

Second Edition

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

Trainer's Guide

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OUTLINE OF TRAINING SESSION

(2 - 2 1/2 Hours)

- I. Introduction (10-15 min.)**
 - Greeting
 - Warm-Up
 - Overview of session

- II. About the ESLOA (10-15 min.)**
 - Objectives
 - Background
 - Purpose
 - Test Administration Checklists

- III. Practice Test Administration in Pairs (30-40 min.)**
 - Level 1
 - Level 2
 - Level 3
 - Level 4

- IV. Practice Scoring Tests with Taped Interviews (40-60 min.)**
 - Level 2 - 2 examples
 - Level 3 - 2 examples
 - Level 4 - 3 examples

- V. Progressive Curriculum Design (15 min.)**
 - What is it?
 - ESLOA Level Description Grid
 - Life Competencies
 - Design Learner-Centered Curriculum in small groups

- VI. Conclude Session (5 min.)**

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

IV. Practice Scoring Tests with Taped Interviews (40-60 min.)

- Level 2 - 2 examples
- Level 3 - 2 examples
- Level 4 - 3 examples

V. Progressive Curriculum Design (15 min.)

- What is it?
- ESLOA Level Description Grid
- Life Competencies
- Design Learner-Centered Curriculum in small groups

VI. Conclude Session (5 min.)

English As A Second Language Oral Assessment (ESLOA)

Trainer's Guide

Materials Needed:

1. Copies of ESLOA, one per trainee
2. Copies of the following handouts for each trainee:
 - H-ESLOA-1: Condensed Score Sheet for Work with Tape
 - H-ESLOA-2: Transcripts of Taped Examples
 - H-ESLOA-3: Progressive Curriculum Design Worksheets
 - H-ESLOA-4: Workshop Evaluation
3. Trainer's Materials:
 - Overhead Projector and the following transparencies:
 - O-1 Program Based Assessment
 - O-2 Level 2, Q5,6,7
 - O-3 Level 4, Page 7 of User's Guide
 - O-4 Level 4, Page 8 of User's Guide
 - O-5 Level 4, Page 9 of User's Guide
 - O-6 Progressive Curriculum Design
4. Newsprint pad and markers
5. A copy of the ESLOA audio training cassette
6. A cassette player, with adequate speaker capability
7. Extra pens or pencils

Preliminaries

- ◆ Prior to the session, review the recommended objectives, activities and options for the training session. Make selections appropriate for the time frame, trainees and students served. Print your agenda on newsprint and post in the front of the room.
- ◆ Set up overhead projector and have transparencies ready.
- ◆ Set up a room with tables suitable for groups of three to four trainees per table. Place handouts and copies of the ESLOA test booklets where you can reach them easily when needed.
- ◆ Cut strips of proverbs for warm-up activity

I. Introduction

◆ Greeting and warm-up

Create a welcoming atmosphere. Welcome trainees and direct them to fill out name tags. When the group seems settled and complete, introduce yourself.

Warm-up activities are an important aspect of this workshop. Their purpose is to focus the trainees on the workshop, to create a safe environment for trainee interaction, and to facilitate a sense of belonging. These and other activities in the workshop may be modified for use with students in a tutoring session.

You might begin this part of the training session with a warm-up activity to match up participants for subsequent pair work. If the trainer is short on time, an alternative activity for pairing up participants is to have each participant write his or her name on popsicle sticks or pieces of paper and then draw names to make pairs (or use your own pairing/warm-up activity.)

The activity which is provided involves the use of proverbs. Photocopy pages 11 and 12 in the kit and follow the directions for distribution. You should choose half as many proverbs as there are participants. After participants have found their partners ask them to return to their seats, but tell them to remember their proverbs partner.

◆ Overview of Session

After everyone is seated, the trainer should briefly go over the agenda of the session posted on newsprint in the front of the room.

It might look something like this:

AGENDA

- ◆ Objectives
- ◆ Background
- ◆ Purpose
- ◆ Test Administration Checklist
- ◆ Practice Test Administration in Pairs
- ◆ Break (10 min.)
- ◆ Practice Scoring Taped Examples; Levels 2-4
- ◆ Progressive Curriculum Design: Design a Lesson Plan
- ◆ Conclusion

II. About the English as a Second Language Oral Assessment (ESLOA)

Trainer Note: *This training requires considerable participation by the workshop leader. You will be using an audiocassette with transcripts when you practice scoring the test, but you will need to use your judgment during instruction. Stop the flow of the workshop when you feel the trainees are confused or have questions. Omit examples if your group is experienced and doesn't need extensive practice.*

The following script provides you with an outline of what you as a trainer will want to cover. Of course, you will word the instructions in your own way. Be sure to include all the points suggested here.

◆ Objectives

The primary objective of this training is to understand the student assessment tool called the ESLOA. Oral assessment can be very subjective and therefore unreliable without adequate training. Therefore, another objective for us today is to understand and become familiar with scoring oral language samples.

◆ Background

You might say: The first ESLOA was written in 1978. It has been revised three times in order to meet the changing needs of the ProLiteracy America population over the years. The ESLOA is an example of **program based assessment**. This means that ProLiteracy America, in an effort to make assessment more responsive to the concerns of **their students and tutors**, chose to develop an alternative form of assessment to standardized tests. The ESLOA is "home-grown" in the sense that the authors have continually incorporated input from affiliates (both tutors and students) during development. The advantages of the ESLOA are as follows: *Show transparency 0-1, Program-Based Assessment.*

Trainer note: *Skim the Acknowledgements page of the test booklet. Include any points of interest for your particular workshop group. Was there a local field test site? Did someone attending the workshop review the test, or attend one of the conferences mentioned, etc.*

◆ Purpose

You might say: The purpose of the ESLOA is to provide the tutor and the literacy program with valuable information. For the tutor, the most practical use of the ESLOA test is to assist the tutor with the development of skills appropriate, learner-centered lesson plans. Lesson planning is of little value if the activities and approaches selected are too complex or too easy for the student. At different stages of language proficiency students are prepared to participate and respond in different ways.

