



Sample Questionnaires for Grades K-12 for Use with Provisional Identification and Placement Protocol during Extended School Closures

Introduction

Purpose and Audience

This document provides sample questionnaires by grade band to be used with a protocol for districts to **provisionally** identify students as English learners (ELs) during the COVID-19-related school closures, which impede the administration of screening processes that require face-to-face interaction. **Provisional** screening protocols and interview questions do not replace the formal identification process, which districts are required to administer as soon as possible once school resumes normal operations for any student who has been given a provisional status. These sample questionnaires must be considered in light of guidance provided by the U.S. Department of Education fact sheets and funding information related to COVID-19.¹

The sample questionnaires are designed to assess particular student skills to help schools understand how much support students will need in a remote learning environment in which they are not in their usual classroom routines, and thus, are not able to fully interact and learn from peers who may be more proficient in English.

Background

Despite the COVID-19 related school closures, school districts are handling enrollment of newly arriving students or students who will be starting Kindergarten in SY 2020-21. The school closure and health-related requirements of social distancing impede staff from conducting in-person screening for English proficiency as required by state educational agencies and the protocols of specific assessment instruments. Notwithstanding the impediments of face-to-face assessments, it is necessary for school districts to have a general sense of the level of a student's proficiency in English for the following student cohorts:

- **Current students.** Enrollment of current year students who may be EL cannot be delayed because of the restrictions around face-to-face English proficiency screening. Estimating a **provisional** level of English proficiency for students who are potentially EL allows districts to immediately provide instructional resources and supports in line with health and welfare directives from the relevant governmental entities; and
- **Incoming Kindergarteners.** For students who are enrolling in Kindergarten for SY 2020-21, and who may be EL, districts need to know the level of English proficiency to inform placement and the allocation of necessary resources, including staff to provide the required English acquisition instructional program in SY 2020-21.

Boston Public Schools, a Council-member district, requested that the Council of the Great City Schools provide feedback on the draft guidance for provisional EL screening issued by the Massachusetts Department of Elementary and Secondary Education (DESE) for use during school closures. The Council

¹ A school district's ELL Director and legal counsel should ensure that any provisional screening protocols are in compliance with any settlement agreements or consent decrees relating to serving English learners, if applicable.



provided a suggested revised guidance and independently developed this set of sample questionnaires to be used as a **provisional** screener for English proficiency. This document contains the sample questionnaires developed by a working group, under the direction of the Council of the Great City Schools. The questionnaires are publicly available for use under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Contributors

The Council of the Great City Schools assembled a working group of English learner program administrators from member districts and consultants with experience designing and administering English proficiency screeners to examine and provide feedback on the MA guidance for provisional screening of ELs, as requested by Boston Public Schools. The group's work resulted in a revised guidance document and an entirely new set of sample questionnaires.

We thank the practitioners and experts who collaborated on developing the set of questions and associated rubric for the provisional screener for ELs. The work was informed by English proficiency screeners and rubrics currently in use in several other states as well as the existing implementation realities.

Council-member Districts

| | |
|--------------------|---|
| Boston | Eileen De Los Reyes , Assistant Superintendent, Office of ELs Faye Karp , Executive Director, Office of English Learners Vera Johnson , Director, Newcomers Assessment and Counseling Center |
| Kansas City | Stephanie Easley , ESOL Assessment Specialist |
| Palm Beach | Francisco (Harvey) Oaxaca , Director Multicultural & Migrant Education |
| San Antonio | Olivia Hernandez , Assistant Superintendent, Bilingual, ESL & Migrant |

Council Staff

Gabriela Uro, Director of ELL Policy and Research
David Lai, ELL Projects Manager

External Experts

Dr. Jennifer Chard, a specialist in multilingual assessment and the Project Director of the Multilingual Literacy SIFE Screener ([MLS](#)) in New York State, hosted at the Graduate Center of the City University of New York. Jennifer's work emphasizes the importance of incorporating students' home language skills and abilities into assessments and producing culturally and linguistically appropriate materials.

