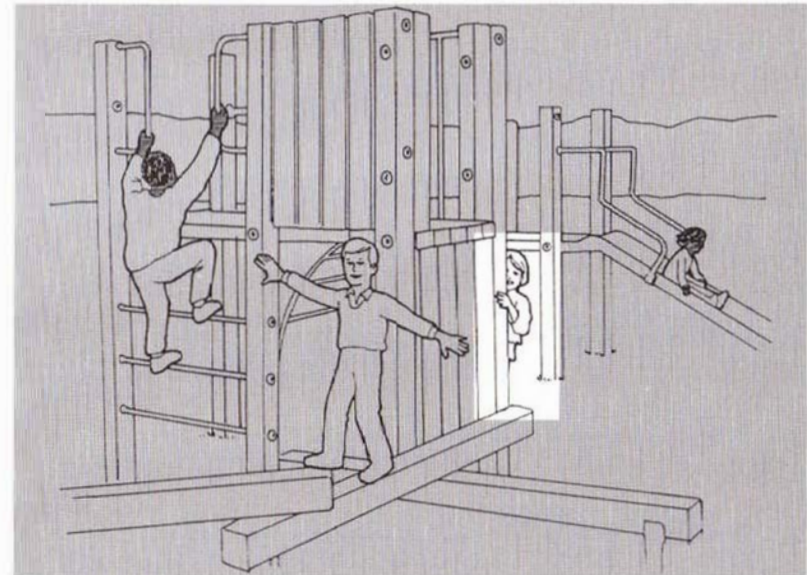
Record student response on Score Sheet

Q1.10

0

1

Criterion: 8 points out of a possible 10 in Level One to continue.



Shaded areas indicate incorrect answers.

Level Two



Level 2, Question 1

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 48.

Say: "This is a sign on a door.
When does the store open
on Monday?"

*If student points, ask him/her
to tell you the answer.

Level 2

- 0 - No meaningful communication.
- 1 - Meaningful communication/
ungrammatical/nonlexical
-construction.
- 2 - Both meaningful communication
and demonstrates some control
over basic grammar.

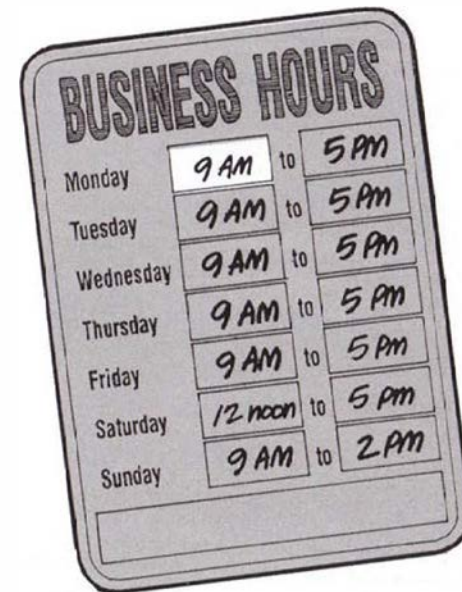
Record student response on Score Sheet

Q2.1

0

1

2



Shaded areas indicate incorrect answers.

Level 2, Question 2

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 50.

Say: "How much is the check worth?"

Level 2

- 0 - No meaningful communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

Record student response on Score Sheet

Q2.2

0

1

2



Shaded areas indicate incorrect answers.

Level 2, Question 3

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 52.