For the literacy program, skills appropriate and learner-centered curriculum means more stable student enrollment. Research shows that adult learners must feel their immediate language needs are being met, or they will drop out of the literacy program (Santopietro, 1991.)

An additional benefit of this assessment for community based literacy programs is that it assesses very low levels of proficiency. This enables affiliates to document progress even at the lowest levels of oral proficiency. Many standardized tests on the market begin at a level too advanced for some members of the community-based student population. Since funding is based on a program's ability to show student progress, the ESLOA is a valuable tool for community based adult literacy programs.

◆ Test Administration Checklists

Give a copy of the ESLOA booklet, a blank sheet of paper and answer sheet to each workshop participant. Ask trainees to turn to page 1 of the User's Guide.

You might say: Skim pages 1 and 2. *Wait for the majority of the group to finish. Can anyone summarize for the group what makes the ESLOA progressively more communicative? Possible correct answers include: Level 1 requires no oral production, Level 2 requires short answers, Level 3 seeks expanded language use (i.e. short sentences) and Level 4, free expression. Or - The tutor does all the talking during Level 1. The student does more talking in each Level. By Level 4 the student should be doing most of the talking.*

You might ask: What do you think is meant by "focus on communicating meaning"? *Possible correct answers are something like this: A greater value is placed on the meaningful communication than on grammatical structure. The student can understand and respond meaningfully, not necessarily grammatically.*

You might say: The descriptions and differences of each level will become clearer when we practice with the test. Turn to page 3. Please skim pages 3 and 4. *Allow a short amount of time to skim information.*

You might say: This is pretty straightforward. Was there anything on the lists that you think was especially important to remember? *Seek to elicit the most important items on the list. Can you think of anything to add to the list? Explore responses positively.*

III. Practice Test Administration in Pairs

You might say: We are going to run through the test in pairs. One of you will give the test and one of you will be the student. You will have an opportunity to switch roles. Please find your partner from the proverbs warm-up activity and sit together.

The trainer should now prepare the participants to practice giving and taking the test. By actually going through this process, they will have a clearer understanding of how it feels to ask questions and record the scores. Before they begin working in pairs, you might try to help them empathize with their future students.

You might ask: Do you remember how it felt when you went to your first job interview? Allow some sharing, but avoid lengthy discussion. Liken the experience to test taking.

You might ask: What can you do to make the test taker feel more at ease? They might cite items from Test Administration Checklist in the User's Guide. Refer to this if necessary. Explore the notion of respecting culture on page 3 and 4. Remind them that the test will be more effective if their student is comfortable when taking it. (Allow 5-10 minutes for discussion)

After this discussion, have the pairs practice, beginning with Level One.

◆ Level One

You might say: This level consists of 10 questions and is designed primarily to assess the student's listening comprehension, so no oral response is needed. It consists of the student pointing to the correct picture in response to a question. Mark the points on the score sheet as you go through each question. When you're finished with Level One, shade in the bar graph according to the total score from 10 questions. With your partner, decide who will be the student. Switch roles after the first five questions.

Trainer should walk around to make sure the score sheets are being filled out correctly. Explain that a student needs 8 points to go on to Level Two. Encourage them to answer honestly. They do not need to pretend to be students and miss questions. After they're finished, see if anyone has any questions or problems. (Allow about 10 minutes to practice this level)

You might say: If you and your partner scored more than 8, shade in the entire Level 1 portion of the bar graph.

Give the following example: Refer trainees to the backside of their score sheet. Work the percentage correct out on a chalk board or newsprint. Let's say a student scored 5 out of 10. 5 correct divided by 10 possible equals .5 times 100 equals 50%. This student would not continue the test. With your finger find 50% of the level 1 portion of the bar graph. This student is a low beginner. Any questions? *If there are some who don't understand right way, assure them it will become clearer with practice and continue.*

◆ Level Two

You might say: Level Two has 10 items and requires the student to produce language using basic vocabulary and grammatical structures. Only short oral responses are necessary. For this level, the tutor shows each picture to the student and asks the question that goes with the picture. The questions can be found on each page that follows the corresponding picture. After the student responds to each question, record the score on the score sheet. Make sure that you are familiar with the description of each point, noting especially the difference between 1 and 2 points. For 1 point the response is meaningful but not grammatical or the wrong words are used. For two points, both meaning and some correct grammar and vocabulary are used. *See if there are any questions. If there is confusion over the terminology, try to explain and encourage*

them to score the best they can. Assure them that they will be practicing scoring taped language samples soon and the differences between points will become clearer with practice. The student must score at least 16 points to go on to Level Three.

You might say: Please read the tutor choice note in the User's Guide on page 5. The tutor's choice concept was conceived by affiliate practitioners who wanted more selection when testing. The 'tutor's choice' questions are designed so that the tutor can choose a picture with which the student is most familiar. For questions 5, 6, 7 and 8, 9 and 10, the test giver should show all three pictures in the sequence first and explain that s/he is going to ask about each picture one at a time. Then when the question is asked, use your blank sheet of paper to reveal one picture at a time in the verb tense progression. This will help the student distinguish between verb tenses. *Some of the taped examples demonstrate this.*

You may wish to demonstrate this with a transparency, using questions 5a, 6a and 7a on the overhead, O-2. Show the entire transparency. Say: "These pictures tell a story. I will ask you about each picture." Cover all but the first picture and say: "What will he do?" Slide the paper to reveal the next picture and say: "What is he doing?" Slide the paper to reveal the last of the pictures. Say: "What did he do?"