Dr. Tamara Alsace, former Director of Multilingual Education for Buffalo Public Schools (NY)

Terry Walter, former San Diego County Office of Education (CA)



Section A. Descriptors of Broad Levels of English Proficiency Used in Provisional Screener and Suggested Supports

The sample questionnaires developed by the Council of the Great City Schools that allow staff to assess a student's receptive and productive language ability in English. Corresponding rubrics were developed for the sample questionnaires. Should a district choose to use a different set of questions or add supplemental questions, care must be taken to use age-appropriate questions and questions that are free from cultural bias and do not presume a student is familiar with U.S. cultural norms or experiences. In addition, the district will need to revise the corresponding rubric. See Section E for an explanation of the type of questions included.

Beginner-level students range from being completely new to English to being able to understand and/or produce common words and short, simple sentences on familiar topics related to school, self, and home. They may be able to express some basic personal information and answer "yes" or "no" to simple direct questions, showing that they have understood the question and are able to respond appropriately. Beginner-level students may be able to understand and respond appropriately to simple *WH-questions* (e.g., who, what, where, etc.) and questions with "or." The answers may be one-word answers, phrases, or simple sentences. Beginner-level students may not understand questions with multiple clauses. They cannot answer in sentences with multiple clauses and may have limited understanding or production of English.

Suggested supports. These students will need the most support and will likely be unable to understand instructions for remote learning tasks in English without a lot of help. Instructions should include visual cues (modeling, video, etc.) and should be provided in the home language where possible to get students to the point of even being able to engage with learning English.

Intermediate-level students will answer questions using phrases or complete sentences, or single words where appropriate. Simple sentences may be grammatically accurate, with correct word order. Students can name objects in their environment and describe them with appropriate adjectives. Students can compare and contrast using appropriate connecting words and can express and support an opinion. Students can understand the prompts for these types of questions and can mostly make their answers understood, though there may be grammatical inaccuracies, pronunciation errors, and/or they may struggle with vocabulary in some areas. Students may struggle with understanding and producing complex sentences such as relative clauses, reported speech, and conditionals.

Suggested supports. These students will likely understand simple instructions given by a teacher in English but will need a lot of guidance to perform new routines and participate in remote learning, including modeling and visual support. Home language instructions for entirely new routines will help students understand expectations so they can focus on learning English.

Advanced-level students will understand much of what is being said to them, including complex sentences and multi-step instructions. They will respond with mostly accurate simple sentences and will likely be able to produce complex sentences when prompted, sometimes needing support and scaffolding to do so. These students will connect sentences with appropriate transitions and use some low-frequency, specialized words. These students can have conversational exchanges, seek clarification or explanation when they need it, and



find a way to make themselves understood even if that is not the typical way a native speaker would say something.

Suggested supports. Advanced-level students will be able to understand most instructions about novel remote learning circumstances in English. They will have the English proficiency to ask questions when they do not understand instructions, though in some cases they may hesitate to reach out for help. Modeling and visual support for new routines will help these students. Be prepared to explain words and concepts related to distance learning, since many of these words are not typical classroom English language to which these students will be exposed.

- ***Non-response or incomplete screening interview.*** Students who are unable to respond to any of the questions and/or prompts, or whose responses are unintelligible will be provisionally identified at the **beginner** level.
- ***Native-like English proficiency.*** Students who respond to the advanced-level questions with native-like fluency and complexity may require only minimal supports (or none at all). Instructional supports and services will be provided, nonetheless, to address any potential lack of familiarity with the school system, technology, distance learning, cultural norms, and/or English academic language.

Section B. Questionnaire for Grades K-2 and Grades 3-5

Overall guidance for the interviewer:

- After introductory Questions 1 through 3, consider whether to continue in order or to jump to Question 6, if the student is providing responses that may be intermediate or advanced.
- If possible, record the conversation (and inform the parent/guardian it will be recorded), so you can listen to the responses and score after the interview concludes.
- Please remember to prompt/encourage students to provide more detail in their responses, especially as the remote interview process poses greater challenges to interpersonal communication, without visual cues and facial expression.