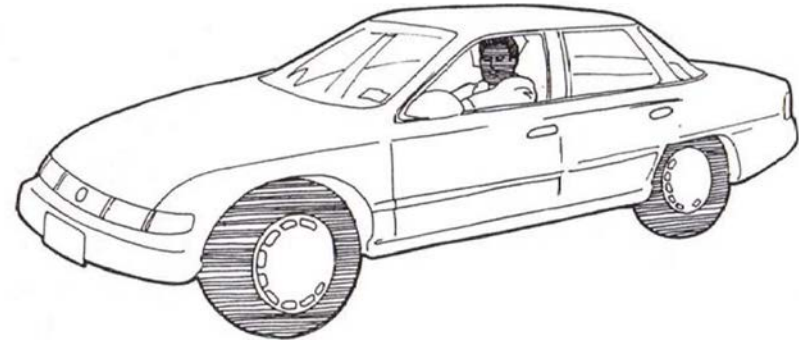
Say: "Whose car do you think this is?"

Level 2

- 0 - No meaningful communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

Record student response on Score Sheet

Q2.3	0	1	2



Level 2, Question 4

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 54.

Say: **"Who is taller?"**

*If the student points, ask him/her to tell you the answer.

Level 2

- 0 - No meaningful communication.
- 1 - Meaningful communication/ ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

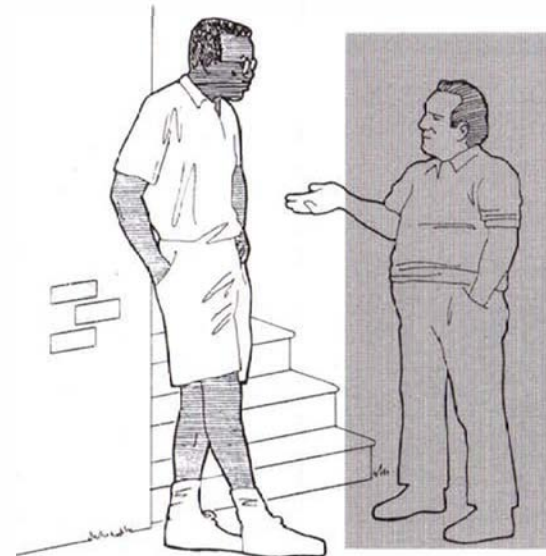
Record student response on Score Sheet

Q2.4

0

1

2



Shaded areas indicate incorrect answers.

Level 2, Questions 5, 6, 7

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 56.

Tutor's Choice:

Tutor may select either the picture on page 56 or 58 with questions Level 2.Q5,Q6, Q7.

Tutor selects other picture when retesting.

Say: "These three pictures are one story. Tell me about each picture."

"What is he going to do?"

"What is he doing?"

"What did he do next?"

Level 2

- 0 - No meaningful communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

Record student response on Score Sheet

Q2.5	0	1	2
Q2.6			
Q2.7			

The student should not miss a point for changing the verb.



Level 2, Questions 5a, 6a, 7a

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 58.

Tutor's Choice:

Tutor may select either the picture on page 56 or 58 with questions Level 2.Q5, Q6, Q7.

Tutor selects other picture when retesting.

Say: "These three pictures are one story. Tell me about each picture."

"What is she going to do?"

"What is she doing?"

"What did she do next?"

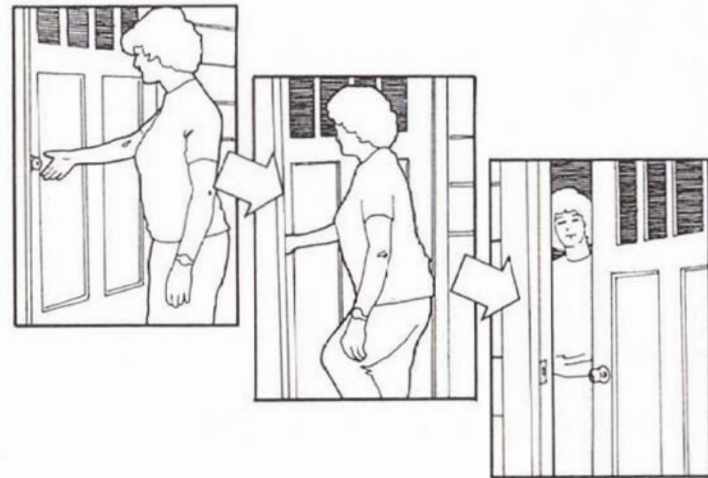
Level 2

- 0 - No meaningful communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

Record student response on Score Sheet

Q2.5a	0	1	2
Q2.6a			
Q2.7a			

The student should not miss a point for changing the verb.