You might say: Now let's practice Level Two. When you finish, shade in the appropriate area on the bar graph." (Allow about 10 minutes to practice this level.) Any questions? *Be prepared to address the meaningful communication emphasis when scoring. Changing verb tense is important, conjugating the same verb is not. Note that the tutor is looking for future, present and past verb tenses.*

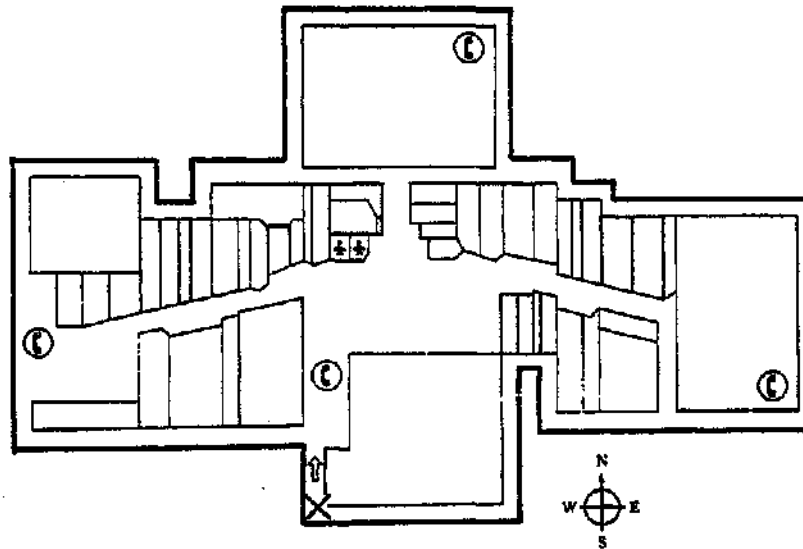
You might say: If you and your partner scored more than 16, shade in the entire Level 2 portion of the bar graph.

Give the following example: *Work the percentage correct out on a chalk board or newsprint. Let's say a student scored 15 out of a possible 20. 15 correct divided by 20 possible equals .75 times 100 equals 75%. This student would not continue the test. So, find 75% of the level 2 portion of the bar graph. This student is a high beginner. Any questions?*

◆ Level Three

You might say: Level Three consists of five questions and is more communicative than the previous levels of the test. It assesses the student's ability to create language beyond simple responses; using more complex grammatical structures. At this level, students are encouraged to expand their responses. As with Level Two, the 'tutor's choice' allows the test administrator to use the most appropriate picture for the student's background. Looking at Level Three, you will see that the tutor's instructions are again on the page following each picture. In most cases, you will be told to elicit further information after the initial response by the student. *Again, do not let trainees get held up on slight differences in scoring. Subtle differences in scoring will be dealt with when the taped examples are consulted.*

Editors Note: For question Q3.1 the "indicated store" is not shaded in the tutor box showing the map of the mall (lower right hand corner of page 66.) Please turn to page 66 in the ESLOA test and shade in the box indicating the store closest to the phone on the left side of the mall map. See example below.



For question five, the postcard, the tutor should stress that the student will have to listen very carefully to the information because s/he will be asked questions about it afterwards. The student must score at least 12 points to proceed to the next level.

You might say: Carefully read the score descriptions on the tutor instruction page before you practice this section. When you are ready, practice Level Three. *If time permits, have partners go through all five questions in each role. When finished, they should shade in the bar graph. Afterwards, discuss any problems or questions. (Allow about 10-15 minutes to practice)*

You might say: If you and your partner scored more than 12, shade in the entire Level 2 portion of the bar graph.

Give the following example: *Work the percentage correct out on a chalk board or newsprint. Let's say a student scored 5 out of a possible 15. 5 correct divided by 15 possible equals .33 times 100 equals 33%. This student would not continue the test. So, find 33% of the level 3 portion of the bar graph. This student is a low intermediate. Any questions?*

◆ Level Four

You might say: Level Four is the most communicative part of the test, so it is particularly important to understand the scoring criteria, which is divided into three parts: comprehension, fluency and pronunciation.

Put pages 7 and 8 of the manual on the overhead (O-3, O-4) and go through the score descriptions together. Leave it up while the group is practicing.

You might say: In order to achieve accurate results from the Level Four Interview, let the student feel that s/he is engaged in an informal conversation. Interact naturally, negotiate meaning and use sounds or expressions to show that you understand, or don't understand. While you should use the test interview questions for guidance, let the student change the direction of the conversation if s/he feels more comfortable doing this. Be careful not to talk too much. The student should be doing most of the talking. This interview should last between 3 and 5 minutes. Take a moment to read "Tips on the Oral Interview" on page 7 of the User's Guide.

Because the scoring descriptions for this level are in three parts, recording the interview is recommended. In this way, the tutor can review for specific points if s/he is not sure about a score. It also allows more than one independent scorer to score the test and come to consensus or average.

Have pairs practice Level Four. Each participant should practice asking questions. Allow about 10 minutes for this. When finished, have participants share any new insights they gained in going through the testing process.

You might say: Are there any problems you anticipate? If so, what can you do to prevent this problem from occurring on the exam? *Trainer and participants can share ideas for a few minutes if participants seem interested in talking about it. Make sure everyone understands the scoring process.*

Break for 10 to 15 minutes.

You might: Encourage participants to move and stretch.

IV. Practice Scoring with Taped Interviews: Levels 2 through 4

This section will take approximately one hour, depending on the amount of discussion over scores and the number of examples you choose to cover.

You might say: Now we're going to listen to taped language samples of levels two through four. Because Level One does not require oral responses, it is not included here. We will listen to two examples of Level Two, two examples of Level Three and three examples of Level Four. *Use your judgment, you may opt to cover fewer examples.* At the end of each example we will discuss the scores in small groups. *Put participants in small groups of four or five.* You can refer to the score descriptors on the tutor's page and in the User's Guide for each level to help you. Of course, during a real testing situation, you would not be able to refer to the guide while interviewing. The point descriptions will have to be memorized. With practice you will have a feel for Levels one, two, three and four. Transcripts of each interview are provided. You may choose to read the transcript as you listen. *Hand out the transcripts. You may staple the transcript packets and condensed score sheets together to make it easier to hand out. Have participants locate level two, example one. When participants are ready, begin the tape at example one. Stop the tape after level two, example one. After the first example has played, You might say:* In small groups compare your scores and come to consensus.