For each question, note whether the student’s answer matches the *Beginner Responses* column or the *Intermediate and Advanced Responses* column.

| INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response. <u>After Question 3, you will be prompted to pause and quickly assess whether to skip to a more advanced question for higher levels of proficiency.</u> | | | |
|---|---|---|---|
| BEGINNER-LEVEL QUESTIONS | | | |
| | Interview Question | Beginner Response | Intermediate or Advanced Response |
| 1 | What is your name? <u>If the student struggles: Is it <i>[insert name]</i>?</u> | <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> “I don’t know” or may not give appropriate response <input type="checkbox"/> Frequent and long pauses in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <input type="checkbox"/> Responds appropriately with one word or a basic phrase |
| 2 | K-2 Are you in <i>[CITY/TOWN]</i> ? Tell me about it. Grade 3-5 Is there a park close to where you live? Tell me about it. | <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> “I don’t know” or may not give appropriate response <input type="checkbox"/> Frequent and long pauses in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |

| | | | |
|---|---|---|---|
| 3 | <p>When did you last watch tv, a movie, or video?</p> <p>What is your favorite show? What is your favorite movie/video? When did you last watch it?</p> <p><u>If the student struggles:</u> Do you have a favorite song? Tell me more.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Frequent and long pauses in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |
| <p>INTERVIEW RATER INSTRUCTIONS: If the student answers Questions 1-3 appropriately or with a more detailed response, JUMP TO QUESTION 6.</p> | | | |
| 4 | <p>What is your favorite color? Tell me three things that have this color.</p> <p><u>If the student struggles:</u> What is your favorite sound? What makes that sound?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |
| 5 | <p>What do you see around you right now?</p> <p>(What else, tell me more, what's that, what color is it)?</p> <p><u>If the student struggles:</u> Do you see a table? What is on the table? Do you see a bag? What is in the bag?</p> <p><i>Interviewer should prompt students to give 3 objects with at least 1 trait each.</i></p> <p><i>*Note: if a video platform or device is being used, images could be sent via text message or the digital platform.</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> May give a one-word answer and be unable to describe any object <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |
| 6 | <p>What do you do for fun? Can you tell me more? (Ask a follow up question for the student to describe the activity.)</p> <p><i>Interviewer should prompt students to name an activity and give some details about that activity.</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> May give a one-word answer, does not include details <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |

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| | <p>Majority of marks under each of the three proficiency levels:</p> <p>Under which column (classification) do most responses fall?</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>STOP the interview. Student is a provisional beginner.</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Proceed to asking Intermediate/Advanced-level questions.</p> |
| <p>INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.</p> <ul style="list-style-type: none">• If a student has great difficulty in giving an answer on three or more questions, STOP. Classify this student as having Beginning proficiency in English.• Otherwise, proceed to the next section. | | | |

INTERMEDIATE/ADVANCED-LEVEL QUESTIONS

General Description of Expected Responses

Intermediate-level students will engage with all questions but may misunderstand some prompts or responses may not be understood on all questions. Responses will not be grammatically accurate for all questions, or answers may be limited to simple language structures.

Advanced-level students will be able to answer all questions and provide more detail when prompted. They can make their point understood in **all** or **all but 1 question**. They may make grammatical errors, but errors do not impede communication.

| | Interview Question | Beginner Response | Intermediate Response | Advanced Response |
|---|--|---|--|--|
| 7 | <p>K-2 Can you describe a favorite food you like to eat? <i>If the student struggles:</i> What is your favorite toy? Can you describe it?</p> <p><i>Student can use the name for the food or toy in their language, and describe if hot or cold, hard or soft, etc.</i></p> <p>Grade 3 - 5 Someone asks you how to get to the nearest place to buy food. What would you say?</p> <p>Note: Student may need prompting for more detail.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Includes high-frequency vocabulary and common phrases <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding <input type="checkbox"/> Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |
| 8 | <p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do? What clothing/shoes do you wear?)</p> <p>Note: Student may need prompting for more detail.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors | <ul style="list-style-type: none"> <input type="checkbox"/> Student may need prompting for more detail <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Includes high-frequency vocabulary and common phrases <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding <input type="checkbox"/> Includes brief pauses when searching for | <ul style="list-style-type: none"> <input type="checkbox"/> Compares and contrasts <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and |

