

Initial ESOL Assessment in Scotland: a short study

(March, 2008)

Final Report and Recommendations

Stevenson College Edinburgh



Contents

	Page
1. Introduction.....	4
2. ESOL: Sample Initial Assessment Tools	10
Section A: College-based.....	11
Section B: Community-based.....	68
Section C: Commercially-produced.....	99
Section D: Australia, England, Wales and Northern Ireland	111
3. Initial Assessment for specific ESOL courses and for vocational and academic courses in colleges	
3A Initial Assessment for vocational and academic ESOL courses	118
3B Assessment of English for entry to vocational and academic courses in colleges.....	122
4. ESOL Initial Assessment in the workplace	125
5. Initial Assessment of ESOL learners with learning difficulties	151
6. References.....	166
7. Scottish Credit and Qualifications Framework (SCQF)	168

We would like to thank the following organisations for allowing us to include samples of their initial assessment materials in this report:

- Anniesland College, Glasgow
- Australian Department of Immigration and Multicultural and Indigenous Affairs
- Falkirk Community Services
- Fife Adult Guidance & Education Services
- Glasgow ESOL Forum
- Glasgow Metropolitan College
- Jewel and Esk Valley College, Midlothian
- Langside College, Glasgow
- North Highland College, University of the Highlands and Islands
- Stevenson College Edinburgh
- Tower Hamlets College, London
- Workers' Educational Association, Scotland

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1. Introduction

About this Study

This study was commissioned by the Scottish Government's Lifelong Learning Directorate to raise awareness of initial assessment procedures and materials currently being used by ESOL providers in Scotland. Many of the organisations approached were in the process of adding to, or further refining, their initial assessment process so this study provides a snapshot in time of the materials and procedures used by organisations. The study also contains a section on the Australian system of initial assessment and information about the *Skills for Life* ESOL initial assessment materials used in England, Wales and Northern Ireland.

This work is based on the principle that the main purpose of initial assessment is to ensure that all adult ESOL learners are placed on the most appropriate course in order to make progress towards their specific language learning objectives and to achieve their personal, educational or employment goals. Initial assessment is the first stage in a process of diagnostic assessment and the development of an Individual Learning Plan (ILP).

The *Adult ESOL Strategy for Scotland* (March 2007)¹ recommends that the development of an ESOL curriculum be fully linked to the Scottish Credit and Qualifications Framework (SCQF)² and to SQA³ qualifications, and therefore this study uses the table (p8) to relate the outcome of the initial assessment processes to SCQF levels. ESOL providers in Scotland also use the Common European Framework⁴, the International English Language Testing System (IELTS)⁵ and other frameworks to identify language levels of learners, and these are referred to in the table and the commentaries on the procedures and materials used by each centre.

At present, a wide range of initial assessment materials and methods is used by different organisations, both within and across sectors in Scotland. The following table indicates the range and scope of learners, sectors and provision covered in the study.

Learners	Sectors	Provision
<ul style="list-style-type: none">• Residents from a range of ethnic backgrounds• Asylum seekers and refugees• Migrant workers• EU and international students	<ul style="list-style-type: none">• College• Community-based Learning• Workplace• Voluntary	<ul style="list-style-type: none">• ESOL• ESOL literacies• Academic and Vocational ESOL• Workplace ESOL• Vocational and Academic• Courses in colleges eg NCs, HNCs HNDs

Who is the Study for?

The study is for all ESOL staff involved in initial assessment, including:

- teachers, tutors and trainers
- managers with a responsibility for the organisation of ESOL initial assessment

and should be useful to all sectors, including:

- College
- Community-based learning
- Workplace
- Voluntary
- Training providers
- The Scottish Prison Service

What is effective practice in initial assessment?

There are many variations in the way that initial assessment is carried out and organisations must take into account their own procedures for enrolling learners. However, there are also similarities in the way organisations approach initial assessment and standards of practice to be maintained during the process. The following are examples of elements of effective practice that should apply to all learners going through an initial assessment process:

Responsibilities of the organisation and the ESOL teacher/tutor

- Learners should always be assessed by a qualified and experienced ESOL teacher/tutor.
- ESOL teachers/tutors must be familiar with the materials, criteria and levels used in their organisation and should standardise the process.
- Staff new to the organisation should always have the opportunity to observe an experienced ESOL teacher carrying out initial assessment.
- Staff carrying out initial assessment should match the learner to the appropriate learning opportunity and consider future progression routes.
- As well as gathering information on the level of the learners' skills in reading, writing, speaking and listening, the teacher/tutor should be taking account of levels of confidence, attitudes to learning and preferred learning styles. These factors will inform decisions about the most appropriate course.
- Staff should also be sensitive to any key cultural, social or religious concerns that learners may have about particular courses.

Conducting the initial assessment

- Staff need to be aware that learners may be very nervous and that this may be their first contact with the Scottish education system and indeed any form of organised learning.
- In all organisations, a key part of the process is an interview and this must be set up to put learners at ease, and build confidence in their abilities.
- A clear explanation of the purpose and process is essential for the learner to understand why questions are being asked. The tutor should create an environment which puts the adult learners at ease. Translators and interpreters should be used as necessary.
- Listening, speaking, reading and writing should be assessed to establish a level in each skill.
- Learners should be given feedback on the initial assessment in a way that builds confidence and they should be clear about what the next steps will be.
- There should always be an opportunity for the learner to ask questions about the learning opportunities available and the teacher/tutor should provide clear information about any alternatives.

After the initial assessment

Further diagnostic assessment should take place when the learner joins a course to ensure that they are on the right course and arrangements made to accommodate the learner on another course, if there has been an inaccurate initial assessment.

The information gathered during the initial assessment process should always be given to the teacher/tutor who will be teaching/tutoring the learner to begin the process of building an Individual Learning Plan (ILP).

The *Adult ESOL Strategy for Scotland* (March 2007) states ILPs should include the following information:

- entry level of English and achievements (whether accredited or experiential)
- desired exit level and future plans for study and employment
- competences and skills to be acquired
- learning needs and personal circumstances pertinent to a sustained programme of study
- attainment.

What is in this Study?

As the initial assessment process is the first step in gathering information about the learner and is part of the process of developing an ILP, this study provides information on the extent to which initial assessment processes provide information about the following language skills:

- speaking
- listening
- reading
- writing

As many organisations currently use a grammar test as part of the initial assessment process, these have been included and referred to where necessary.

The way in which the initial assessment process gathers the following essential information is also taken into account:

- learner's first language and literacy
- learner attainment and achievement in education and employment
- short term and long term goals
- present language learning objectives
- learning needs and personal circumstance pertinent to course choice

What is in each section?

Section 2A and 2B contain samples of materials currently in use in ESOL courses across the different sectors in Scotland. The materials used and procedures vary greatly between organisations. In a large college there may be a range of courses to choose from whereas in a community setting, types and levels of courses may be limited and further diagnostic assessment takes place when the learner joins a course.

There are many other factors which influence an organisation's decision on how initial assessment is carried out, including:

- centre preferences on what is seen to be most effective
- number of learners to be assessed
- resources in terms of staff time and availability of appropriate materials
- information required or perceived as essential for the development of an effective ILP
- the framework that has been chosen to benchmark the learning level.

Section 2C contains a review of some commercially produced material and has information about how it can be obtained, current cost, a description of the contents and an evaluation of the materials.

Section 2D contains information about ESOL Initial Assessment in Australia and in England, Wales and Northern Ireland.

Section 3A contains sample materials and a description of procedures for assessing learners who are applying for vocationally focused or academic ESOL courses in Scotland. Most centres make use of the same materials as they use for placement in other ESOL courses but it was thought useful to look at these courses separately as they are identified in the *Adult ESOL Strategy* as allowing learners to make rapid progress into further education and employment.