After small groups discuss scores 3 to 5 minutes, give the suggested scores for example one. Allow open discussion. Encourage other participants to address each other's questions and back up opinions citing the transcription. Do not wait for complete agreement before continuing to the next example. The scoring will become more consistent within the members of the group as you proceed through examples. Continue with examples two through seven as above.

V. Progressive Curriculum Design

Put transparency of Progressive Curriculum Design on the overhead, O-5. Ask trainees to turn to page 13 in the User's Guide.

◆ What is it?

You might say: Earlier in the session we discussed the benefit of planning skills-appropriate, learner-centered instruction for your student. Can anyone recall why such instruction is important? *Students learn more when information presented is skills appropriate. Students tend to remain in literacy programs that address the immediate language need.*

You might say: This is why the ESLOA User's Guide also includes a Progressive Curriculum Design Model. Look at the diagram of the Progressive Curriculum Design on page 13 of the User's Guide. This is a diagram of a four-step process we call Progressive Curriculum Design (*Progressive Curriculum Design transparency should be on the overhead.*)

1. First the ESLOA test score is determined and used to determine the holistic level of the student (i.e. Beginner, Intermediate, or Advanced). You practiced doing this on the bar graph.
2. Then the holistic level is described on the ESLOA Level Description Grid (page 14) Take a minute to look at this page. **The ESLOA Level Description Grid** provides a brief description of student's language ability in the Beginner, Intermediate and Advanced stages of second language acquisition. Notice the different areas: general, listening, speaking, work, reading and writing. The information organized on this grid was compiled from sources referenced in the bibliography of the User's Guide. Are there any questions?
3. Conduct an informal Needs Assessment. You might create your own or purchase a commercially published needs assessment that addresses the areas of: basic skills, community resources, shopping, employment, health, housing and transportation. Remember that level one and two students will have to express their needs by pointing to pictures. Understanding the student's goals for language learning is an important step to effective lesson planning. **DO NOT perform a needs assessment the same day the ESLOA is administered. This would overwhelm the student. The authors suggest the needs assessment be conducted at a meeting with the student after the ESLOA.**
4. After the tutor knows the holistic level and the learner's goals/needs, the list of Life Competencies/Skills are consulted (pages 15-20). **Life Competency Tasks** are sug-

gestions for lesson planning. They are divided both by developmental level and topics. When you have these four components, you can plan the most effective lessons for your student. Administered properly, the ESLOA can serve as a great beginning for any student and tutor match.

◆ Design Learner-Centered Curriculum

Put trainees back into small groups. Give each group a worksheet with a different student profile, O-7.

You might say: This is your chance to design a learner-centered curriculum for a student. Work together in your groups to fill out this worksheet. Choose one person to write and one person who will present to the group. *Allow 10 minutes for group work and 10-15 minutes for sharing.*

VI. Conclude the Session

You might say: Any questions or comments? Hand out the evaluations, HO-8. Conclude by praising the trainees for a great session. Thank them for coming.

PROVERBS: Pairing-up Activity

Directions

Cut in strips along the line. Tear each strip halfway through the proverb (at the space). Mix up the slips of paper and pass them out to the participants. Make sure you have the same number of slips of paper as people. Have the participants walk around with their slips of paper and find the match to it. The people who share the proverb will be partners throughout this part of the workshop.

Every cloud

has a silver lining.

Beggars can't

be choosers.

Never look a gift horse

in the mouth.

All that glitters

is not gold.

If at first you don't succeed

try, try again.

Money is the root

of all evil.

Better late

than never.

Don't put the cart

before the horse.

A bird in hand

is worth two in the bush.

Don't count your chickens

before they're hatched.

If you can't beat 'em

join 'em.

The best things in life are free.

You can't teach an old dog new tricks.

All work and no play makes Jack a dull boy.

People in glass houses shouldn't throw stones.

The early bird gets the worm.

Birds of a feather flock together.

Don't make a mountain out of a molehill.

Two heads are better than one.

Take it with a grain of salt

Suggested Scores for Taped Examples

SAMPLE ONE (Level Two)

Questions

- 1. 1
- 2. 0
- 3. 0
- 4. 1
- 5. 1
- 6. 0
- 7. 1
- 8. 1
- 9. 1
- 10. 1

SAMPLE TWO (Level Two)

Questions

- 1. 2
- 2. 2
- 3. 2
- 4. 0
- 5. 2
- 6. 2
- 7. 2
- 8. 1
- 9. 1
- 10. 1

SAMPLE THREE (Level Three)

Questions

- 1. 2
- 2. 1
- 3. 1
- 4. 2
- 5. 0

SAMPLE FOUR (Level Three)

Questions

- 1. 3
- 2. 2
- 3. 3
- 4. 3
- 5. 2

SAMPLE 5 (Level Four)

Comprehension 4
 Fluency 4
 Pronunciation 3

SAMPLE 6 (Level Four)

Comprehension 3
 Fluency 3
 Pronunciation 3

SAMPLE 7 (Level Four)

Comprehension 2
 Fluency 3
 Pronunciation 2

Example 1

| Level 2 | 0 - No meaningful communication. 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 - Q2.5a | | | |
| Q2.6 - Q2.6a | | | |
| Q2.7 - Q2.7a | | | |
| Q2.8 - Q2.8a | | | |
| Q2.9 - Q2.9a | | | |
| Q2.10 - Q2.10a | | | |
| Subtotals | | | |
| Total | | | |

Criterion: 16 points out of 20 to continue
(or calculate percentage on bar graph).

Example 2

| Level 2 | 0 - No meaningful communication. 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 - Q2.5a | | | |
| Q2.6 - Q2.6a | | | |
| Q2.7 - Q2.7a | | | |
| Q2.8 - Q2.8a | | | |
| Q2.9 - Q2.9a | | | |
| Q2.10 - Q2.10a | | | |
| Subtotals | | | |
| Total | | | |

Criterion: 16 points out of 20 to continue
(or calculate percentage on bar graph).