Level 2, Questions 8, 9, 10

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 60.

Tutor's Choice:

Tutor may select either the picture on page 60 or 62 with questions Level 2.Q8,Q9, ●10.

Tutor selects other picture when retesting.

Say: "These three pictures are one story. Tell me about each picture."
 "What is he going to do?"
 "What is he doing?"
 "What did he do?"

Level 2

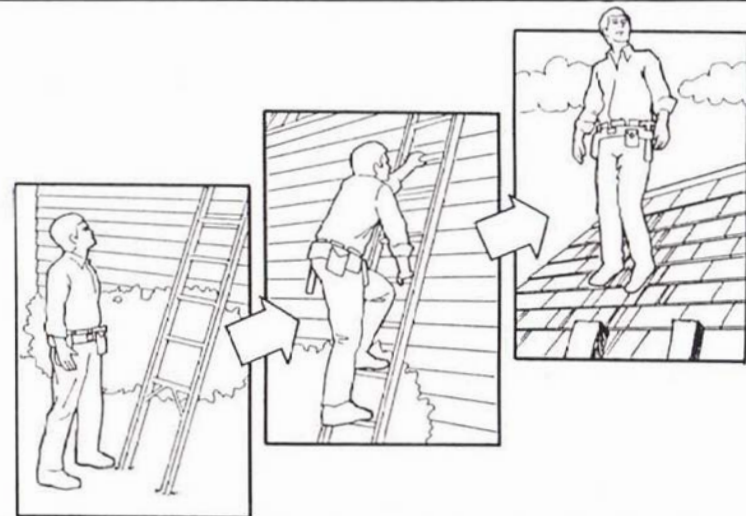
- 0 - No meaningful communication.
- 1 - Meaningful communication/ ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

Record student response on Score Sheet

Q2.8	0	1	2
Q2.9			
Q2.10			

The student should not miss a point for changing the verb.

Criterion: 16 points out of a possible 20 in Level Two to continue.



Level 2, Questions 8a, 9a, 10a

Assesses the student's ability to create language using basic vocabulary and grammatical structures. Short oral responses are required. The focus is on comprehension and meaningful communication.

Tutor:

Show the learner the picture on page 62.

Tutor's Choice:

Tutor may select either the picture next on page 60 or 62 with questions Level 2.Q8,Q9, Q10.

Tutor selects other picture when retesting.

Say: "These three pictures are one story. Tell me about each picture."

"What is she going to do?"

"What is she doing?"

"What did she do next?"

Level 2

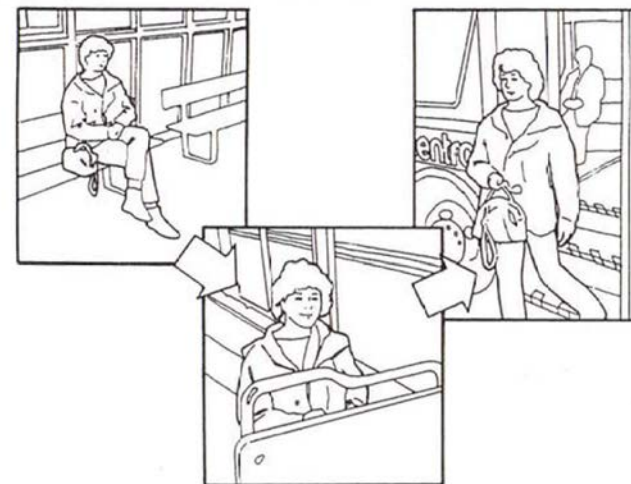
- 0 - No meaningful communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.