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| | | impede meaning | words or attempting to restate or clarify, word choice may obscure meaning <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | grammatical errors but none impede meaning |
| 9 | <p>Select one: Tell me about a place you really like. Why do you like it? <u>If the student struggles:</u> Describe that place. Who also goes to that place?</p> <p>OR</p> <p>What do you think is the most dangerous/exciting sport? Tell me why.</p> <p>Note: Student may need prompting for more detail.</p> | <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors impede meaning | <input type="checkbox"/> Student is able to answer and provide a reason <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Includes high-frequency vocabulary and common phrases <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding <input type="checkbox"/> Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | <input type="checkbox"/> Articulates and supports an opinion fluently <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |
| 10 | <p>If you could meet one famous person, who would it be, and why?</p> <p><u>If the student struggles:</u> If you could choose to have one new talent, what would it be, and why?</p> <p>Note: Student may need prompting for more detail.</p> | <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors impede meaning | <input type="checkbox"/> Responds using "I will" or just stating the answer <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Includes high-frequency vocabulary and common phrases <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding <input type="checkbox"/> Includes brief pauses when searching for words or attempting to restate or clarify <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | <input type="checkbox"/> Responds to the prompt using "I would..." <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |
| 11 | <p>Select one: Describe the rules of a game you played as a child.</p> <p>OR</p> <p>Describe what a school day was like for you in the past.</p> | <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate | <input type="checkbox"/> Responds to prompt with common words and phrases. <input type="checkbox"/> Sentences demonstrate some sequencing with simple connective words (game question) <input type="checkbox"/> Student responds to prompt describing their experience using high-frequency words and | <input type="checkbox"/> Student can fluently sequence sentences to describe rules and routines using appropriate connective words <input type="checkbox"/> Uses some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech |

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| | <p><i>Note: Student may need prompting for more detail.</i></p> | <input type="checkbox"/> Pronunciation errors impede meaning | <p>common phrases (school day question)</p> <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding <input type="checkbox"/> Includes brief pauses when searching for words or attempting to restate or clarify <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | <p>is fairly sustained with minor choppiness</p> <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |
| <p>Majority of marks under each of the three proficiency levels:</p> <p><i>Under which column (classification) do most responses fall?</i></p> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.</p> <ul style="list-style-type: none"> • If the student cannot answer three or more questions appropriately, the student is a Beginner. • If the student is able to answer all questions, assess whether there are more responses in the intermediate column or advanced column for a final placement. | | | | |

Section C. Questionnaire for Grades 6-12

Overall guidance for the interviewer:

- After introductory Questions 1 through 3, consider whether to continue in order or to jump to Question 6, if the student is providing responses that may be intermediate or advanced.
- If possible, record the conversation (and inform the parent/guardian it will be recorded), so you can listen to the responses and score after the interview concludes.
- Please remember to prompt/encourage students to provide more detail in their responses, especially as the remote interview process poses greater challenges to interpersonal communication, without visual cues and facial expression.

For each question note whether the student’s answer matches the *Beginner Responses* column or the *Intermediate and Advanced Responses* column.

| INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response. <u>You will be prompted to pause after Question 3 to assess whether to skip to a question for higher levels of proficiency.</u> | | | |
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| BEGINNER LEVEL QUESTIONS | | | |
| | Interview Question | Beginner Response | Intermediate or Advanced Response |
| 1 | What is your name? <u>If the student struggles:</u> Is it [NAME]? | <input type="checkbox"/> No response, unintelligible response <input type="checkbox"/> “I don’t know” or may not give appropriate response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate | <input type="checkbox"/> Responds appropriately with one word, a basic phrase |
| 2 | Are you in [CITY/TOWN]? | <input type="checkbox"/> No response, or is unintelligible <input type="checkbox"/> “I don’t know” or may not give appropriate response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |
| 3 | When did you last watch tv, a movie, video? | <input type="checkbox"/> No response, or is unintelligible | <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response |