Example 3

| | | | | | |
|-----------------|--|---|---|--------------|---|
| Level 3 | 0 - No meaningful verbal communication. 1 - Meaningful communication/grammatical/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 | | | | | |
| | | | | Total | |

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

Example 4

| | | | | | |
|-----------------|--|---|---|--------------|---|
| Level 3 | 0 - No meaningful verbal communication. 1 - Meaningful communication/grammatical/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 | | | | | |
| | | | | Total | |

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

Example 5

| | | | | |
|-----------------|--|---|--------------|---|
| Level 4 | Circle a number based on your impression of the student's language ability. Refer to ESLOA User's Guide for criterion. | | | |
| | Oral Interview | | | |
| Comprehension | 1 | 2 | 3 | 4 |
| Fluency | 1 | 2 | 3 | 4 |
| Pronunciation | 1 | 2 | 3 | 4 |
| Subtotal | | | | |
| | | | Total | |

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

Example 6

| | | | | |
|-----------------|--|---|--------------|---|
| Level 4 | Circle a number based on your impression of the student's language ability. Refer to ESLOA User's Guide for criterion. | | | |
| | Oral Interview | | | |
| Comprehension | 1 | 2 | 3 | 4 |
| Fluency | 1 | 2 | 3 | 4 |
| Pronunciation | 1 | 2 | 3 | 4 |
| Subtotal | | | | |
| | | | Total | |

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

Example 7

| | | | | |
|-----------------|--|---|--------------|---|
| Level 4 | Circle a number based on your impression of the student's language ability. Refer to ESLOA User's Guide for criterion. | | | |
| | Oral Interview | | | |
| Comprehension | 1 | 2 | 3 | 4 |
| Fluency | 1 | 2 | 3 | 4 |
| Pronunciation | 1 | 2 | 3 | 4 |
| Subtotal | | | | |
| | | | Total | |

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

1
2
3 **Transcripts of Taped Examples**
4

5 **EXAMPLE ONE (Level Two)**

- 6 IN: This is a sign on a door. When does the store open on Monday?
7 ST: Monday open five P.M.
8 IN: Okay. Do you recognize this?
9 ST: uh huh
10 IN: How much is this check worth?
11 ST: Check worth. This check worth? Sign.
12 IN: How much is this check worth?
13 ST: How much? Six. uh four hundred fifty-nine thirty-three.
14 IN: Okay. Whose car is this?
15 ST: This car Toyota?
16 IN: All right. Who is taller?
17 ST: Taller. This taller.
18 IN: Okay. What will he do?
19 ST: In the work. Shopping uh in a shopping Kroger. Coke.
20 IN: And what is he doing here?
21 ST: He's uh food. Everything.
22 IN: Okay. What did he do?
23 ST: This go home . . . finish for to go home.
24 IN: Okay . . . okay. Again, three pictures, okay? What will she do?
25 ST: This sit down . . . this sit down in uh appointment.
26 IN: Okay. And what is she doing?
27 ST: This bus?
28 IN: uh huh
29 ST: This train or bus?
30 IN: Bus I think.
31 ST: Bus.
32 IN: Okay. What is she doing?
33 ST: In the bus go home.
34 IN: Okay. And what did she do?
35 ST: Going to work. Going to home. I don't know.
36 IN: Okay. That's it. Thanks.

37
38

39 **EXAMPLE TWO (Level Two)**

- 40
41 IN: This is a sign on a door. When does the store open on Monday?
42 ST: (9 sec. pause) Can you say again please?
43 IN: uh huh. This is a sign on a door. When does the store open on Monday?
44 ST: The store open on Monday uh nine A.M. to five P.M.
45 IN: Okay. How much is the check worth?
46 ST: Uh four hundreds and fifty-eight and uh thirty-seven percent.
47 IN: Okay. Whose car is it?
48 ST: I think uh (12 sec. pause) Can you say again?
49 IN: Whose car is this?
50 ST: Uh . . . This the uh . . . the car . . . the car of the man.
51 IN: Okay. Who is taller?
52 ST: I think uh the white man, the white man uh talk with the black man. Talking
53 about uh maybe give me money.

- 1 IN: Okay. Here we have three pictures. Okay. First we're going to look at this and then
2 this and then this. Okay?
3 What will he do?
4 ST: uh He take a (incomp.) car in the store. He take a (incomp.) in the store . . . to
5 buy some food.
6 IN: Okay. What is he doing here?
7 ST: uh He uh he uh buying some food maybe. After that . . .
8 IN: Okay and what did he do?
9 ST: Yeah uh huh?
10 IN: What did he do?
11 ST: He uh bring uh bring uh he uh bring bringing some food after after he uh he buying
12 in the store.
13 IN: Okay. What will he do?
14 ST: uh He looking uh he looking uh he uh looking on the ceiling . . . on the ceiling
15 of his town. After that he . . .
16 IN: Okay. What is he doing?
17 ST: He climbing . . . he climbing on the ceiling.
18 IN: Okay. And what did he do?
19 ST: uh (5 sec. pause) he uh looking (10 sec. pause)
20 IN: Okay.
21 ST: He looking uh he looking (5 sec. pause) he looking another thing.
22
23

24 **EXAMPLE THREE** (Level Three)

- 25
26 IN: Okay. I'm going to ask you a question. This is like a map. Tell me please how to
27 go from here to here.
28 ST: (25 sec. pause) uh I am going to across. After that I turn . . . I am uh turn left. After . .
29 after I see uh a
30 three way I turn right . . . I turn right and go to . . . in the store maybe.
31 IN: Tell me about this picture.
32 ST: uh is the uh is the uh raining. The man uh the man cross in the street.
33 IN: Okay. Anything else? Can you tell me more?
34 ST: (14 sec. pause) uh man . . . many car uh move under raining.
35 IN: Okay. Okay this man needs a job, okay? In this picture, what do you think
36 happened?
37 ST: He uh he uh he uh he opening the door.
38 IN: Okay. And here, what do you think happened?
39 ST: He uh reading he uh reading uh do . . . he uh talking with the cashier or uh
40 salesman or uh no no
41 not salesman (incomp.)
42 IN: For who . . . Who is she, do you think?
43 ST: A cashier . . .
44 IN: That's uh that's okay. In this picture, tell me about his job.
45 ST: The waiter uh the waiter ask everybody uh what do you need? Would you like uh
46 bring coffee? Or some
47 food or . . . check maybe.
48 IN: Okay. All right. And do you ever go to the beach? Have you been to the beach
49 before? . . . Do you know the
50 beach? . . . In Vietnam, did you go to the beach?
51 ST: Yeah maybe when I . . . when I an going to the sea.
52 IN: Okay. Now this is a postcard. Do you know what a postcard is? . . . Like a letter. . .
53 postcard. It's like a letter?
54 ST: Postcard. Yeah, I know.