Section 3B contains some information about the process in Scotland's colleges for assessing learners applying for other college courses eg NC, HNC, HND.

Section 4 contains information on some materials recently developed by the Workers Educational Association (WEA) for initial assessment of learners in workplaces. These materials form part of a pack called *ESOL in the Workplace: A Guide to Organising Workplace ESOL Learning*.

Section 5 provides samples of some ESOL assessment tools used with ESOL learners with learning difficulties. These were developed by Tower Hamlets College, London.

Section 6 lists resources refer to in the Study.

The table on the following page provides the key to understanding the frameworks used by different organisations to decide on language levels of learners. Only part of the Scottish Credit and Qualifications Framework is used within the table. The full Scottish Credit and Qualifications Framework is presented in **Appendix 1**.

ESOL equivalents

SCQF Levels

SQA ESOL units

**Council of Europe
Common European Framework
of Reference for Languages
(CEF)**

General ELT levels

**ESOL levels
(England, Wales,
Northern Ireland)**

**Cambridge
Main Suite**

IELTS

**Oxford
Placement
Test**

6
5
4
3
2

Higher
Intermediate 2
Intermediate 1
Access 3
Access 2

C2.2	Proficient user
C2	
C1	Independent user
B2	
B1	Basic user
A2	
A1	

Advanced
Lower Advanced
Higher Intermediate
Intermediate
Pre-Intermediate
Elementary
Beginner

ESOL Level 2
ESOL Level 1
ESOL Entry 3
ESOL Entry 2
ESOL Entry 1

CPE A/B
CPE C
CAE A/B
CAE C
FCE A
FCE B
FCE C
PET Merit
PET Pass
PET Pass
KET Merit
KET Pass

9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00

80+
65-79
55-64
45-54
30-44

2. ESOL: Sample Initial Assessment Tools

Section A: College-based

Contents

1. **Anniesland College, Glasgow**
 - 1.1 Overview
 - 1.2 Commentary
 - 1.3 Initial Assessment/ILP Form
 - 1.4 Initial Assessment: Indicative guide for Speaking Level.
 - 1.5 English Language Writing Test
 - 1.6 Initial Assessment: Indicative guide for Writing Level.

2. **Glasgow Metropolitan College**
 - 2.1 Overview
 - 2.2 Commentary
 - 2.3 ESOL Student Placement Interview and Writing Test
 - 2.4 Grammar and Writing Tests

3. **Jewel and Esk Valley College, Midlothian**
 - 3.1 Overview
 - 3.2 Commentary
 - 3.3 Interlocutor's sheet
 - 3.4 Student Profile
 - 3.5 Placement Test, Writing 2007

4. **North Highland College, University of the Highlands and Islands**
 - 4.1 Overview
 - 4.2 Commentary
 - 4.3 Notes for Interviewer
 - 4.4 Initial Assessment Form

5. **Langside College, Glasgow**
 - 5.1 Overview
 - 5.2 Commentary
 - 5.3 Guidance for Assessors
 - 5.4 ESOL Initial Assessment Proforma
 - 5.5 Reading and Writing Assessments

6. **Stevenson College Edinburgh (SCE)**
 - 6.1 Overview
 - 6.2 Commentary
 - 6.3 ELT Language Assessment form
 - 6.4 Placement Test: Writing

1. Anniesland College, Glasgow

1.1 Overview

Anniesland College uses the General English Language Teaching (ELT) levels for assessing and placing learners (see table on p 8). The college assesses ESOL learners in speaking, listening, writing and reading.

The interview which is used to assess listening and speaking also gathers detailed information about the learner's past education and employment and this is recorded on a document forms part of the ILP. Only the initial assessment part of the form is included (p13), it contains some useful advice for the interviewer as to how to approach questioning new learners.

There are writing tasks at 2 levels, beginner to pre-intermediate and intermediate to proficiency. All learners complete the first task, writing name and address and a few lines about friends or family, and then can choose to do the second short essay task, depending on level of confidence in writing.

The reading task contains two texts, adapted from articles in the Guardian, and twenty questions which learners are asked to complete it in 20 minutes. If the learner is clearly elementary or below, or if the learner is clearly advanced, the reading task is not given. The reading task then separates pre-intermediate from intermediate and intermediate from upper intermediate using the General ELT levels (p 8) and gives lecturers further information about strengths and weaknesses in this area. We are unable to include the reading as the college only has limited copyright from The Guardian.

Lecturers use the "Indicative guide for Speaking" sheet (p14) and "The indicative guide for Writing" sheet (p17) to make a judgement about the learner's level on a six point scale from beginner through to advanced level. Lecturers are also asked to make a decision as to whether, within each level, the learner is strong, medium or weak before recommending a class.

The college usually conducts the initial assessments with a group of 50 learners at a time over a 2-hour period and when this is the case it involves a large number of lecturers taking part in the process. The same materials are also used for a small group or individual referral. When learners arrive they are given the writing assessment and as they finish this they are interviewed by a lecturer to assess their listening and speaking. The lecturer will then decide if they should do the reading assessment and learners will be given this as their final task. Learners are given feedback about their level and next steps.

ESOL literacies learners

ESOL literacies learners are identified during the interview and writing assessment and further diagnostic tests are carried out by the lecturers when the learners join a class.

1.2 Commentary

The process is very effective in carrying out large numbers of assessments of learners in a short period of time but does involve a lot of staff.

The indicative guides for speaking and writing allow the lecturers to standardise their assessment decisions.

The questions on the ESOL Initial Assessment/ILP form are detailed and the prompts for interviewers are helpful. The combined form is an excellent way of recording all the information about the learner.

1.3 ESOL Initial Assessment / ILP



Anniesland College

Class _____ 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	W/L <input type="checkbox"/>
Full time <input type="checkbox"/> Part time <input type="checkbox"/>	
Prefer: am <input type="checkbox"/> pm <input type="checkbox"/> twi <input type="checkbox"/> eve <input type="checkbox"/>	

First name:	Family name:
Male <input type="checkbox"/>	Female <input type="checkbox"/>
Address: is able to give address: <input type="checkbox"/>	Is unable to give address: <input type="checkbox"/>
Phone number(s)	Mobile
Date of birth	Nationality
Asylum Seeker <input type="checkbox"/> Refugee <input type="checkbox"/>	Migrant worker <input type="checkbox"/> How long in UK?
Mother tongue	Literate in own language?
Did you finish Primary School?	
Did you finish Secondary School?	
Have you been to College?	
Have you been to University?	
Did you finish your degree?	
Subjects?	

Did you work in your own country? What did you do?	
What are you doing at the moment (work?, study?)	
What do you want to do here in Scotland? (Short term/long term?)	

How long have you been in Scotland?	
How do you feel about living in Scotland? (Try to get Ss to 'show off' if possible here.)	
Did you study English before? (Details)	
Do you have any English qualifications?	
How did you find out about this college?	

I'm sure you have questions about college, e.g. class times, teachers, etc. Would you like to ask any questions? (Grade Ss' ability to formulate questions.)
Good <input type="checkbox"/> Some help needed <input type="checkbox"/> Difficulty <input type="checkbox"/>

1.4 Initial Assessment: Indicative guide for speaking level

Teachers: If there is more than one class at the student's level, please make your decision as to student's position (strong/ weak/ medium) as necessary within each level and mark the class in the box at the top of the Assessment form.