| | | | |
|--|--|---|---|
| | <p>What is your favorite show? What is your favorite movie/video? When did you last watch it?</p> <p><u>If the student struggles:</u> Do you have a favorite song? Tell me more.</p> | <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |
| INTERVIEW RATER INSTRUCTIONS: If the students answer Questions 1-3 appropriately or with a more detailed response, JUMP TO QUESTION 6. | | | |
| 4 | <p>What is your favorite color? Tell me three things that have this color.</p> <p><u>If the student struggles:</u> What is your favorite sound? What makes that sound?</p> | <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |
| 5 | <p>What do you see around you right now? (What else, tell me more, what's that, what color is it)?</p> <p><u>If the student struggles:</u> Do you see a table? What is on the table? Do you see a bag? What is in the bag?</p> <p><i>Interviewer should prompt students to give 3 objects with at least 1 trait each.</i></p> <p><i>*Note: if a video platform or device is being used, images could be sent via text message or the digital platform.</i></p> | <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |
| 6 | <p>What do you do for fun? Can you tell me more? (Ask a follow up question for student to describe the activity.)</p> <p><i>Interviewer should prompt students to name an activity and give some details about that activity.</i></p> | <input type="checkbox"/> No response, or response is unintelligible <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Grammatical errors and limited or erroneous word choice impede meaning | <input type="checkbox"/> Responds appropriately with one word, a basic phrase, or a more detailed response <input type="checkbox"/> Pronunciation, word choice, and grammatical errors do not impede meaning |

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|--|---|--|---|
| | <p>Majority of marks under each of the three proficiency levels:</p> <p>Under which column (classification) do most responses fall?</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">STOP the interview. The student is a provisional beginner.</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">Proceed to asking Intermediate/Advanced-level questions.</p> |
| <p>INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.</p> <ul style="list-style-type: none">• If a student has great difficulty in giving an answer on three or more questions, STOP. Classify this student as having Beginning proficiency in English.• Otherwise, proceed to the next section. | | | |

INTERMEDIATE/ADVANCED LEVEL QUESTIONS

General Description of Expected Responses

Intermediate-level students will engage with all questions but may misunderstand some prompts or responses may not be understood on all questions. Responses will not be grammatically accurate for all questions, or answers may be limited to simple language structures.

Advanced-level students will be able to answer all questions and provide more detail when prompted. They can make their point understood in **all** or **all but 1 question**. They may make grammatical errors, but errors do not impede communication.

| | Interview Question | Beginner Response | Intermediate Response | Advanced Response |
|---|--|---|---|--|
| 7 | <p>Someone asks you how to get to the nearest place to buy food. What would you say?</p> <p><i>If the student struggles:</i> Can you describe a favorite food that you like to eat?</p> <p><i>Students can use the name for the food in their language, and describe if hot or cold, hard or soft, etc.</i></p> <p>Note: Student may need prompting for more detail.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Gives an answer using high-frequency vocabulary and common phrases <input type="checkbox"/> Uses simple sentences with a few transitions <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |
| 8 | <p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do? What clothing/shoes do you wear?)</p> <p>Note: Student may need prompting for more detail.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Includes high-frequency vocabulary and common phrases <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding <input type="checkbox"/> Includes brief pauses when searching for words or attempting to restate or | <ul style="list-style-type: none"> <input type="checkbox"/> Compares and contrasts fluently <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |

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| | | | <p>clarify, word choice may obscure meaning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | |
| 9 | <p>Select one: Tell me about a place you really like. Why do you like it?</p> <p><u>If the student struggles:</u> Describe that place. Who also goes to that place?</p> <p>OR</p> <p>What do you think is the most dangerous/exciting sport? Tell me why.</p> <p>Note: Student may need prompting for more detail.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Student is able to answer and provide a reason <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Includes high-frequency vocabulary and common phrases <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding <input type="checkbox"/> Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Articulates and supports an opinion fluently <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |
| 10 | <p>If you could meet one famous person, who would it be, and why?</p> <p><u>If the student struggles:</u> If you could choose to have one new talent, what would it be, and why?</p> <p>Note: Student may need prompting for more detail.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate <input type="checkbox"/> Pronunciation errors impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Student responds to the prompt using "I will" or just stating the answer <input type="checkbox"/> Student's answer can generally be understood <input type="checkbox"/> Students attempt to use complex sentences, but these may interfere with understanding <input type="checkbox"/> Pronunciation and grammatical errors mostly do not impede meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Responds to the prompt using "I would..." <input type="checkbox"/> Provides details with well-connected sentences, using some specialized, including hypothetical, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical errors but none impede meaning |
| 11 | <p>Select one: Describe the rules of a game you played as a child.</p> <p>OR</p> <p>Describe what a school day was</p> | <ul style="list-style-type: none"> <input type="checkbox"/> "I don't know" or may not give appropriate response <input type="checkbox"/> Provides single-word response <input type="checkbox"/> Frequent and long pauses (halting, choppy) in attempt to communicate | <ul style="list-style-type: none"> <input type="checkbox"/> Uses simple signal words for sequencing (<i>game question</i>) <input type="checkbox"/> Student responds to prompt describing their experience using high-frequency words and common phrases (<i>school day question</i>) <input type="checkbox"/> Student's answer can generally be | <ul style="list-style-type: none"> <input type="checkbox"/> Student can fluently sequence sentences to describe rules and routines using appropriate connective words <input type="checkbox"/> Uses some specialized, low-frequency words <input type="checkbox"/> Includes few brief pauses, speech is fairly sustained with minor choppiness <input type="checkbox"/> Few pronunciation errors and grammatical |

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| | <p>like for you in the past.</p> <p>Note: Student may need prompting for more detail.</p> | <input type="checkbox"/> Pronunciation errors impede meaning | <p>understood</p> <input type="checkbox"/> Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding | <p>errors but none impede meaning</p> |
| | <p>Majority of marks under each of the three proficiency levels:</p> <p><i>Under which column (classification) do most responses fall?</i></p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.</p> <ul style="list-style-type: none"> • If the student cannot answer three or more questions appropriately, the student is a Beginner. • If the student is able to answer all questions, assess whether there are more responses in the intermediate column or advanced column for a final placement. | | | | |

Section D. Writing Assessment (Optional)

| Writing (Optional) | | | |
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| <p>Use a writing prompt to determine if the student has writing skills in English. The interviewer can verbally provide the prompt or if using a virtual platform, the prompt can also be displayed on the screen for the student to reference. The interviewer should select from the sample prompts below based on what may be more likely to elicit a response from the student.</p> | | | |
| 12 | <p>Prompt (presented verbally or in writing): Using complete sentences, tell me about A, B, or C. Try to include at least three details.</p> <p>A. A family member or friend B. A favorite story you know C. A sport you enjoy playing/watching OR a favorite athlete/player</p> | | |
| Beginner Responses | | Intermediate Responses | Advanced Responses |
| Sentence Level | <ul style="list-style-type: none"> <input type="checkbox"/> Is (not) minimally comprehensible <input type="checkbox"/> Includes minimal, irrelevant, or no supporting details <input type="checkbox"/> Uses short phrases and fragments (not complete sentences) or short, simple sentences | <ul style="list-style-type: none"> <input type="checkbox"/> Is mostly comprehensible <input type="checkbox"/> Includes some relevant supporting details <input type="checkbox"/> Uses complete sentences and attempts complex and compound structure | <ul style="list-style-type: none"> <input type="checkbox"/> Is fully comprehensible <input type="checkbox"/> Includes many relevant supporting details <input type="checkbox"/> Uses complete sentences with purposeful use of varying structure and uses complex structures |
| Vocabulary | <ul style="list-style-type: none"> <input type="checkbox"/> Contains common simple, high frequency vocabulary <input type="checkbox"/> Vocabulary errors and usage obscure meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Contains some repetition and range of vocabulary <input type="checkbox"/> Occasional vocabulary errors obscure meaning <input type="checkbox"/> Includes simple signal words, like conjunctions (e.g., before, when, or, because) | <ul style="list-style-type: none"> <input type="checkbox"/> Uses high level, precise vocabulary showing a sense of word choice <input type="checkbox"/> Variation and range of vocabulary is sufficient to express ideas, and includes signal words--like conjunctions--to show time, cause/effect and compare/contrast (e.g., until, leads to, also, however) |
| Grammar and Syntax | <ul style="list-style-type: none"> <input type="checkbox"/> Contains very simple syntax in English, repetitive phrases and grammatical structures, or is mostly a word-for-word restatement of the prompt <input type="checkbox"/> Grammatical structures: may use invented spelling, may include primary language phonics, may include frequent grammatical errors (punctuation, spelling, capitalization) that interfere with meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Contains mostly correct but simple English syntax (e.g., simple pattern using present/past tense, subject-verb agreement) or may use syntax of the home language (e.g., noun-adjective order) <input type="checkbox"/> Use of grammatical conventions is partially correct (capitalization, punctuation and spelling) that distract from meaning | <ul style="list-style-type: none"> <input type="checkbox"/> Uses correct grammar and English syntax <input type="checkbox"/> Uses correct verb tenses <input type="checkbox"/> Uses capitalization, punctuation and spelling with few errors that interfere with meaning |