- 1 IN: Okay. This is a postcard. And I'm going to read you the postcard. And after I'm
 2 going to ask you some questions
 3 about it, so listen carefully. Okay listen carefully. I'm going to read you the
 4 postcard. (Reads postcard) Okay, tell
 5 me what Anna did on her vacation.
 6 ST: (15 sec. pause) Where are you going?
 7 IN: Okay. Can you tell what Anna did? Anna . . . This is a postcard from Anna. Tell
 8 me what Anna did on her
 9 vacation.
 10 ST: I don't know about that.
 11
 12
 13 **EXAMPLE FOUR (Level Three)**
 14
 15 IN: This is a picture of a building, okay? Please tell me how to go from here to here.
 16 ST: Go straight . . . Go straight to the toilet and . . . left turn and go upstairs so . . .
 17 you can see the left uh a
 18 telephone box . . .
 19 IN: Okay.
 20 ST: . . . and right mm you want to go.
 21 IN: Okay, good. Okay, tell me about this picture.
 22 ST: A man is raising his hand to take a taxi.
 23 IN: Okay, anything else?
 24 ST: uh Car . . . cars drive on the road.
 25 IN: Okay.
 26 ST: mm There is . . . there is many buildings.
 27 IN: Okay, good. All right. Let's look at these three pictures. This man needs a job. Can
 28 you tell me what happened?
 29 ST: He wanted . . . he wanted . . . wanted to find a job. And he . . . he asked . . . asked her
 30 . . . asked this store's
 31 manager to get a job and he got a job as a waiter.
 32 IN: Okay. Can you tell me about his job?
 33 ST: He's a waiter.
 34 IN: He's a waiter. Okay, anything else?
 35 ST: uh, he's uh he's mm he's a cook . . . cooker.
 36 IN: Maybe. Okay, what else does this picture tell you?
 37 ST: uh He ordered uh he asked them to order . . . mm to order some . . . something
 38 . . . something.
 39 IN: Okay. That's fine. On to the beach. Okay. All right. Okay, this is a postcard. Do
 40 you know what a postcard is?
 41 Okay, I'm going to read this postcard to you and I want you to listen very
 42 carefully because after I read the
 43 postcard to you I'm going to ask you some questions about it, okay? All right. (reads
 44 postcard). Tell me what
 45 Anna did on her visit.
 46 ST: mm She goes to the seashore. . . . The place was raining. . . . And she goes
 47 shopping.
 48 IN: Anything else?
 49 ST: I can't remember.
 50 IN: Okay. That's fine. Thank you very much.
 51
 52
 53
 54

1 **EXAMPLE FIVE** (Level Four) Comprehension: 4; Fluency: 5; Pronunciation: 3

- 2
- 3 IN: Okay. Now I'm going to ask you a few questions. Just relax and we'll have a little
4 conversation, okay? Can you
5 tell me why you need more English?
- 6 ST: Since since I'm from China to United States, my life changed everything. At first I
7 have language problem. I
8 can't read, can't listening, can't speaking. I feel unhappy. But American people all
9 very friendly. They help
10 me uh many way.
- 11 ST: uh huh, but right now little by little I getting better. I can talk with American
12 people a little. Also I got green
13 card.
- 14 IN: Oh! Congratulations.
- 15 ST: And so then I can looking for a job.
- 16 IN: Are you working right now?
- 17 ST: No, not now. Just can work. I was a nurse. Register Nurse. Work as a RN in Long
18 Hua Hospital, almost eleven
19 years, so I very, very miss hospital job.
- 20 IN: And that hospital was in Shanghai?
- 21 ST: Yes. Long Hua Hospital in Shanghai. Yes. So I need improve my English.
- 22 IN: Then you want to work here?
- 23 ST: Yes.
- 24 IN: Great. Can you compare . . . Have you ever been to a hospital here?
- 25 ST: uh You means work?
- 26 IN: No. Have you been inside a hospital?
- 27 ST: uh uh, no.
- 28 IN: How 'bout clothing? Let's talk about clothing. Clothes. How are clothes in China
29 . . . How do they compare to
30 clothes in the United States? Can you compare?
- 31 ST: What's means "compare"?
- 32 IN: How are they similar or different? The clothes in China and the clothes in the
33 United States.
- 34 ST: Oh yeah. Okay. In China, every clothes, if the material is cotton or silk, not very
35 expensive. But in the United
36 States, I think, um for cotton or for um silk is very expensive.
- 37 IN: Okay. So the price is different. Okay.
- 38 ST: Yes. The price is different.
- 39 IN: um What else . . . uh how 'bout the food. How is the food different?
- 40 ST: Oh I think in China have many typical Chinese food. But in America just I think
41 meat, more meat, and fruit
42 is very good.
- 43 IN: Do you like the food here?
- 44 ST: uh Yes, I did.
- 45 IN: I like Chinese food. Okay. Thank you very much.

46

47

48 **EXAMPLE SIX** (Level Four) Comprehension: 3; Fluency: 3; Pronunciation: 3

- 49
- 50 IN: You've been here, you said, about a year, a little more than a year? . . . You came here
51 last year . . . Is that right?
52 . . . Did you come last year to the United States?
53 ST: Yeah.