Level	Features of Speaking and Listening
Advanced	<p>Pronunciation clear although influenced by L1. Intonation patterns appropriate to context. Range of vocabulary and command of language allow a topic to be explored in depth. Grammatical/ lexical accuracy does not impede conversation. Conversation begun and maintained with ease. Awareness of conventions of conversation demonstrated: relevant responses.</p>
Upper Int	<p>Pronunciation intelligible though L1-influenced. Communication rarely impeded by inaccuracies. Conversation maintained with only minor prompting. Vocabulary allows flexibility of expression and coping with change of topic. Language strategies appropriate for effective contribution to conversation.</p>
Int	<p>Vocabulary enables some detailed responses. Produces basic sentence forms and some correct simple but subordinate structures are rare. Can express some abstract opinions.</p>
Pre Int	<p>Can produce simple sentences including new statements and Shows some awareness of tenses. Can re-phrase some ideas. Does not link sentences well.</p>
Elementary	<p>Can initiate and conclude a simple conversation. Can respond to simple questions. Can express feelings, likes and dislikes in simple terms.</p>
Beginner	<p>Requests for simple information are not understood. Cannot produce basic sentence forms.</p>

1.5 Anniesland College

For teacher user only:
Class:

English Language Writing Assessment (Beginners to Pre-Intermediate)

Name : _____

Address: _____

Where are you from? _____

=====

Write something about yourself, your friends or your family.

1.6 Initial Assessment: Indicative guide for writing level

Teachers: If there is more than one class at the student's level, please make your decision as to student's position (strong/ weak/ medium) as necessary within each level and mark the class in the box at the top of the Assessment form.

Level	Features of Writing
Advanced	<ul style="list-style-type: none">• Uses wide range of vocabulary and grammatical structures• appropriate to context, including appropriate discourse markers.• Errors do not impede communication• Spelling generally accurate.
Upper Int	<ul style="list-style-type: none">• Uses range of vocabulary and grammatical structure appropriate to context.• Uses paragraphing well.
Int	<ul style="list-style-type: none">• Some variation in sentence structures.• Uses linking expressions beyond 'but' and 'and'.• Spelling is easily comprehensible despite inaccuracies.• Uses paragraphing.
Pre Int	<ul style="list-style-type: none">• Can write a number of comprehensible sentences.• Spelling understood despite inaccuracies.• Positioning of letters and words is correct in terms of spacing, size and place on the line.
Elementary	<ul style="list-style-type: none">• Can write name and address.• Can write some basic information e.g. about family or likes and dislikes.• Aware of upper and lower case letters, though some mistakes may occur.
Beginner	<ul style="list-style-type: none">• Unwilling/unable to write anything.• Has difficulty with letters and spacing.

2. Glasgow Metropolitan College

2.1 Overview

Glasgow Metropolitan College uses the General English Language Teaching (ELT) levels for assessing and placing learners (p8).

Learners attend a Pre-Entry Guidance session to establish what level of ESOL class would benefit them most. If appropriate, it is recommended that learners apply for a course other than ESOL if they have sufficient English skills. These sessions take place twice a week at set times. When a learner is unable to attend at these times, individual appointments are arranged where possible.

Learners provide personal details including contact details, information on any disability, childcare needs and Home Office status.

Staff then conduct an oral interview, starting with simple questions and moving onto more complex structures and ideas if the learner is capable. There are guidelines for conducting the interview (p 19 and p 20). The learners' educational background, work experience and future aspirations are established. Availability and preferred class time are also ascertained. The interview guidelines relate types of question to speaking and writing ability. If there is uncertainty about level, the learner completes a multiple-choice grammar test and a short written task. The grammar and writing tests are shown below on pages 21 to 43.

Based on the above information, an ESOL level is recommended and the learner is given a receipt to show they were tested and that they are on the waiting list. Learner details including recommended level are sent to Student Services who manage the ESOL Waiting List Database. Letters are issued when places become available.

When the learner actually starts in class, the teacher carries out further diagnostic assessment and the learner can be moved accordingly.

ESOL literacies learners

ESOL literacies learners are identified during the interview and further diagnostic tests are carried out by the lecturers when the learners join a class.

2.2 Commentary

Among the more obvious strengths in this process is administrative efficiency. The learner is issued with a receipt after interview and the name is entered on a database managed by Student Services, who then have responsibility for informing the learner when they can enter a class. Although this administrative process may take place in other organisations, it is still the case that in many organisations ESOL staff will manage these processes.

The procedure initially focuses on the interview and only tests grammar and writing when more information about level is required. If the oral interview provides enough information to place the learner within the range of classes available, then the learner is placed and movement to a more appropriate class takes place after the learner has joined a course.

2.3 ESOL Student Placement Interview and Writing Test

Suggested interview guidelines

1. It is recommended that interviewers explicitly tell the student that they are being interviewed to check their language level.
2. Recommended interview duration - 5 minutes.
3. Utilise the sample questions per level provided below, to aid in gauging the level of the student.
4. It is recommended that interviewers generally avoid questions which have a yes / no answer as this may not encourage the student to speak at length.
5. It is recommended that interviewers generally avoid finishing off the students' answers or asking another question too quickly to fill the silence.

		(Adapted from the European Association for Quality Language Services (EAQUALS) / Council of Europe framework)	
Level / Course	Interview questions	Speaking: student can...	Writing: student can...
<ul style="list-style-type: none"> • Level 7: Proficiency • M/C Test score: 50 	<ol style="list-style-type: none"> 1. Tell me about the pros and cons of living in Scotland. 2. Tell me about the cultural differences that you've noticed between the UK and your own country. 	<ul style="list-style-type: none"> • Handle a full range of speech situations with the competence approaching that of their first language. • The language repertoire will be impressive. 	<ul style="list-style-type: none"> • Write smoothly-flowing text in an appropriate style. • Present a case with an effective logical structure.
<ul style="list-style-type: none"> • Level 6: Advanced • M/C Test score: 48+ 	<ol style="list-style-type: none"> 3. Tell me about a recent news story which caught your interest and why. 	<ul style="list-style-type: none"> • Take part fluently and effortlessly in any conversation and have a good familiarity with idiomatic expressions and colloquialisms. • Present a smoothly-flowing description or argument. • Understand fast native speech. 	<ul style="list-style-type: none"> • Write well-structured text, expressing points of view at some length. • Write about complex subjects.
<ul style="list-style-type: none"> • Level 5: Upper-Intermediate • M/C Test score: 41 – 47 	<ol style="list-style-type: none"> 1. What have you found it difficult to get used to in Scotland? 2. What have you been doing since you arrived? Tell me about it. 	<ul style="list-style-type: none"> • Speak fluently without searching for language. • Talk about complex subjects and develop arguments. • Understand long complex speech. 	<ul style="list-style-type: none"> • Write detailed text on a wide range of subjects related to their interests. • Give reasons in support of or against a particular point of view.

