

Oral Screening (ESL Only)

Description

The *Oral Screening* provides a quick measure of speaking ability for ESL students, including those who cannot write their name or other information on the program's registration form. The *Oral Screening* serves to screen out beginning level ESL students from taking the reading and listening locators or appraisals so that programs can refer them directly to a beginning level pretest.

It is **not** necessary to give the *Oral Screening* to students who obviously speak English well.

The *Oral Screening* is a one-on-one instrument with six questions (See the *Oral Screening Script, Rubric and Response Notes* in Appendix B). The test administrator asks the questions, the student answers, and the test administrator rates each response. Agencies may expand the *Oral Screening* for a fuller assessment of speaking ability.

Giving the Oral Screening

- Set up two chairs in a quiet corner, out of earshot of other examinees. This should be adapted for remote screening.
- Introduce yourself, if appropriate. Then ask the questions in the *Oral Screening Script* in Appendix B.
- If the student does not respond or asks for clarification, repeat the entire question once, exactly as written, or use the clarification questions provided.
- Score each item after the student has given a response. If students are unable to answer a question, go on to the next. For those having apparent difficulty, end the *Oral Screening* at any time and score the unanswered questions 0.

Scoring the Oral Screening

Use the scoring rubric below to assign **0**, **1**, or **2** to each of the six *Oral Screening* questions. Score the *Oral Screening* according to the guidelines in Appendix B.

Points	Guidelines
0	No answer, incomprehensible, or does not answer the question. Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
1	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant
2	Comprehensible and grammatically correct. Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.

Record the score for each response in the *Oral Screening* section of the *Intake Screening Scoring Sheet* in Appendix A. Add the number of points for the six questions and record the score in the box labeled "Total Points."

Oral Screening Results

If the total score is **less than 6 points**:

- Skip the locator or appraisal.
- Give the *Writing Screening* (optional).
- Give the *Reading Screening*.
- Follow instructions about the pretest based on the results of the *Writing Screening* and the *Reading Screening*.

If the total score is **6 or more points**:

- End the intake screening process.
- Give the locator or appraisal and then the pretest.

Oral Screening Rubric, Script, and Response Notes

Scoring the Oral Screening

Use the scoring rubric below to assign **0**, **1**, or **2** to each of the six *Oral Screening* questions.

Score the *Oral Screening* according to the guidelines below.

Points	Guidelines
0	No answer, incomprehensible, or does not answer the question. Note: If the examinee responds, "I don't know," it is up to the administrator to determine whether this answer represents an appropriate response or lack of comprehension.
1	Comprehensible but not grammatically correct. Note: Comprehensible = understandable and relevant
2	Comprehensible and grammatically correct. Note: Answers that are appropriate and represent what a native speaker would provide would be given 2 points; therefore, some one-word answers would be given 2 points.

Oral Screening Rubric, Script, and Response
Notes - continued

		SCORE		
Question	Response Notes	0	1	2
What's your name?	This question is not scored. Omit if you know the student.		My name Robert Torres.	Maria Alvarez.
1. What country are you from?	Naming a country is the correct response. Score 0 if the response is a city, state or province.	Yo no hablo inglés.	I from Peru.	I'm from Mexico. Mexico.
2. How long have you been in the United States? To clarify, ask: When did you come to the United States?	Some possible responses: <i>Four years; 1987; etc.</i>	¿Cómo? Last time.	Two year.	I've been here since 1980.
3. Tell me why you want to learn English. To clarify, ask: Why do you want to study English?	Any appropriate reason may be acceptable.	Want? Learn? English. Good.	Improve study.	Because I want a better job.
4. Do you read in your native language? If Yes, ask: What do you like to read? If No, ask: Why not?	<i>Yes.</i> Some possible responses: names of books, types of books, subjects. <i>No.</i> Some possible responses: <i>I didn't go to school in my country; I can't read; I have no time to read; etc.</i>	<i>Sí. Yes.</i> Read. . . . I no understand.	In Spanish? Yes. Oh, book, magazine	Not much. I try to read in English to get more English practice.
5. What work did you do in your country? <i>or</i> What work are you doing now?	Any appropriate response is acceptable. If the person has not worked, expressing that is also correct.	Uh . . . work. [No response]	Before, right? Fix machine. Now work mechanic.	I never worked in Mexico.
6. How many years did you go to school in your country? To clarify, ask: How long did you go to school in your country?	Any appropriate response is acceptable.	School? [No response]	Go school six year	Ten years.

Intake Screening Scoring Sheet

Student Name: _____

Date: _____ Test Administrator: _____

Oral Screening – Circle 0, 1 or 2

Total Points

1 0 1 2

2 0 1 2

3 0 1 2

4 0 1 2

5 0 1 2

6 0 1 2

Reading Screening – Circle 0 or 1

Total Points

1 0 1

2 0 1

3 0 1

4 0 1

5 0 1

Intake Process Outcome

___ Refer to instruction

___ Give Form 27

___ Give Level A

___ Give locator or appraisal and pretest.

Writing Screening

___ Could not write name.

___ Could not write date.

___ Could not answer question.

___ Minimal response to question

___ Good response to question

Permission granted to duplicate for intake use.