

# Instructions for Effective Use of the Native Language Literacy Screening/Placement Tool

## **Purpose**

The purpose of the Native Language Literacy Screening Tool is to make a determination on placement of students in either of two courses in the Adult English for Speakers of Other Languages (ESOL) Program:

- ♦ Adult ESOL, a course for students who are able to read and write in at least one language, or the
- ♦ Literacy Skills for Adult ESOL, a course for students who have low-level literacy skills in their native language.

## **Need**

In addition to the obvious obstacle to appropriate placement of students at this level, because of the wide variety of languages represented in the prospective student population, there is also need for data to support or replace student-provided information that may not be reliable.

Self-reporting by students on “years of school completed,” for example, may or may not be an accurate indicator of literacy skills. Furthermore, reported years in school may be partial or unintentionally inflated, and they do not account for students who learned to read and write outside the traditional school setting.

## **Administrator Language Requirement**

The screening tool is available in 29 languages, including English, from Albanian to Vietnamese. The test administrator is not expected to read, write, speak, or understand the native language of the student. If the student has sufficient reading and writing skills in his or her native language, he or she should be able to read the instructions in his or her native language. If the student has low literacy skills in his or her native language, this should become apparent while he or she attempts to read the instructions and respond to the questions (see instructions on reading behavior of students in the “steps” below).

## **Description of Screening/Placement Tool**

The screening tool is a self-contained, two-page document. The first page has instructions for the student to follow, and the second page has a few simple questions for the student to answer in writing.

## **Determining the Need for Administering the Screening Tool**

**Step 1:** Administer the CASAS Oral Questions (pages 8-9).

**Step 2:** If the student obtains five (5) points or less on the CASAS Oral Questions, administer the five (5) Practice Items from the CASAS Literacy Form 27 on a one-on-one basis (pages 10-11).

**Step 3:** If the student exhibits any of the following while attempting to complete the five (5) Practice Items of Form 27, administer the screening tool in the language of the student.

- a. Makes no or few marks on the paper
- b. Does not answer all questions correctly
- c. Takes more than 15 minutes to complete the 5 questions

Do not administer additional reading or listening tests.

## **Administering the Screening Tool**

**Step 1:** Reading of Student Instructions/Questions:

- If the student exhibits some understanding of spoken English, the administrator reads the instructions in English to the student.
- If not, the administrator gives the instruction page (written in the native language of the student) to the student to read.
- If the test administrator (or a translator) speaks the native language of the student, the instructions may be read to the student in his or her native language.
- Only the instructions should be read to the student. The questions should not be read to the student in English or in the native language.

**NOTE: DO NOT ALLOW ANYONE TO HELP THE STUDENT ANSWER THE QUESTIONS.**

**Step 2:** Timing of the test

- ♦ The student should be allowed a minimum of 30 minutes and a maximum of 1 hour to complete the three parts of the screening tool.
- ♦ If the student returns the screening tool to the test administrator before 30 minutes, the administrator should accept the document from the student and mark the time spent on the test.

**Step 3:** Observation of Student Behavioral Indicators

**Students who exhibit the following behaviors while taking the screening tool are likely candidates for the Literacy Skills Course:**

- ♦ Facial and body language cues that indicate frustration and/or lack of understanding
- ♦ Holding the pen or pencil incorrectly, or awkwardly, or too tightly
- ♦ Placing the paper upside down or at an awkward angle
- ♦ Not focusing with the eyes (not following the line of words across the page)

- ♦ Struggling to write, hesitation, laboring over each letter
- ♦ Copying from an ID or from other papers

**Students who exhibit the following are NOT likely candidates for the Literacy Skills Course, and should then be tested and placed into the Adult ESOL Course:**

- ♦ Writing in cursive with speed and accuracy
- ♦ Completing the assessment with accuracy and little or no obvious frustration

**Step 4:** Use the scoring matrix to obtain a score and place the student based on the score.

## Instructions (English Version)

Dear Student:

Welcome to our school.

This form will help us to decide the best course for you in this program.

Please fill out the form by yourself.

If you cannot answer all the questions, fill out the parts that you can and leave the rest of the form empty.

Thank you.