<ul style="list-style-type: none"> • Level 4: Intermediate • M/C Test score: 31 - 40 	<ol style="list-style-type: none"> 1. What have you been doing since you arrived? Tell me about it. 2. Which places would you most like to visit in Britain? Why? 	<ul style="list-style-type: none"> • Discuss familiar topics in detail. • Give opinions and explain advantages and disadvantages. • Understand complex arguments on familiar topics. 	<ul style="list-style-type: none"> • Write reasonably detailed text on a range of subjects related to their interests. • Give reasons in support of or against a particular point of view.
<ul style="list-style-type: none"> • Level 3: Pre-Intermediate • M/C Test score: 24 - 30 	<ol style="list-style-type: none"> 1. What do you like / dislike about Scotland? 2. Tell me about your family. 	<ul style="list-style-type: none"> • Talk about family, hobbies, work, travel and current events. • Give reasons and explanations. • Understand the main point on familiar topics, when you speak slowly and clearly. 	<ul style="list-style-type: none"> • Write simple connected text on topics which are familiar or of personal interest. • Describe experiences and impressions.
<ul style="list-style-type: none"> • Level 2: Elementary • M/C Test score: 16 - 23 	<ol style="list-style-type: none"> 1. What did you do yesterday? 2. When did you arrive? 3. What do you like doing in your free time? 	<ul style="list-style-type: none"> • Simply describe their family and other people, living conditions, their educational background and their most recent job. • Understand phrases and common vocabulary on very basic personal and family information, shopping, the local area, and employment. 	<ul style="list-style-type: none"> • Write short, simple notes and messages. • Write a very simple personal letter, for example thanking someone for something.
<ul style="list-style-type: none"> • Level 1: Beginner • M/C Test score: 0 - 15 	<ol style="list-style-type: none"> 1. What's your name? 2. Where do you come from? 3. What is this? (Show a pen for example). 	<ul style="list-style-type: none"> • Ask and answer simple questions on very familiar topics. • Describe where they live and people they know. • Understand very basic phrases about themselves, their family and immediate surroundings when you speak slowly and clearly and repeat. 	<ul style="list-style-type: none"> • Write a short, simple postcard, for example sending holiday greetings. • Fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.

2.4

Placement Test



Name: _____

Date: _____

Zero Beginners
Beginners

Write the letters.

a b c _ e f g h _ j k _ m

n o p _ r s _ u v _ x y z

Complete the form.

Name: _____

Age: _____

Country: _____

Telephone: _____

Placement Test 2

Name:

Date:

Elementary

Pre Intermediate

Choose the correct answer for the sentences below.

Example:

How often B you come to college?

A) does B) do C) is D) are

- 1) I _____ to the shops every day.
A) goes B) am going C) go D) going
- 2) What are you _____ for your dinner tonight?
A) eats B) eating C) eat D) ate
- 3) How many languages _____ you speak?
A) do B) does C) is D) are
- 4) I _____ in Glasgow 3 months ago.
A) arrived B) did arrive C) arriving D) arrive
- 5) John _____ see 'The Matrix II' because he was busy.
A) doesn't B) don't C) not D) didn't
- 6) Where did you _____ on holiday last year?
A) going B) went C) go D) goed
- 7) Would you like _____ milk or sugar with your tea?
A) a B) none C) some D) no
- 8) _____ have you lived in Scotland?
A) When B) How many C) How long D) What
- 9) Who _____ your best friend?
A) are B) is C) do D) does
- 10) Glasgow is a _____ city than London.
A) small B) smallest C) the smaller D) smaller

First name	Diana
Surname	Spencer
Country	England
Age when died	36
Address	Buckingham Palace, London
Job	Princess
Countries visited	India, Australia and Italy
Married	No, divorced
Free Time	Helping sick children



Read the information about Princess Diana who died in 1997. Write the questions.
 Example: What was her first name?

Her first name was Diana.

1. _____
 Her surname was Spencer.

2. _____
 She was from England.

3. _____
 She was 36 years old when she died.

4. _____
 She lived in Buckingham Palace in London.

5. _____
 She was a Princess.

6. _____
 She visited India, Australia and Italy.

7. _____
 No, she was divorced in 1996.

8. _____
 She enjoyed helping sick children in her free time.

Placement Test 3

Name:

Date:

Pre intermediate

Intermediate

Answer the questions below. Choose the correct answer A, B, C, or D.

Example:

Why _____ you learning English?

A. am

B. are

C. do

D. did

The correct answer = Why **are** you learning English? Answer **B** is correct.

Now choose the correct answers for the questions below.

1. She _____ to work every day.

A. drive

B. leaves

C. drives

D. is driving

2. Anna _____ a cheese sandwich at the moment.

A. eats

B. ate

C. is eating

D. will eat

3. Why _____ he arrive late yesterday morning?

A. are

B. did

C. does

D. do

4. Maria _____ down the stairs last week.

A. felt

B. felling

C. fell

D. feel

5. Russell _____ want to kiss Joyce.

A. didn't

B. likes

C. do

D. is

6. The telephone rang while I _____ a bath.

A. had

B. was making

C. had had

D. was having

7. I would like _____ to university next year.

A. to go

B. going

C. to going

D. go

8. 'My bags are heavy'
'Give them to me. I _____ carry them for you.'
A. won't B. am going to C. will D. carry
9. What do you want _____?
A. drinking B. drunk C. drink D. to drink
10. What _____ Glasgow like?
A. is B. do C. do you D. did
11. My girlfriend is _____ than your wife.
A. beautifuller B. most beautiful C. beautiful D. more beautiful
12. Rupert _____ in Glasgow for twenty years.
A. living B. has lived C. lives D. has living
13. A soldier _____ wear a uniform.
A. has to B. must to C. have to D. should
14. If it _____, I will take my umbrella.
A. rained B. will rain C. rains D. raining
15. If I were a princess, I _____ live in a castle.
A. will B. would have C. won't D. would
16. I _____ to come and do the test yesterday afternoon.
A. told B. were told C. am told D. was told
17. How long has whisky _____ in Scotland?
A. been produce B. been producing C. been produced D. produced
18. He _____ five books since 1996.
A. has been writing B. has written C. has wrote D. wrote
19. He said he _____ to Scotland.
A. have never been B. was never C. was never been D. had never been.
20. I have _____ every morning at 6.30.
A. a breakfast B. an breakfast C. breakfast D. the breakfast

Placement Test 4

Name:

Date:

Intermediate
Upper Intermediate

Answer the questions below. Choose the correct answer A, B, C, or D.

Example:

Why _____ you learning English?

- A. am B. are C. do D. did

The correct answer = Why **are** you learning English?

Answer **B** is correct.

Now choose the correct answers for the questions below.

1. _____ you do anything special last night?
a. were b. had c. do d. did
2. I _____ politics is boring.
a. am thinking b. think c. was thinking d. thoughtful
3. Wood _____ to make furniture.
a. used b. uses c. are used d. is used
4. A decision about his future _____ now.
a. is made b. is been made c. is making d. is being made
5. The film _____ at eight o'clock.
a. is started b. was started c. started d. starting
6. We _____ bring mobile phones to class.
a. don't have to b. have not to c. aren't allowed to d. must to
7. I don't think John _____ this match. He hasn't practised for weeks.
a. will win b. is going to win c. is winning d. will be winning
8. 'It's Steven's birthday next week.'
'Is it? I didn't know. _____ him a card.'
a. I'll have sent b. I'm going to send c. I'll send d. I'd have sent

9. I was thirsty during work so I stopped _____ a cold beer.
 a. drinking b. drink c. and drunk d. to drink
10. I'd like _____ somewhere more interesting.
 a. to work b. working c. work d. if I worked
11. Several people _____ in a train accident.
 a. have been killing b. have been kill c. have been killed d. have killed
12. If you _____, you would be a better student.
 a. paid me attention b. paid attention c. paye attention d. had paid attention
13. There's a man lying in the street. He must _____ over.
 a. fall b. have fell c. be falling d. have fallen
14. He _____ fifty cigarettes today.
 a. has been smoking b. has been smoked c. has smoked d. smoking
15. If you don't mind, could you possibly tell me _____.
 a. where the post office is
 b. where be the post office
 c. where is the post office
 d. the post office is where
16. You haven't been here before, _____ you?
 a. haven't b. have not you c. were d. have
17. He told me he _____ to Afghanistan.
 a. had visited b. had went c. had been d. went
18. She asked me where _____ yesterday.
 a. I had been b. was I c. had I been d. was I going
19. Mario is _____ is wearing the blue shirt.
 a. the man which b. the man, who c. the man that d. the man, whose
20. David _____ football last week.
 a. took after b. took away c. took on d. took up

Placement Test 5

Name:

Date:

Upper Intermediate

Advanced

Multiple Choice

Decide which answer A, B, C, D best fits each space.

