

ENGLISH LEARNER ORAL ASSESSMENT

DESCRIPTION

The Oral Assessment (OA) assesses a student's oral/aural abilities in English. This includes the student's listening comprehension of English sounds, sequence, intonation, vocabulary, and grammar, as well as the student's ability to respond orally in those areas. Both aspects—listening comprehension and speaking—determine scoring.

The OA can take up to 15 minutes to administer, if both the tester and student have the time and if the student is inclined to give lengthy responses. However, the tester may know from the registration that the student cannot respond at all in English, or, on inviting the student to participate in the OA, may be told that the student has no English. In either case, the first and perhaps the second and third questions may be asked. The tester should stop if the student has great difficulty at this level or simply refuses to respond to the test questions.

Testing Conditions and Procedures

1. Try to test in an area reasonably quiet and free of distractions. If this is impossible, make allowances, such as repeating a question or asking a student if s/he wants it repeated.
2. While you should do what you can to put the student at ease, do not confuse the student by making the test seem to be an informal conversation. You can smile and acknowledge what the student does or comments on, but keep the discipline of the task as well. No interpretation or gestures should be used. Questions should be asked in natural speech.
3. The test paper can be out in the open, but is usually upside down to the student. If you see the student reading the questions upside down after hearing but before answering, ask that s/he not read and try to comprehend by listening only.

SCORING

A student's answer to an OA questions can receive one of four ratings, as follows:
(directions assume the testing area is reasonably quiet and free of distractions)

0 Points

Student does not attempt to answer (shrugs shoulders, shakes head, etc.). Does not comprehend. Has asked for question to be repeated and still doesn't understand how to answer, or answers in such a way as to show question not understood. After 3 checks in the "0" column, stop testing.

1 Point

One-word answers, even after being asked to give a whole or complete sentence. At the intermediate and advanced levels, short-phrase answers, even after being asked to give a whole sentence. (Which pencil is smaller? "Is small." "Whole sentence, please." "Is more small.") Answers with 2 or more significant errors. ("How long have you been in ____?" "I been two years ago.") From intermediate onward, 5 such answers more or less in sequence mean you should stop testing, as you are beyond the student's level.

2 Points

One significant error. ("What did you eat for dinner last night?" "I eat rice.") Student asks to have question repeated (1 point off) and then answers correctly. Answer is correct grammatically, but comes with great hesitation or long pauses that interrupt flow of listener's comprehension, or with such poor pronunciation that listener struggles to comprehend. More than 1 (but less significant) error and yet student answers with ease, quickness, and flow.

3 Points

Grammatically correct. Answered with reasonable to good speed, pronunciation, and flow.

When you stop, or when you reach the end, add up the checks in each column, as follows: Each check in the "3" column gets 3 points; in the "2" column, 2 points, etc. Then add up the subtotals. The total scores and their corresponding levels are in the lower left-hand corner of the test sheet.

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Student _____ Evaluator _____ Date _____

DIRECTIONS: Ask the student to answer in English and in complete sentences. For example, "What's your name?" "My name is _____." Questions may be repeated once. Stop asking questions when you have three "0" responses (far right column). Check the appropriate column according to the student's response.

POINTS

3	2	1	0
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Beginning I

1. What's your name?
2. What's this? (Point to something common)
3. What color is this? (Point to something)
4. What time is it?
5. What's your address?
6. What is your phone number?

Beginning II

7. What's she/he doing right now? (Point to person in the diagram)
8. Where do you go to school?
9. What language(s) do you speak at home?
10. What did you eat for dinner last night?
11. When were you born?
12. Do you like to go to the movies?

Intermediate

13. What time did you get up this morning?
14. Which book (or pencil) is smaller, this one or this one?
15. How long have you been in _____?
16. What T.V. programs do you like to watch?
17. Why do you want to learn more English?
18. How are you going to come to school?

Advanced

19. Do you have any family in the United States?
20. Have you ever studied English before?
21. What would you do if you won \$10,000? (Can use local currency)
22. What were you told about the school you are/were attending?
23. How is the food in the U.S. different from the food in (native country)?
24. Where would you like to spend a two-week vacation? Why?

- 0 – 17 Beginning I
 18 – 35 Beginning II
 36 – 53 Intermediate
 54 – 72 Advanced

SUBTOTAL

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TOTAL

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LEVEL

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