Questions:	Score
<b>Part I</b>	0-1-2
1. Today's Date: .....	<input type="checkbox"/>
2. Name: .....	<input type="checkbox"/>
3. Address: .....	<input type="checkbox"/>
4. Telephone: .....	<input type="checkbox"/>
5. Date of Birth: .....	<input type="checkbox"/>
<b>Part II</b>	
1. Where were you born? .....	<input type="checkbox"/>
2. In what year did you come to the United States? .....	<input type="checkbox"/>
3. How many years did you go to school in your country? .....	<input type="checkbox"/>
4. Have you attended English classes in the United States before now? .....	<input type="checkbox"/>
<b>Part III</b>	
Write a story about your family. ....	<input type="checkbox"/>
(This section has five (5) lines. Score as 0-1-2 points per line. For this story, the minimum score would be 0 and the maximum score would be 10.)	<input type="checkbox"/>
<b>Total Score</b>	<input type="checkbox"/>

The total score can reach a maximum of 28.

**Note:** Lines that are present on the student response form have been removed to facilitate scoring.

## RUBRIC

Score	Indicator(s)
<b>0</b>	Answers provided by the student are incomprehensible
<b>1</b>	Answers are not complete (e.g., first name only) Letters are in all capitals or all lower case Letters slant forward and backward Letters are above, under, or through the lines Letters are far apart from each other Letters are not written uniformly Words are all together in long lines with no separation Words have capital letters in the middle Sentences in the section Part III “ the family” are fragments
<b>2</b>	Most or all answers are complete Most or all capitals and lower case letters appear in the correct place Most or all letters slant in the same direction Most or all letters are placed on the lines Most or all letters are next to each other Most or all letters are written uniformly Most or all words are separated from each other Most or all sentences in Part III (story about family) are complete

## PLACEMENT TABLE

Score	Level
0 - 10	Literacy A
11 – 18	Literacy B
19 – 23	Literacy C
24 or higher	Administer a Standardized Assessment (BEST Plus, BEST Literacy, CASAS, or TABE CLAS-E).

## Scoring

Score each line with a 0, 1 or 2. Add up the total score to determine which level of Literacy for Adult ESOL Learners the student will be placed in.

SAMPLE IN HAITIAN CREOLE:

**Kreyòl Ayisyen**

Chè Elèv:

Nou byen kontan ou vini nan lekòl nou an.

Lè w fin ranpli papye sa a, sa va ede nou deside ki pwogram ki pi bon pou w.

Tanpri ranpli papye sa a pou kont ou.

Si w pa kapab reponn tout kesyon yo, ranpli pati w kapab yo sèlman epi kite rès la vid.

Mèsi.

**PÀTI I**

**Score  
0-1-2**

Dat jodi a: 1-4-10

**2**

Kijan ou rele? ivon

**1**

Ki adrès ou: \_\_\_\_\_

**0**

Ki nimero telefòn ou? 918-315-0422

**2**

Ki dat ou fèt? \_\_\_\_\_

**0**

**PÀTI II**

1. Nan ki peyi ou fèt? Ayiti

**1**

2. Nan ki ane ou vin nan Zetazini? \_\_\_\_\_

**0**

3. Konbyen ane ou te pase lekòl nan peyi w? \_\_\_\_\_

**0**

4. Èske ou te janm swiv yon kou angle nan Zetazini? \_\_\_\_\_

**0**

**PÀTI III**

5. Tanpri ekri yon ti istwa sou fanmi ou.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**0**

Total

**6**

**Place in Literacy Level A**



Students who score less than six (6) points on the Oral Screening should take the five-question practice sample from Form 27.

Students who struggle with answering the five-question practice sample will take the Native Language Literacy Screening.

Students who easily handle the five-question practice sample will take Form A81R Reading.

All other students will be administered Form B83R Reading and Form B83L Listening.

Note: The results obtained from the FLDOE Native Language Screening tool may be used for state reporting purposes and to place students in the FLDOE Literacy Skills Course only, not for any other adult ESOL Course. The results from the CASAS Oral Screening are for information purposes only, and cannot be used as a placement score for any student.