Example:

While I _____ B _____ dinner, the phone rang.

A) eat

B) was eating

C) eated

D) have eaten

1) I'm sorry I _____ to you for so long.

A) don't write

B) haven't written

C) am not writing

D) wasn't written

2) All last month she _____ exams.

A) had

B) was having

C) had had

D) have had

3) I _____ that I wanted a change from London because it's so expensive.

A) decided

B) have decided

C) was deciding

D) decide

4) When you _____ to London this summer, please visit me.

A) will come

B) came

C) come

D) were coming

5) I am staying here until the middle of August, then I _____ on holiday to Scotland.

A) have gone

B) went

C) am going

D) will have gone

6) One morning last week Bill realised that his bike _____ stolen from his garden.

A) had

B) had been

C) had had itself

D) had not

7) The thieves _____ to have put the bikes in a van that evening.

A) think

B) are thought

C) have thought

D) are thinking

- 8) The officers asked me what the van's number _____.
 A) is B) was C) had D) wrote
- 9) The police _____ me if I had seen or heard anything.
 A) reminded B) questioned C) told D) asked
- 10) _____ you want your bike, I'll bring it this afternoon.
 A) unless B) if only C) if D) as long as
- 11) Steven arrived in Bluffville _____ the early evening.
 A) at B) in C) after D) and
- 12) There was a huge old-fashioned hotel, _____ it was obviously closed.
 A) though B) which C) that D) despite
- 13) Carla found a telephone _____ a run-down bar and called the nearest motel.
 A) and B) which C) in D) box
- 14) He asked the bar man, _____ was reading a comic book, how much a taxi would cost.
 A) although B) why C) he D) who
- 15) The windows _____ street level were covered with sheets of corrugated iron.
 A) at B) the C) under D) across
- 16) Joshua _____ believe Sarah's story at first, but now he does.
 A) wasn't B) haven't C) shouldn't D) couldn't
- 17) ' _____ me, but I think you've forgotten something.'
 A) Help B) It's C) Excuse D) Correct
- 18) Anna stayed in a house which was famous _____ its ghost.
 A) with B) for C) from D) as
- 19) It's ok, she's not afraid _____ ghosts.
 A) with B) for C) of D) by
- 20) She half expected one of her friends to visit her dressed _____ a ghost.
 A) with B) for C) as D) in

Test to differentiate levels: Pre-Intermediate - Intermediate

Student's Name: _____

Test Administrator: _____ Date: ___/___/___

Placement level: Pre-Intermediate ; Intermediate low ; high

Pre-intermediate grammar areas sampled:	
Past Simple Continuous;	<i>When / while</i>
Present Perfect	<i>Must / might</i>
<i>Going to and will</i>	<i>As soon as</i>
Adverbs of frequency / manner	<i>Be able to / good at</i>
Reflexive pronouns	<i>Although / however</i>
<i>So/ such</i>	First Conditional
<i>Have to/ need to</i> for obligation	Used to + verb
Present Simple Passive	Relative clauses

Multiple Choice

Circle  ONE correct answer A, B, C or D:

example Why don't you _____ him an email?

A. sending  B. send C. sends D. sent

1. The woman _____ on the bus when she tripped.

A. got B. was getting C. getting D. gets

2. I _____ my exams yet. I'm going to do them next month.

A. haven't started B. started C. hasn't started D. starting

3. Let's stay at home. It _____ rain soon.
A. will to B. going to C. will D. is going to
4. I looked out of the window but it was _____ raining.
A. usually B. well C. hard D. still
5. They couldn't get a plumber so they had to fix the bath _____.
A. without B. ourselves C. themselves D. only
6. I've never seen _____ a dirty room.
A. so B. such C. still D. as
7. I clean the house every week. My brother is lucky – because he is only 10, he _____ do anything.
A. shouldn't to B. mustn't to C. couldn't D. doesn't have to
8. Spanish _____ in a lot of countries.
A. speaks B. is spoken C. spoke D. is speaking
9. She ate some biscuits _____ she was watching the film.
A. while B. so C. then D. during
10. I _____ pay my car insurance bill or I won't be allowed to drive my car.
A. must B. might C. can D. will
11. I will telephone you _____ I find out the time of the train.
A. as soon as B. while C. then D. because
12. The firemen are _____ rescue the people from the burning building.
A. good at B. able to C. can D. manage to

13. _____ she was late, her friends waited for her before starting the meal.
A. Despite B. However C. Although D. But
14. If you don't hurry up, you _____ very late.
A. will be B. be C. would be D. are
15. I _____ smoke but I stopped 10 years ago.
A. have B. was C. used to D. had
16. A student is a person _____
A. who studies
B. who he studies
C. whose studies
D. who study

Score: _____/16

Test to differentiate levels: Intermediate – Upper Intermediate

Student's Name: _____

Test Administrator: _____ Date: ___/___/___

Placement level: Intermediate ; Upper Intermediate ; low ; high

Intermediate grammar areas sampled:	
<i>Neither / so do I</i> Modal verbs Reported speech Second conditional Adverbs of manner / modifiers Question tags <i>Although / in spite of / despite</i>	Present Perfect Continuous <i>Look / look like</i> Passives Past Perfect Simple <i>A / few and a / little</i>

Multiple Choice

Circle ONE correct answer A, B, C or D:

example They arrived in Glasgow two weeks _____ .

A. just B. ago C. since D. for

1. He was late and _____ she.

A. neither was B. so was C. neither does D. so does

2. I don't believe it! He ____ have finished the test already!

A. mustn't B. can't C. needn't D. might

3. They asked me ____ early.

A. to come B. come C. came D. will come

4. She said she _____ them before.
A. hasn't met B. hadn't met C. will meet D. meets
5. If you had enough money, ____ you buy that house?
A. have B. will C. can D. would
6. That car ____ crashed into the tree.
A. near B. nearly C. hard D. hardly
7. He doesn't take milk in his tea, ____?
A. is it B. isn't it C. does he D. doesn't he
8. We went into the garden _____ the rain.
A. despite B. although C. however D. though
9. He _____ the book for the last two weeks and hopes to finish soon.
A. is reading B. has read C. has been reading D. read
10. He ____ a nice person. Don't be afraid to speak to him.
A. looks like B. looks to C. look D. look likes
11. The book _____ in 1990.
A. has written B. written C. was written D. is written
12. When I got home, I noticed that I _____ my keys.
A. have lost B. had lost C. lost D. had been losing
13. They have been to the cinema ____ times.
A. a little B. little C. a few D. few

Score: ____/13

Test to differentiate levels:

Morning and Afternoon Courses: Upper Intermediate - Advanced

Student's Name: _____

Test Administrator: _____ Date: ___/___/___

Placement level: Upper- Intermediate ; Advanced ; low ; high

Upper- intermediate grammar areas sampled:	
Habit in the Present / Past	Compounds: <i>some/ any/ no/ every</i>
Present Perfect Continuous	Reported speech
Future Perfect	Conjunctions: <i>otherwise, unless</i>
Phrasal verbs	Modals: perfect
Third conditionals	<i>Wish and if only</i>

Multiple Choice

Circle ONE correct answer A, B, C or D:

example I _____ forget my keys.