Record student response on Score Sheet

Q2.8a	0	1	2
Q2.9a			
Q2.10a			

The student should not miss a point for changing the verb.

Criterion: 16 points out of a possible 20 in Level Two to continue.



Level Three



Level 3, Question 1

Assesses the student's ability to create language using more complex grammatical structures. Students are encouraged to expand responses comfortably. The focus remains on communicating meaning and comprehension.

Tutor:

Show the learner the picture on page 66.

Say: **"This a mall. Do you know what a mall is?"** If the student says "No," say, **"It's like a shopping center."**

"Please tell me how to get from here (point to the "you-are-here X") to this store." (Point to the store indicated)

Then say:

"Start from here." Place finger back on the "you-are-here X" on page 66.

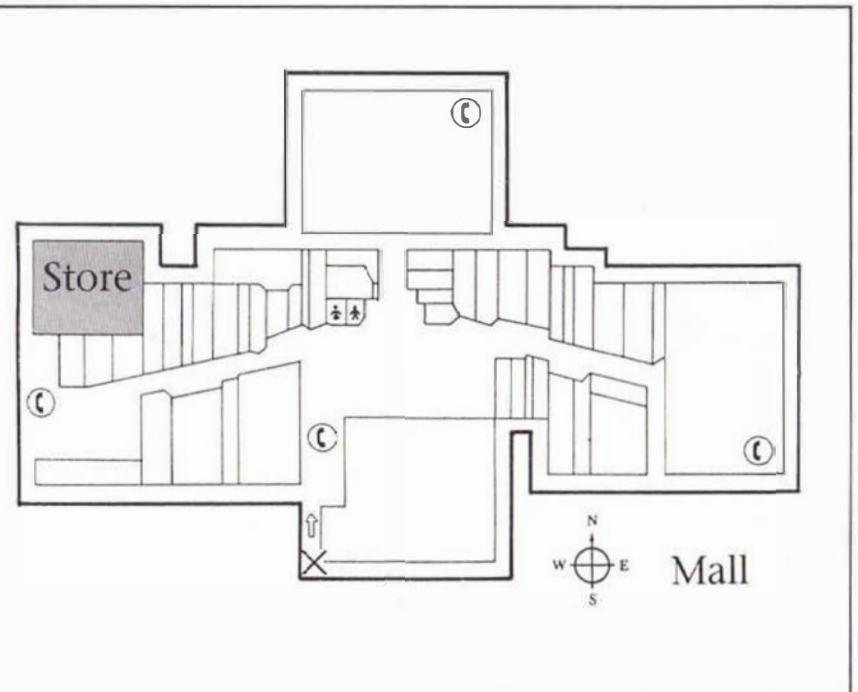
*If student points, ask him/her to tell you the directions.

Level 3

- 0 - No meaningful verbal communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.
- 3 - Uses multiple sentences sequentially.

Record student response on Score Sheet

Q3.1	0	1	2	3



Level 3, Question 2

Assesses the student's ability to create language using more complex grammatical structures. Students are encouraged to expand responses comfortably. The focus remains on communicating meaning and comprehension.

Tutor:

Show the learner the picture on page 68.

Tutor's Choice:

If the student is familiar with a city setting, show the picture of the city, and cover the other picture with a blank piece of paper.

If the student is familiar with a country setting, show the picture of the school bus and cover the other picture with a blank piece of paper.

Say: "Tell me about the picture."

Elicit at least three responses.

Tutor may use prompts such as:

"Can you tell me more?"