<b>List of Languages</b>	
1	Albanian
2	Arabic
3	Bahasa Indonesian
4	Bengali
5	Chinese – Modern
6	Chinese – Traditional
7	Croatian
8	Farsi
9	French
10	Greek
11	Hebrew
12	Hindi
13	Hungarian
14	Italian
15	Japanese
16	Khmer
17	Korean
18	Lao
19	Pashto
20	Polish
21	Portuguese
22	Punjabi
23	Russian
24	Tagalog
25	Tigrinya
26	Ukrainian
27	Urdu
28	Vietnamese





## Practice Items

<b>A</b>				
	<b>V</b>	<b>A</b>	<b>W</b>	<b>M</b>
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

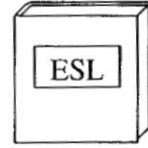


<b>A</b>				
	<b>a</b>	<b>g</b>	<b>p</b>	<b>d</b>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<b>bus</b>				
				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

telephone



**Sun.**

Thursday



Friday



Saturday



Sunday



## CASAS INTAKE

CASAS has approved this intake for Florida. Contact the State Office of Adult Education for any modifications.				
1: ADMINISTER THE ORAL SREENING				
2. A. If the score is 5 or less, administer the 5 practice items from Form 27.			2. B. Six or more:	
<p><b>2. A. a. If the student has difficulty</b>, administer the Native Language Literacy Screening Tool (NLLST) in the language of the student to determine if the student can read and write in his or her native language.</p> <ul style="list-style-type: none"> <li>If the NLLST score indicates the student has little or no ability to read and write in his or her native language, place the student in the appropriate level of the Literacy Skills Course.</li> <li><b>The NLLST cannot be used to place students in the Foundations level of the Adult ESOL Course.</b></li> <li>If the program does not offer the Literacy Skills Course, have the student attempt to take 81R or 82R <b>and</b> 81L or 82L.</li> </ul>		<p><b>2. A. b. If the student has little or no difficulty</b>, administer 81R or 82R <b>and</b> 81L or 82L.</p> <ul style="list-style-type: none"> <li>Use the score obtained to place student in the level indicated in the chart below.</li> <li>Students who obtain a valid score in R and L must be placed according to the lower of the two scores.</li> </ul>	<ul style="list-style-type: none"> <li>Administer 81R or 82R or 83R or 84R <b>and</b> 81L or 82L or 83L or 84L. Place in the level indicated in the chart below.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Administer Reading and Listening e-test. Place in the level indicated in the chart below.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Administer Reading and Listening Appraisal, then use the CASAS Testing Manual to select reading and listening pre-test forms to use.</li> </ul>	
<p><b>For 2. A. a. and 2. A. b.:</b> If the student <b>does not</b> obtain at least the lowest valid score of 170 or more on one or both of the 81R/82R and 81L/82L tests, place the student in the Foundations level. Within one month, have the student attempt to take the test(s) he or she did not get a valid score on. Continue to have the student attempt to take the test(s) monthly until he or she obtains a valid pre-test score in both R and L. <b>For each attempt, alternate the test forms between 81R/82R and 82L/82L.</b> From the date the student obtains a valid pre-test score, begin counting the number of hours of instruction for establishing the student’s post-test date. <b>CASAS recommends 70-100 hours of instruction between pre-test and post-test dates.</b></p>				
PRE-TEST SCORE	INITIAL NRS EFL	SCORE IN LOWEST SKILL AREA*	NEXT NRS LEVEL	LCP COMPLETION CODE
≤180	1-FOUNDATIONS	180	2-LOW BEGINNING	A
181 – 190	2-LOW BEGINNING	190	3-HIGH BEGINNING	B
191 – 200	3-HIGH BEGINNING	200	4-LOW INTERMEDIATE	C
201 – 210	4-LOW INTERMEDIATE	210	5-HIGH INTERMEDIATE	D
211 – 220	5-HIGH INTERMEDIATE	220	6-ADVANCED	E
221 – 235	6-ADVANCED	235		F
<p><b>*SCORE IN LOWEST AREA AND NRS PLACEMENT:</b> The top score of each level indicates the student has completed that NRS level. When the lowest score, either R or L, falls on the top score of a level, place the student in the next higher NRS level. If this occurs in pretesting, place the student in the next higher level for the Initial NRS ERFL. If this occurs in posttesting, the program uses the lowest score to record that the student has moved up one NRS EFL, and to record that the student has earned a Florida Workforce Education Fund LCP.</p> <p><b>EXAMPLES:</b> Student A obtains 180 in listening and 180 in reading. Place in Low Beginning NRS level (<u>not</u> Foundations). Student B obtains 190 in listening and 197 in reading. Place in High Beginning NRS level. Student C obtains 210 in listening and 211 in reading. Place in High Intermediate NRS level. Student D obtains 223 in listening and 220 in reading. Place in Advanced NRS level.</p>				