- A. get used to B. always C. am D. to

1. I _____ work in Edinburgh but now I work in Glasgow.

- A. used to B. am used to C. am getting used to D. use to

2. They _____ my computer without asking me first.

- A. are used to B. are always using C. used to using D. using

3. He _____ the email by tomorrow.

- A. has written B. wrote C. will write D. will have written

4. He always gets _____ cleaning the house. He is so lucky!
A. at B. up C. out of D. away
5. They bought an old flat which they plan to do _____.
A. in B. to C. away with D. up
6. I was going to drive to Edinburgh today but I was put _____ by the weather.
A. down B. on C. up D. off
7. What would you _____ if you had seen someone famous at the shops?
A. did B. have done C. had done D. do
8. I would have chosen something different if I _____ more time.
A. had had B. have had C. had D. would have
9. _____ I hadn't cheated in the exam, I wouldn't feel so guilty.
A. Wish only B. Wish C. If only D. Only
10. There wasn't _____ there at all.
A. no one B. anyone C. someone D. everyone
11. He admitted that he _____ the last piece of my birthday cake.
A. had eaten B. ate C. eats D. has eaten
12. He apologised _____ late.
A. for been B. to been C. to being D. for being
13. _____ the police catch you drinking and driving you will lose your licence.
A. otherwise B. if C. unless D. although
14. You need to study _____, you will fail your exam.
A. despite B. unless C. if D. otherwise

15. I can't find my keys. I ___ forgotten them.

- A. can't B. must have C. needn't have
D. should have

16. I ___ to do it.

- A. needn't B. don't need C. mustn't D. can't

Score: ____/16

3. Jewel and Esk Valley College, Midlothian

3.1 Overview

Jewel and Esk Valley College uses the General English Language Teaching (ELT) levels for assessing and placing learners (p8).

The college uses the paper edition of the Oxford Quick Placement Test (40 questions)⁶, which gives an indication of grammar level. About 4 years ago they introduced the online Oxford Quick Placement www.oup.com test but had computer problems. The college has contacted OUP again and intends to trial their updated online test.

There is also an oral interview. An interlocutor's question sheet, (p45) and learner profile sheet (p46) are used for the interview and copies of these appear below. Both are used to help assess the learner's level. The former has questions under three topic headings: **Home Town**, **Work/Study** and **Leisure**. These are graded: for example, the questions about the learner's home town range from 'Where do you come from?' to 'What would your dream house be like?' Elementary learners are only expected to answer the first two questions in each section, while more proficient students can focus on one subject in depth. The learner profile form asks for personal details and has questions about the learner's personal history, for example, how long they have lived in Scotland and how they heard about the course. It then looks at the student's experience of English language study, qualifications and future plans.

The learner is asked to produce some writing and the form for this is shown on page 47. Four topics are suggested: **where I live now**, **my future plans**, **my job/studies** and **my childhood**. Half an hour is allowed for writing. Learners are encouraged to write as much as they can, up to a maximum of 200 words.

Finally, after assessment, the team discusses each learner and an initial level is ascertained, taking into account not only the grammar score, interview and writing, but previous learning and length of time living in an English speaking country. If the result of assessment is that learners have not been correctly placed, they are able to change levels in the first two weeks of term. This can often happen when learners are tested in the June, prior to starting in September and their English has improved during that time.

ESOL literacies learners

ESOL literacies learners are identified during the interview and writing assessment and further diagnostic tests are carried out by the lecturers when the learners join a class.

3.2 Commentary

Standardisation is part of the process, as the results of the process are discussed by the team.

Given that all tutors in the team take part in the interviews, that it involves two question sheets and that half an hour is allowed for writing, this is both a time- and labour-intensive method of assessment. However, it is very effective and the Interlocutor's Question Sheet, with its graded questions, can be seen as an example of effective practice and usable in most assessment situations.

Oral InterviewInterlocutor's Question Sheet

Questions are graded under each topic, so an elementary level student should only be expected to answer the first two in each section. More proficient students can focus on one topic in depth.

HOME TOWN

1. Where do you come from?
2. Can you tell me about it?
3. What is the difference between Edinburgh and your home city/town/village?
4. Are there any social problems there? What are possible solutions?
5. What would your dream house be like?

WORK/STUDY

1. Do you work or are you a student?
2. Can you tell me about your job/studies?
3. What did you do before you came to Edinburgh?
4. What are your future plans?
5. If you could do any job in the world, what would it be?

LEISURE

1. What do you enjoy doing in your free time?
2. How do young people in your country spend their free time?
3. Can you tell me about the last holiday you had?
4. Do you think it is important to do sport? Why/why not?
5. Can you tell me what happened in the last film you saw?

CC/19.04.07

3.4 Student Profile

Interviewer: _____	Date: _____	Time: _____
First name: _____	Surname: _____	
Nationality: _____	Date of Birth: _____	
Address: _____		
Tel No: _____	Email: _____	

Employed: *Yes/No* If yes, what do you do? _____

How long have you lived in Scotland/the UK? _____

Have you lived in an EU country for the last three years? *Yes/No*

How did you hear about the course? _____

Do you know anyone who has studied/is studying here? *Yes/No* If yes, who? _____

Is this the first time you've applied for this course? *Yes/No* If no, have you been tested before? *Yes/No* If yes, when? _____

Would you prefer a morning class or an afternoon class? _____

History of English Language study: In home country/at school? *Yes/No*

In the UK? *Yes/No* If yes, where? _____ English exams taken? *Yes/No*

Qualifications: _____

Future plans: _____

Other comments: _____

QPT Result: _____ *Written:* _____ *Oral:* _____

Offer/W.L./Declined Upper-Int/Int/Pre-Int/Post-Beg/other am/pm

Date of application: _____

JEVC

4. North Highland College, University of the Highlands and Islands

4.1 Overview

The college uses a selection of assessment tools from the *Skills for Life* ESOL Diagnostic assessment pack to assess listening, reading and writing at different levels. The *Skills for Life* levels are then equated to the SQA NQ ESOL levels. There is further information on the Skills for Life materials Section 2 D (see table p8).

The materials used for listening, reading and writing are at *Skills for Life* Entry 3 (Intermediate 1) level. These are given to all prospective learners and placement decisions made using the results from this assessment. When the college is recruiting for an advanced class, *Skills for Life* Diagnostic materials at Level 2 are used.

There is also an oral interview. There are notes for the interviewer (p50) which provide guidance on conducting the interview. The interviewer is asked to first put learners at ease with small talk and to explain the purpose of the interview.

The interviewer then completes a contact sheet (p51) with personal information and uses this as the first stage of the assessment, asking the learner to spell some of the items of information. There is a series of suggested questions which provide information about the learner's personal history e.g. "What did you do in your country?" and what their plans are for future study e.g. "Why do you want to learn English?" The interviewer then completes a sheet related to the SQA level of spoken skills which describes in some detail skills which are acquired, emergent and not acquired.

The process and sequence is to let the group listen to the recording together, then complete reading and writing individually followed by an individual interview with the tutor. This takes 60-90 minutes depending on numbers and ability. The results of the interview are recorded on an ILP.

ESOL literacies learners

ESOL literacies learners are identified during the initial assessment and further diagnostic tests are carried out by the lecturers when the learners join a class.

4.2 Commentary

All four skills are assessed and information about the learner is recorded to assist in the development of an ILP. North Highland College is the only organisation in the sample to assess listening discreetly. *Skills for Life* initial assessment and diagnostic assessment materials both contain listening tests.

The college has found this assessment process to be reasonably accurate. Learners can be moved within the first two weeks if the assigned level is not suitable.

4.3 North Highland College, University of the Highlands and Islands

Notes for the interviewer

Greet the candidate and put them at ease by using small talk such as talking about the weather, asking them how they arrived at college etc.

Explain that this interview is to assess their speaking skills and to find out about their interests, skills and goals for the future.

Go through the student contact sheet, acquiring all the information and asking them to spell some of the words of their address and name.

When all the information is correct, start by asking the candidate about themselves. Ask about their family, their home country and their likes and dislikes. As much as possible try to keep the conversation informal and encourage the candidate to expand on their answers.