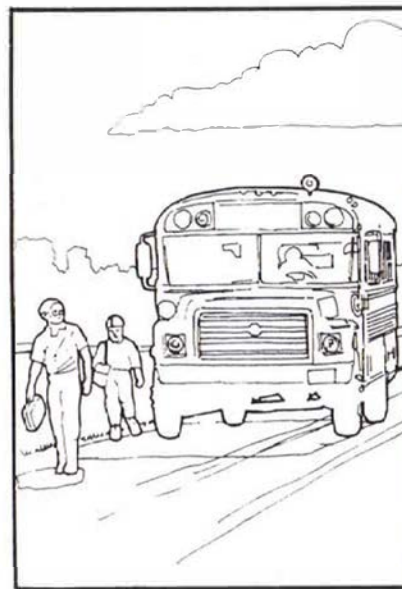
"Anything else?"

Level 3

- 0 - No meaningful verbal communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.
- 3 - Uses multiple sentences sequentially.

Record student response on Score Sheet

Q3.2	0	1	2	3



Q3.2



Q3.2a

Level 3, Questions 3, 4

Assesses the student's ability to create language using more complex grammatical structures. Students are encouraged to expand responses comfortably. The focus remains on communicating meaning and comprehension.

Tutor:

Show the learner the picture on page 70.

Say: "These three pictures are one story. Tell me about each picture."

"This man needs a job
What did he do?"

"This man needs a job."

Q3.3 "What do you think happened?"

Q3.4 "Tell me about his job."

Tutor should elicit at least 3 sentences for each item.

Tutor may prompt for more language:

"Can you tell me more?"

"Anything else?"

Level 3

- 0 - No meaningful verbal communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.
- 3 - Uses multiple sentences sequentially.

Record student response on Score Sheet

Q3.3	0	1	2	3
Q3.4				



Level 3, Question 5

Assesses the student's ability to create language using more complex grammatical structures. Students are encouraged to expand responses comfortably. The focus remains on communicating meaning and comprehension.

Tutor:

Show the learner the picture on page 72.

Tutor's Choice:

If the student is more familiar with a beach setting, show the picture of the beach on page 72.

If the student is familiar with a city and/or mountain setting, show the picture of the mountain on page 74.

Tutor selects other picture for retesting.

Say: "This is a postcard. Do you know what a post card is?" If student says "No", say "It is like a letter".

"Listen carefully. I'll ask you to tell me about the postcard afterwards. I will read the postcard two times."

Read postcard text.

Say: "Tell me what Anna did on her visit?"

Tutor should elicit at least 3 responses. Tutor may prompt learner:

"Can you tell me more?"

"Anything else?"

Level 3

- 0 - No meaningful verbal communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.
- 3 - Uses multiple sentences sequentially.

Record student response on Score Sheet

Q3.5

0

1

2

3

Criterion: 12 points out of a possible 15 in Level Three to continue.

Dear (Student's Name),

I'm having a great time at the beach. I'm staying with my family. We have been visiting friends every day. Today it is raining so we're going to a large shopping mall. It is next to the bay so it has a pretty view of the water.

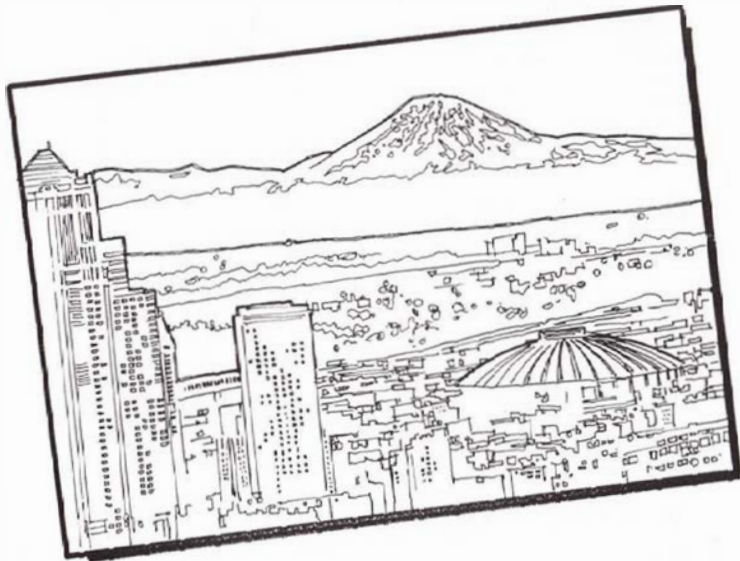
See you next week.