- 1 IN: Can you tell me why you need to learn English? . . . Why do you need to learn more
2 English?
- 3 ST: um When I decide to live in United States I, I this is for me to speak to learn English
4 and . . . I need learn
5 English.
- 6 IN: Okay. That's why you're here, right? Okay, uh when you go to work everyday, how do
7 you get to work?
- 8 ST: uh Everyday I work in the Stouffer Hotel.
- 9 IN: uh huh, but how do you get there? . . . Do you have a car, or do you take the bus?
- 10 ST: uh Yeah, I drive in my car my wife because I work together my wife . . . The Stouffer
11 Hotel.
- 12 IN: She works there too? Okay What do you like about transportation in the United
13 States?
- 14 ST: In the last uh lesson, our class, we dis . . . dis uh we have one discussion in this uh
15 time and uh our teacher uh
16 tell in the Nashville is no good transportation. I think for me and many people who
17 go to America in uh
18 Ost Europe, transportation America looks very good because we have own car and
19 own car is independent
20 for me. I . . . I don't stay in the bus stop and wait for bus. I . . . When I finish my work
21 I sit in my car and I go my
22 home. For me . . . I think it's for me a good transportation.
- 23 IN: Okay. So you like to have your own car . . . Okay, great. All right. Can you compare
24 schools in Poland with
25 those in the United States?
- 26 ST: In Poland I learn many years. I uh I learn maybe first school and uh high school and
27 college. And uh when I go
28 in English class, this is my school in the United States.
- 29 IN: Okay.
- 30 ST: Uh for me is different method.
- 31 IN: How's that? How's it different?
- 32 ST: Because I . . . I started learn no first class. Intermediate. This for me . . .
- 33 IN: Was that difficult for you?
- 34 ST: Difficult. This is for me difficult because I don't know many uh information about
35 English language. uh uh
36 I . . . In Polish I learn systematically, and I need learn English too systematically and
37 this will be different . . .
- 38 IN: Very different style?
- 39 ST: Yeah. And I have forty-eight. This is difficult for me too . . .

40
41
42 **EXAMPLE SEVEN** (Level Four) Comprehension: 2; Fluency: 3; Pronunciation: 2

- 43
44 IN: Okay, now we're going to just have a little conversation, okay? I'm going to ask you a
45 few questions. Um, can
46 you tell me why you need more English?
- 47 ST: In Korea uh mm uh for uh for me to (incomp.) international . . . international
48 (incomp.), I . . . I think . . . I think
49 I wanna I wanna study English more and more.
- 50 IN: Okay. What do you like most about shopping in the United States?
- 51 ST: uh electronical goods.
- 52 IN: Electronic goods? Have you been to some electronic stores here?
- 53 ST: Pardon me?
- 54 IN: Have you been to any electronic . . .

1 ST: "been to"? "been to"?

2 IN: Yeah. "been to" Have you gone to any electronic stores here?

3 ST: No, nothing. Just uh I have been to Target market . . . Target market.

4 IN: Targ . . . ? Oh, Target. Target. okay 7. um Do you like the selection of goods at Target?

5 ST: Selection? mm Yeah. In Korea, we have no big supermarket . . . big supermarket like

6 Target.

7 IN: Okay, so you like that? Okay, um, Can you compare the food in Korea with the food

8 here?

9 ST: Oh, I think uh Americ . . . I think American food is ha . . . uh American food has

10 many fat. Fat. Much fat.

11 uh So uh I . . . I think I have . . . I have American food every day. It's too hard. Hard.

12 IN: Too . . . ?

13 ST: Hard. H-A-R-D.

14 IN: Hard. Oh, okay. That's different from Korean food?

15 ST: uh Korean food . . . I think Korean food is low fat . . . has many uh much soup.

16 IN: Salt . . .

17 ST: Soup. uh Soupy. S-O-U-P-Y.

18 IN: Oh, soup!

19 ST: Soupy

20 IN: Oh, soup.

21 ST: Soupy

22 IN: Oh, soup.

23 ST: Much soupy.

24 IN: In Korea?

25 ST: Yeah.

26 IN: All right. Thank you very much.

27

EVALUATION

ESL Tutor Training Workshop - ESLOA

Date: _____ Location: _____

Evaluation Scales:

5 = Excellent, 4 = Good, 3 = Adequate, 2 = Less than Adequate, 1 = Poor

1. The objectives of the workshop were:

| | | | | | | |
|-----------------|---|---|---|---|---|-------|
| Clearly evident | 5 | 4 | 3 | 2 | 1 | Vague |
|-----------------|---|---|---|---|---|-------|

2. The ideas and activities presented were:

| | | | | | | |
|------------------|---|---|---|---|---|-----------------|
| Very interesting | 5 | 4 | 3 | 2 | 1 | Not interesting |
|------------------|---|---|---|---|---|-----------------|

3. Overall, I consider this workshop:

| | | | | | | |
|-----------|---|---|---|---|---|------|
| Excellent | 5 | 4 | 3 | 2 | 1 | Poor |
|-----------|---|---|---|---|---|------|

