

**Instructions for Administering the
Native Language Literacy Screening Device for placement in
Literacy for Adult ESOL Learners course
School District Course #900300
Community College CIP #1532.010303**

Target Population:

This screening is to assess the literacy skills of limited English proficient adults who maybe pre-literate, non-literate or semi-literate in their home language.

Languages:

The Native Language Screening Device is available in 27 languages. Five of these languages are attached to this document: English, French, Haitian Creole, Portuguese, and Spanish. The other 22 languages are available in hard copy form by contacting the Adult Education Unit of the Florida Department of Education, at (850) 245-0450. These languages are: Albanian, Arabic, Bengali, Chinese, Croatian, Farsi, Hebrew, Hindi, Italian, Japanese, Khmer, Korean, Lao, Pashto, Polish, Punjabi, Russian, Tagalog, Tigrinya, Ukrainian, Urdu, and Vietnamese.

Overview:

The purpose of this instrument is to give programs a sense of the native language literacy levels of students being considered for inclusion in the “Literacy for Adult ESOL Learners” course. The goal is to be able to estimate a learner’s ability to read and write in their native language.

Test Administration Directions:

All students who apply for admission to an Adult ESOL course must be assessed. The assessment is needed in order to place a student in the appropriate course and level of ESOL. The following steps are taken to place a student in the Literacy for Adult ESOL Learners course. The code for this course is # 9900300 for school districts and CIP# 1532.010303 for community colleges.

Oral Screening

1. Administer the CASAS Oral Screening Questions from the CASAS Appraisal Manual. Use the matrix for scoring.
2. If the student obtains 5 points or less, administer the 5 Practice Items from the CASAS Literacy Form 27.
3. Students who complete the 5 Practice Items from the CASAS Literacy Form 27 with some difficulty are then administered the Native Language Screening Device. Some difficulty is defined as:
 - a. Unable to follow the directions and not answer any questions correctly.
 - b. Unable to answer all the questions correctly.

- c. Takes a *long* time to complete the questions. (This may be an indication of guessing)

Written Screening

Personnel administering the screening are not required to understand the native language of the student in order to estimate his or her literacy level. The scoring rubric will provide ways for the test administrator to establish the literacy proficiency level of the student without needing to comprehend the language of the student.

The student is given the Native Language Literacy Screening device in the home language of the student if possible. (If the student's language is not one that is provided here, contact the Florida DOE Adult Education Unit at (850) 245-0450.

1. Encourage the student to answer as many of the questions as possible.
2. The student may be given the instruction page to read or it may be read to him/her in the native language (if possible).
3. Student should attempt to complete all three parts of the literacy screening.
4. Make sure that the student answers the questions without assistance from another person.
5. It is suggested that no more than three students be assessed at one time.
6. Use the scoring matrix below to obtain a score and place the student.

In order to place the student in the appropriate level, observation of student behavior while completing the screening can help make an accurate determination. Consider the following:

- a) Non-verbal cues and body language that demonstrate frustration and/or lack of comprehension.
- b) Is the student holding the pen or pencil incorrectly, awkwardly, or too tight?
- c) How has the student placed the paper in front of him or her – upside down or at an awkward angle?
- d) Are the eyes focused? Does the student follow the words?
- e) Does the student struggle to write? Hesitate? Labor over each letter?
- f) Is the student copying from his or her ID, or other written information?
- g) Are the answers written with words and letters fragmented from each other?
- h) How does the student form the letters – all capitals? All lower case? A jumbled mixture? All strung together?
- i) How do the letters slant? Erratic? Smooth?
- j) How are the words placed in relation to the line? Do the letters stay on the line, or are they above or below?
- k) Are some words placed far apart and isolated from other words?
- l) If the student's native language uses the Roman alphabet, are the words written using left to right progression?
- m) Is the student able to figure out the answers?
- n) Does the student answer all the questions with just one word?
- o) Does it appear that the answers are fragmented or not complete?

If the student demonstrates the following behaviors, he or she may not be a candidate for a literacy class.

- p) The student uses cursive writing with speed and fluency.
- q) The student uses capitals and punctuation.
- r) The student completes the assessment with accuracy and ease.

Native Language Literacy Screening Device

The languages accompanying these scoring instructions include Haitian Creole, French, Portuguese, and Spanish. Other languages can be obtained from the FL DOE Adult Education Unit, at telephone (850) 245-0450.

Sample of the Directions in English

Dear Student:

Welcome to our school.

This form will help us to decide the best course for you at 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.

Sample of the Questions

	Score		
	0	1	2
Part I			
Today's Date: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date of Birth: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part II			
1. Where were you born? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In what year did you come to the United States? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How many years did you go to school in your country? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you attended English classes in the United States before now? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part III			
Write a story about your family. <i>There are five lines. Each line is scored separately.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible points for the story would be 10 points .			
Total	_____		

There can be a total of 28 possible points using the rubric.

Scoring Rubric

0	No answer, or answer is incomprehensible
1	Attempts, but has difficulty to write or form letters. Answers are incomplete (just writes first name, etc.). Letters are inconsistent and/or do not stay on the line.
2	Completes all information. Words and letters are legible.