Love,

Anna



Postcard



Postcard

Level 3, Question 5a

Assesses the student's ability to create language using more complex grammatical structures. Students are encouraged to expand responses comfortably. The focus remains on communicating meaning and comprehension.

Tutor:

Show the learner the picture on page 74.

Tutor's Choice:

If the student is more familiar with a beach setting, show the picture of the beach on page 72.

If the student is familiar with a city and/or mountain setting, show the picture of the mountain on page 74.

Tutor selects other picture for retesting.

Say: "This is a postcard. Do you know what a post card is?" If student says "No", say "It is like a letter".

"Listen carefully. I'll ask you to tell me about the postcard afterwards. I will read the postcard two times."

Read postcard text.

Say: "Tell me what Anna did on her visit?"

Tutor should elicit at least 3 responses. Tutor may prompt learner:

"Can you tell me more?"

"Anything else?"

Level 3

- 0 - No meaningful verbal communication.
- 1 - Meaningful communication/ungrammatical/nonlexical construction.
- 2 - Both meaningful communication and demonstrates some control over basic grammar.
- 3 - Uses multiple sentences sequentially.

Record student response on Score Sheet

Q3.5a	0	1	2	3
-------	---	---	---	---

Criterion: 12 points out of a possible 15 in Level Three to continue.

Dear (Student's Name).

I'm having a great time in the big city. I'm staying with my family. We have been visiting friends every day. Today it is sunny and clear so we're going to the top of a high building. From there we can see the whole city and even a mountain.

See you next week.
Love,
Anna

Level Four



Level 4, Oral Interview

Is designed to assess a sample of the student's language informally. The focus of the section is directed toward comprehension, fluency and pronunciation.

Be familiar with points, Level Four concerning comprehension, fluency and pronunciation in User's Guide.

Tutor:

Talk with students using the questions that are suggested below. Move naturally from one question to the next and close the interview after three to five minutes. All of these questions do not have to be asked. The goal is simply to collect a sample of freely expressed language. If you prefer, ask your own questions.

Say: "You've done really well."

1. "Can you tell me why you need more English?"
3. "What do you like most about _____ (shopping, transportation, working) in the United States?"
4. "Can you compare the schools, foods, clothes in your country with those in the United States?"

Find a natural close to the interview after three to five minutes.

Level 4

Refer to User's Guide pages 7 - 9 for scoring instructions.

	Oral Interview			
Comprehension	1	2	3	4
Fluency	1	2	3	4
Pronunciation	1	2	3	4
Total				

Criterion: 9 points out of a possible 12 to be considered advanced.

Remember, when the test is over, relax the student with encouraging small talk. Every student should leave with a feeling of success, regardless of the cumulative score.

**Thank
You!**

ESLOA Percentage Sheet

Level One		Level Two		Level Three		Level Four	
Total Points	% Correct	Total Points	% Correct	Total Points	% Correct	Total Points	% Correct
1	10	1	5	1	7	1	8
2	20	2	10	2	13	2	17
3	30	3	15	3	20	3	20
4	40	4	20	4	27	4	33
5	50	5	25	5	33	5	42
6	60	6	30	6	40	6	50
7	70	7	35	7	47	7	58
8	80	8	40	8	53	8	67
9	90	9	45	9	60	9	75
10	100	10	50	10	67	10	83
		11	55	11	73	11	92
		12	60	12	80	12	100
		13	65	13	87		
		14	70	14	93		
		15	75	15	100		
		16	80				
		17	85				
		18	90				
		19	95				
		20	100				