4. What was most useful to you?

5. What helped you feel secure about giving the ESLOA to your student(s)?

6. What needed more time or attention?

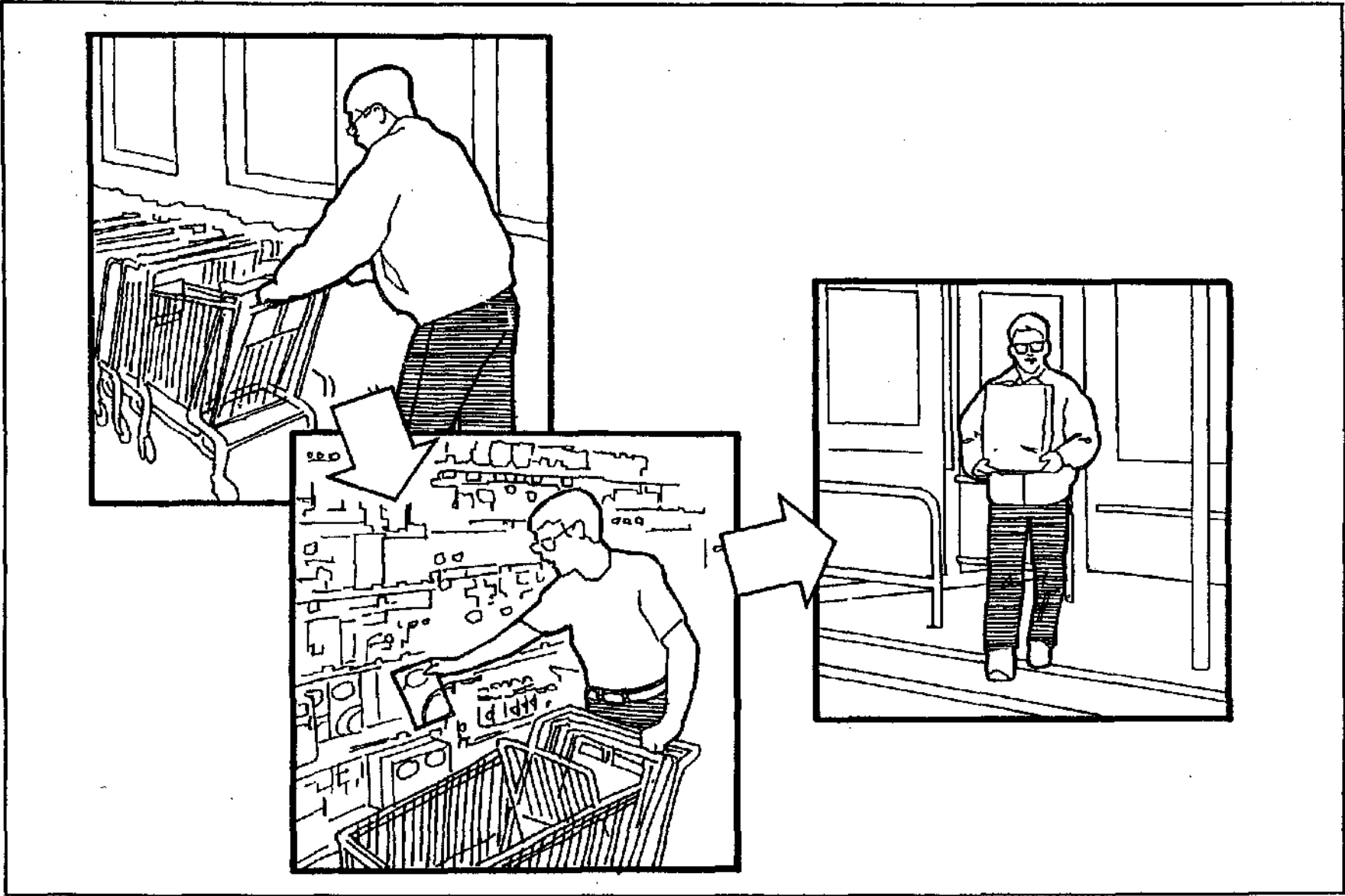
7. Comments

Program Based Assessment

The ESLOA:

- reflects ProLiteracy America philosophy
- quickly provides information that is useful for the tutors
- is responsive to the program context
 - focuses on the learning process, allowing for trial and error; giving learners the chance to ask questions or try again (no cold starts)
- actively involves students and tutors in the evaluation and curriculum planning process

Wrigley, H.S. & Guth, G.J.A. (1992) *Bringing Literacy to Life: Issues and options in adult ESL literacy*. San Mateo, CA: Aquire International.



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: Engage the learner in a conversation using the suggested questions in the tutor box on instruction page. Move as naturally as possible from one question to the next. Find a natural close to the interview after three to five minutes. All three questions do not need to be asked. The goal is to collect a representative free expression language sample. See "Tips on Conducting an Oral Interview" on page 8.

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

Points

Comprehension

1. Student is able to understand a few learned phrases and recognizes basic vocabulary words in context. Student demonstrates little understanding of conversational English, even when tutor slows speech.
2. Student is able to understand wider variety of learned phrases and vocabulary in context. Demonstrates understanding of conversational English when tutor slows rate of speech and over simplifies lexicon.
3. Student comprehends conversational English containing some unfamiliar vocabulary. Tutor slows speech or repeats only occasionally.

4. Student can understand descriptive and factual material in narrative form. Demonstrates understanding of abstract topics presented in familiar context.

Fluency

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

1. Student can communicate using nonverbal skills to compensate for language deficits. Student has difficulty communicating survival needs. Without nonverbal cues, student is incomprehensible.
2. Student can communicate survival needs through learned phrases. Student's speech is discontinuous and pauses are long and abrupt. Inappropriate language structures create difficulty for the listener.
3. Student has some ability to participate in conversation beyond survival needs. Most communication attempts are successful. Speech is marked by short pauses and gestures to compensate for language limitations. Student demonstrates understanding of basic language structures.
4. Students are able to converse casually and maintain an extended conversation. Communication is nearly always successful. Pauses are not uncomfortable for the student. Student demonstrates control over basic language structures.

Pronunciation

1. Intonation/pronunciation render prolonged conversation with the student impossible.
2. Intonation/pronunciation require student to repeat frequently to be understood.

3. Intonation/pronunciation require student to repeat occasionally, but student can be understood by sympathetic native speakers.
4. Intonation/pronunciation is most always understood by native speakers.

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 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 memorized by 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 percentage formula on side 2 of score sheet. 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.

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

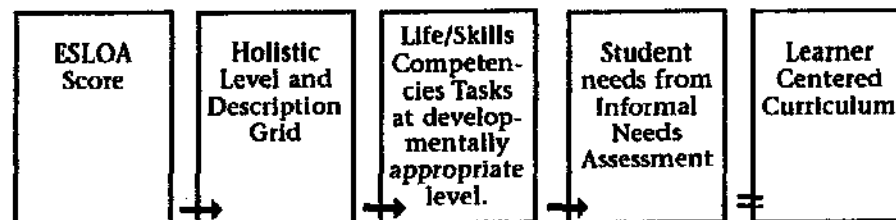


Figure 2.

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.