Section E. Description of Questions by Typology and Skills Examined

| BEGINNER LEVEL QUESTIONS | | |
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| | Interview Question | Skill Tested |
| 1 | What is your name? <u>If the student struggles:</u> Is it <i>[insert name]</i> ? | Listening - English basic phrase Speaking |
| 2 | K-12 Are you in <i>[CITY/TOWN]</i> ? Tell me about it. Grade 3-5 Is there a park close to where you live? Tell me about it. | Listening - yes/no question Speaking |
| 3 | When did you last watch tv, a movie, video? What is your favorite show? What is your favorite movie/video? When did you last watch it? <u>If the student struggles:</u> Do you have a favorite song? Tell me more. | Listening - wh question Speaking |
| 4 | What is your favorite color? Tell me three things that have this color. <u>If the student struggles:</u> What is your favorite sound? What makes that sound? | Listening – (“or”) understanding you need to choose one Speaking - describe preference |
| 5 | What do you see around you right now? (What else, tell me more, what’s that, what color is it)? <u>If the student struggles:</u> Do you see a table? What is on the table? Do you see a bag? What is in the bag? | Listening - understanding the prompt Speaking - name objects and describe them with adjectives |
| 6 | What do you do for fun? Can you tell me more? (Ask a follow up question for the student to describe the activity.) | Listening - understanding the prompt Speaking - using words and phrases about self and others, if applicable, sequence of steps |
| INTERMEDIATE/ADVANCED LEVEL QUESTIONS | | |
| | Interview Question | Skill Tested |
| 7 | K-2 Can you describe a favorite food you like to eat? <u>If the student struggles:</u> What is your favorite toy? Can you describe it? Grade 3-12 Someone asks you how to get to the nearest place to buy food. What would you say? | K-2 Listening - understanding the prompt Speaking - Express preference for an object and describe it with adjectives. Grade 3-12 Listening - understanding the prompt Speaking - using words to indicate direction. |
| 8 | What is the difference between wet and dry weather? Or hot and cold weather? (What activities do you do? What clothing/shoes do you wear?) | Listening - understanding the prompt Speaking - Compare and contrast |
| 9 | <u>Select one:</u> | |



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| | Tell me about a place you really like. Why do you like it? OR What do you think is the most dangerous/ exciting sport? Tell me why. | Speaking - Articulate and support an opinion |
| 10 | If you could meet one famous person, who would it be, and why? <u>If the student struggles or doesn't want to talk about that topic:</u> If you could choose to have one new talent, what would it be, and why? | Speaking - Conditional constructions |
| 11 | <u>Choose 1:</u> Describe the rules of a game you played when you were younger. OR Describe what a school day was like for you in the past. | Can sequence sentences using appropriate connective words using vocabulary outside of immediate experience |



Section F. Notes