**Placement Scores by Level for
Literacy for Adult ESOL Learners Course
School District Course #9900300
Community College CIP ##1532.010303**

Score	Placement Level	Initial Functioning Level Code
0 – 10	Literacy Level A	Q
11 – 18	Literacy Level B	R
19 – 23	Literacy Level C	S
≥ 24	Student needs to be assessed with a standardized test (CASAS or BEST) to determine placement into the Adult ESOL Course #9900040/CIP#1532.010300	

Example in Haitian Creole

SCORE

PARTIE I

Dat jodi a: 4 12 / 2003 2
Kijan ou rele? Sevite 2
Ki adrès ou: pa woz 0

Ki nimero Telefòn ou? 407-228-53 2
Ki dat ou fèt? 5/9/70 2

PARTIE II

1. Nan ki peyi ou fèt? Haiti 2
2. Nan ki ane ou vin nan Zetazini? 2000 2
3. Konbyen ane ou te pase lekòl nan peyi w? 10 2
4. Èske ou te janm swiv yon kou angle nan Zetazini? yes 2

PARTIE III

5. Tanpri ekri yon ti istwa sou fanmi ou. 0
0
0
0
0

16 Points
Place in
Literacy
Level B

Scoring

- School years completed reported by the student may or may not be an accurate indicator of literacy performance for placement since this type of self-reported information can often be unreliable. Years in school may be partial or inflated and will not account for the student who has practiced and learned to read for personal reasons. The best indicator of proficiency will be responses to questions.
- Partial and/or complete answers, which show comprehension, are acceptable.
- One word responses or complete sentences are acceptable.
Example:
Question: In what country were you born?

Acceptable answers:
One word response: Haiti
Complete response: I was born in Haiti.
- Students attempting to write the story are scored for each line that is written.
 - a. 0 points if no answer is provided, or the letters and words are formed in a manner that makes the answer incomprehensible.
 - b. 1 point would be given for each line if the student shows understanding of the question and writes isolated words or fragmented sentences but demonstrates no sentence structure or cohesion.
 - c. 2 points would be given for each line if there is indication of sentence structure.
- Score each line with a 0, 1 or 2. Add up the total score to determine into which level of the Literacy for Adult ESOL Learners course the student should be placed.
- The student that is able to complete the answers with ease and confidence, writes three or more lines to the story, uses capital letters and punctuation marks appropriately and obtains a total score of 24 or more should be assessed using a standardized test (CASAS or BEST) to determine placement into the Adult ESOL course (#9900040/CIP #1532.010300).

Acknowledgement:

Much of the content in this instrument has been drawn from the “Native Language Literacy Screening Device” developed by the University of the State of New York, and the New York State Education Department, Office of Workforce Preparation and Continuing Education.

**NATIVE LANGUAGE LITERACY
SCREENING DEVICE
(ENGLISH)**

Dear Student:

Welcome to our school.

This form will help us to decide the best course for you at 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.

PART I

Today's Date: _____

Name: _____

Address: _____

Telephone: _____

Date of Birth: _____

PART II

1. Where were you born?

2. In what year did you come to the United States?

3. How many years did you go to school in your country?

4. Have you attended English classes in the United States before now?

PART III

5. Write a story about your family.

**NATIVE LANGUAGE LITERACY
SCREENING DEVICE
(HAITIAN CREOLE)**

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.

PARTIE I

Dat jodi a: _____

Kijan ou rele?

Ki adrès ou: _____

Ki nimero

Telefòn ou? _____

Ki dat ou fèt?

PARTIE II

1. Nan ki peyi ou fèt?

2. Nan ki ane ou vin nan Zetazini?

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

1. Èske ou te janm swiv yon kou angle nan Zetazini?

PARTIE III

5. Tanpri ekri yon ti istwa sou fanmi ou.

**NATIVE LANGUAGE LITERACY
SCREENING DEVICE
(FRENCH)**

Cher élève:

Bienvenue à l'école.

Ce formulaire nous permettra de déterminer le meilleur programme pour vous.

S'il vous plaît, complétez le questionnaire suivant tout seul.

Si vous n'arrivez pas à répondre à toutes les questions, répondez seulement à celles que vous comprenez. Laissez les autres sans réponse.

Merci.

PARTIE I

Date du jour: _____

Votre nom: _____

Votre adresse: _____

Votre téléphone: _____

Votre date de naissance: _____

PARTIE II

1. Votre pays d'origine

2. En quelle année êtes-vous arrivé aux Etats Unis?

3. Combien d'années avez-vous passé à l'école dans votre pays?

1. Avez-vous déjà assisté à un cours d'anglais aux Etats Unis?

PARTIE III

5. S'il vous plaît, écrivez une histoire sur votre famille:

**NATIVE LANGUAGE LITERACY
SCREENING DEVICE
(PORTUGUESE)**

Estimado estudante:

Bem vindo a nossa escola.

Este formulário nos ajudará a decidir qual é o melhor curso para você.

Por favor preencha o formulário por você mesmo.

Se você não sabe responder todas as perguntas, preencha as partes que você sabe e deixa o resto em branco.

Obrigado.

PARTE I

Data: _____

Nome: _____

Endereço: _____

Telefone: _____

Data de Nascimento: _____

PARTE II

1. Onde você nasceu?

2. Em que ano você veio para os Estados Unidos?

3. Quantos anos você frequentou escola em seu país?

4. Você tem frequentou escola em seu país?

PARTE III

5. .Escreva uma historia sobre a sua familia.

**NATIVE LANGUAGE LITERACY
SCREENING DEVICE
(SPANISH)**

Estimado Estudiante:

Bienvenido a nuestra escuela.

Este formulario nos ayudará a decidir el mejor curso para usted en este programa.

Por favor llene el formulario sin ayuda de otra persona.

Si no puede contestar todas las preguntas, conteste las que pueda y deje el resto del formulario en blanco.

Gracias

PARTE I

Fecha de Hoy: _____

Nombre: _____

Dirección: _____

Teléfono: _____

Fecha de Nacimiento: _____

PARTE II

1. ¿Dónde nació?

2. ¿En qué año llegó a los Estados Unidos?

3. ¿Cuántos años asistió a la escuela en su país?

4. ¿Ha asistido anteriormente a clases de inglés en los Estados Unidos?

PARTE III

5. Escriba una historia acerca de su familia.