Suggested interview questions:

- 1. Where do you come from? Tell me about your country?**
- 2. How is your country different to Scotland?**
- 3. What did you do in your country?**
- 4. Where do you live now?**
- 5. What do you do here in Scotland?**
- 6. What do you like and dislike about living in Scotland?**
- 7. What do you do in your free time?**
- 8. Why do you want to learn English?**

4.4



Name:
Address:
Telephone Number:
Email:
Age:
Nationality
How did you hear about the ESOL class?
Why do you want to learn English?
Are you working – what do you do?
Are you studying – what do you study?
What do you find most difficult in English? Reading Writing Speaking Grammar Listening/Understanding Explain why if you can:

5. Langside College, Glasgow

5.1 Overview

Langside College uses the General English Language Teaching (ELT) levels for assessing and placing learners (p8) but divides beginners into 3 different levels: pre-basic, basic and starter.

The learner is interviewed and the information used to complete an initial assessment form (p54). There is also a guide for assessors (p53) which suggests possible question areas.

The conversation is used to gauge the approximate level of the learner's spoken English, and an appropriate reading task is selected on this basis. If this proves too easy or difficult the learner is asked to complete another task. The tasks consist of reading texts, graded by ELT levels, followed by comprehension questions. The learner then completes a writing task, either at Starter to Pre-intermediate or Intermediate to Advanced level. The reading and writing tasks are shown on pages 55 to 63.

Reading, writing, speaking and listening abilities are recorded on the form in terms of ELT levels. These, together with information previously gained, are used to assess the overall level of the learner. The interviewer then explains the analysis and course/timetable options are discussed.

5.2 Commentary

The cyclical process whereby perception of the learner's ability, arrived at during the initial interview, is used to select a level for testing reading and then writing can be seen as both efficient and effective. The reading materials are of good quality and learners can easily relate to them. The materials provide a model for the writing task.

5.3 Langside College ESOL Initial Assessment

Guide for Assessors

1. Welcome student and complete an Initial Assessment pro forma. Use this conversation to gauge approximate level of spoken English.

Question areas could include:

- Personal information (name, where from, when came to UK, etc)
 - Reasons for applying to study ESOL
 - Prior learning experience
 - Present and/or prior work experiences
 - Goals and ambitions
 - Likes and dislikes
 - Experience of life in the UK (and comparison to own country)
2. Select an appropriate reading test for the ESOL level you think the student may be.
 3. Assess how well the student completes the task and see if this reinforces your original assumptions. If the student finds the task too easy/difficult ask them to complete another more appropriate level task.
 4. Select an appropriate writing test for the ESOL level you think the student may be.
 5. Grade the writing. Add this information and that previously gained to the student's Initial Assessment pro forma and make a decision as to the overall level of the student. Explain to the student your analysis and discuss course/timetable options.

5.4



ESOL INITIAL ASSESSMENT PROFORMA

Name of Student:	Date:
Interviewed by:	

Prior ESOL learning experience:

Reason for applying to study ESOL:

Future plans:

Results of Initial Assessment:

Reading	Writing	Speaking	Listening
Pre-Basic <input type="checkbox"/>	Pre-Basic <input type="checkbox"/>	Pre-Basic <input type="checkbox"/>	Pre-Basic <input type="checkbox"/>
Basic <input type="checkbox"/>	Basic <input type="checkbox"/>	Basic <input type="checkbox"/>	Basic <input type="checkbox"/>
Starter <input type="checkbox"/>	Starter <input type="checkbox"/>	Starter <input type="checkbox"/>	Starter <input type="checkbox"/>
Elementary <input type="checkbox"/>	Elementary <input type="checkbox"/>	Elementary <input type="checkbox"/>	Elementary <input type="checkbox"/>
Pre-Intermediate <input type="checkbox"/>	Pre-Intermediate <input type="checkbox"/>	Pre-Intermediate <input type="checkbox"/>	Pre-Intermediate <input type="checkbox"/>
Intermediate <input type="checkbox"/>	Intermediate <input type="checkbox"/>	Intermediate <input type="checkbox"/>	Intermediate <input type="checkbox"/>
Upper-Int. <input type="checkbox"/>	Upper-Int. <input type="checkbox"/>	Upper-Int. <input type="checkbox"/>	Upper-Int. <input type="checkbox"/>
Advanced <input type="checkbox"/>	Advanced <input type="checkbox"/>	Advanced <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment:	Comment:	Comment:	Comment:

Recommended ESOL Course:

--

Interview Checklist:

STD1 completed <input type="checkbox"/>	Fee waiver evidence checked <input type="checkbox"/>	Timetable given <input type="checkbox"/>	ESOL Student handbook given <input type="checkbox"/>
---	--	--	--

(PLEASE ATTACH THIS FORM TO STUDENT TIMETABLE)

Fatima's Story

My name is Fatima.
 I come from Somalia.
 I came to *Glasgow* in 2001.
 I came with my husband.
 His name is Bashir.
 We now have two children.
 Their names are Adam and Saafi.
 We live in Castlemilk.



Circle the correct answer

- | | | | | |
|---|----------------------------------|-----------|------------|------------|
| 1 | What is her name? | Bashir | Fatima | Saafi |
| 2 | Where does she come from? | Somalia | Glasgow | Castlemilk |
| 3 | What is her husband's name? | Adam | Bashir | Fatima |
| 4 | How many children have they got? | 10 | 3 | 2 |
| 5 | Where do they live? | Shawlands | Castlemilk | Somalia |

Pavel's Story

My name is Pavel. I come from Poland. I am 25 years old. I have been in Scotland for six months. I share a flat with two of my friends, Peter and Boris. We live in Shawlands.



In Poland I studied Engineering. Here, I go to college in the morning and I work in a restaurant in the evening. College starts at half past nine at finishes and quarter past twelve. I usually start work at five o'clock and I don't finish until after eleven. I am hoping to go to University next year to study Information Technology. I want to work with computers.

Answer questions 1 to 3

e.g. What is the writer's name? His name's Pavel

1. Where does the writer come from? _____
2. How old is he? _____
3. How long has he been in Scotland? _____

Decide whether sentences 4 to 6 are true or false.

4. Pavel lives alone. T / F
5. He was a student in Poland. T / F
6. He has two jobs. T / F

Say what time these things happen.

7. College finishes. a) 12.00 b) 12.15 c) 12.30
8. Pavel starts work. a) 5.00 b) 5.15 c) 5.30
9. Pavel finishes work. a) 10.55 b) 11.00 c) 11.05

What job would he like to do?

10. a)



b)



c)



Andi's Story

My name is Andi. My parents sent me to the UK to study English. I'm from Hong Kong. I've been in Glasgow for 3 months and am really enjoying my time here. I study English in the mornings from 9.30 - 12.00. In the afternoons I work as a waiter. It's hard work but I need the money as it's expensive living on your own.



Compared to Hong Kong, Glasgow is much smaller and quieter, although there are lots of high-rise flats in both cities. That means that it can be a little boring but it also means that the air is fresh and there is less pollution. There are also lots of beautiful parks where I like to go running at weekends.

Last weekend I went bowling with a friend I met at college. It was great fun although I lost the match! Afterwards, we met some other friends in town and ate some pizza.

I hope to move on to a HNC Business course next year. My ambition is to start a computer business in Hong Kong. My brother has his own business and I'd like to have one too. I have a long way to go but if I work hard I'm sure I'll make it!

1. Why did Andi come to Glasgow? _____

2. When did he come to Glasgow? _____

3. Where does he work? _____

4. How is Hong Kong different from Glasgow? _____

5. What is similar between the two cities? _____

6. What did Andi do last weekend? visit a friend go bowling go to college

7. What happened at the match? he lost money he didn't win he ate pizza

8. What are his future plans? study business study computing work with his brother

Ebru's Story

My name is Ebru Orhan and I come from Turkey. I arrived in Britain with my husband, Yasir, in 1992. Since then we have had two children, Mehmet and Fuliya, and we live in Glasgow.

When I was 18 years old, I went to college where I spent 3 years studying nursing. After graduating I worked in a large, and busy hospital in my country where I mainly worked with children. My hours were from 7 in the morning to 2 in the afternoon, Mondays to Fridays. I got a lot of job satisfaction from my work and I hope to continue my career here in the UK when our children are older.



At the moment I am going to English classes as often as I can but studying while looking after young children is very difficult. As soon as they are old enough to go to school and I have more free time, I'll enrol in the special classes for doctors and nurses whose first language is not English and who wish to work in the Health Service. The final examination they work for is called the PLAB test. PLAB stands for Professional Linguistic Assessment Board. I will also have to hunt for my nursing certificates, I'm sure I've seen them recently. Then I can find out if my Turkish qualifications are accepted here. For that I'll have to get help from the local education advice centre.

- | | | | | |
|---|---|-------------------------------|--------------------------------|----------------|
| 1 | Is the writer a man, woman or child? | man | woman | child |
| 2 | What is her family name? | Ebru | Fuliya | Orhan |
| 3 | Where were Adam and Saafi born? | in Turkey | in Britain | on the way |
| 4 | Did she sometimes work with adults? | Yes | no | can't tell |
| 5 | How many hours a week did she work? | 25 | 35 | 45 |
| 6 | Is she working as a nurse at the moment? | Yes | no | can't tell |
| 7 | What is stopping her joining the special English classes? | her English isn't good enough | money | time |
| 8 | Where are her certificates? | in her flat | in Turkey | destroyed |
| 9 | What will the education advice centre do? | find her certificates | tell her about her certificate | find her a job |

Sara's Story



My name is Sara Rahman and I am 39 years old. I come from Iraq. I arrived in Britain with my husband Samad, in 1992. Since then we have had two boys, Abdullah and Asif.

After we became refugees, we had some trouble finding a place to live. We were put on the council housing waiting list and for a while we were placed in a 'B & B'. It took a long time before we got somewhere permanent. We ended up renting a flat in the south side of Glasgow - it's a bit cramped but it could be worse.

When I was younger, I spent 3 years studying nursing in Iraq. After graduating I worked in a large and busy hospital, in my country. I mainly worked with children, which is something I really enjoyed doing. At first I worked shifts but then I got an easier job working Mondays to Fridays from 7 a.m. to 2 p.m.

Now I'm thinking about my future again. I'm going to an evening class twice a week to study English. I really like it because I've met people from many different countries. My tutor is a bit impatient, but she's very supportive and she's also very thorough in her work, in my opinion.

As soon as both my children are old enough to go to school and I have more free time I hope to enrol on the PLAB course. This course is for doctors and nurses whose first language is not English and who want to work in the Health Service. I have to pass a test called the PLAB test - it stands for Professional Linguistic Assessment Board. I will also have to hunt for my nursing certificates; I'm sure I've seen them recently. Then I can find out if my Iraqi qualifications are accepted here. For that I'll have to consult the British Council.

If everything goes to plan I'll look for work in London. If the war had not broken out in Iraq I would have had a good career there - I would have had a responsible position by now, I think. I would not have to learn a new language, re-qualify, etc. It's very frustrating. But there's nothing I can do about it now - I'll just keep trying to make my life better here.

Upper - Intermediate Questions

1. Did Sara and Samad find a place to live easily?

.....
.....

2. What did the council do?

.....
.....

3. What is B & B?

.....
.....

4. What's wrong with the flat in Glasgow? (Please answer using your own words).

.....
.....

5. What subject did Sara graduate in?

.....
.....

6. What are 'shifts'?

.....
.....

7. In your own words, say what Sara likes and doesn't like about her tutor.

.....
.....

8. What is Sara's long-term aim?

.....
.....

9. Where are Sara's Iraqi nursing certificates?

.....
.....

10. What does Sara have to do to find out if she can use her Iraqi certificates to get a nursing job here?

.....
.....

11. What would Sara be doing if there weren't problems in Iraq?

.....
.....

12. How does Sara feel now? (Please answer using your own words)

.....
.....

6. Stevenson College Edinburgh (SCE)

The Faculty of Languages and Tourism operates different assessment systems for the three different ESOL Sections within the Faculty. The English Language Teaching (ELT) Section; Teacher Training, Academic and Vocational English (TTAVE)*; and Community-based ESOL (CBESOL)**.

A description of the ELT initial assessment processes appears below.

Stevenson College Edinburgh English Language Teaching

6.1 Overview

The English Language Teaching Section uses the General English Language Teaching (ELT) levels for assessing and placing learners (see table on p 8).

Up to 20 learners are invited to come for assessment at a particular time. They are given the grammar component of the Oxford Placement Test (OPT)⁷ and a writing task shown below (p66), and taken out individually for interview as they do these. The form is shown below on p65. The interview aims to establish speaking and listening level, fee status and which course would be most appropriate to needs. There are no separate listening or reading components because of time constraints.

It is accepted that some movement of learners between levels occurs at the beginning of term. An advantage of the OPT is that its score has face validity for learners – in other words, it can be used to justify why a learner is in a particular class.

ESOL literacies learners

Learners who are having difficulties with the test because of English literacy issues are identified as quickly as possible and prioritised for interview. Further diagnostic assessment takes place when learners join a course.

6.2 Commentary

In a relatively short time the department places a large number of learners on one of seven levels, besides taking account of other courses that may be suitable for them, such as English for Work and Training, Academic English or other college courses. In most cases, placement is accurate but if this is not the case learners are moved to a more appropriate class, depending on availability of places.

It is acknowledged that if more time was available, it would be possible to do a more in-depth assessment of listening, writing and reading, and also assess more clearly which courses some learners might need to be referred to.

* A description of TTAVE appears in **Part 3 Academic and Vocational English**

** A description of CBESOL **Section B: Community-based Initial Assessment**

6.3 Faculty of Languages and Tourism

PT/ FT (circle one)

ELT Language Assessment

Final Placement _____

Date of interview: _____ Interviewer: _____

Personal details						
First Name			Family Name			
Sex	Age	Nationality		First language		
Address & e-mail		Phone number		Studies / Work		
Course applied for (please circle one or more)						
	Term 1		Term 2		Term 3	
General EFL Full Time						
English for Business						
General English Part time						
Evening						
Status						
Date entered UK		Home fee		International fee		
Fee Waiver (what basis?)			Unsure – notes			
Exams						
Exams taken			Exam intentions			
Date:						
Results:						
Language learning experience						
Assessment						
Placement score						
Speaking						
Adv	LAdv	Hint	Int	PInt	Elem	Beg
Writing						
Adv	LAdv	Hint	Int	PInt	Elem	Beg
Final Placement						
Adv	LAdv	Hint	Int	PInt	Elem	Beg
Additional Comments (including books used and possible progression)						

Section B: Community-based

Contents

1. Falkirk Community Services

- 1.1 Overview
- 1.2 Commentary
- 1.3 ESOL Questions For Level Analysis
- 1.4 Language Level
- 1.5 Initial Assessment Form

2. Glasgow ESOL Forum

- 2.1 Overview
- 2.2 Commentary
- 2.3 ESOL Initial Assessment: Speaking and Listening

3. Stevenson College Edinburgh, Community-based English for Speakers of Other Languages (CBESOL)

- 3.1 Overview
- 3.2 Commentary
- 3.3 Initial Assessment Pack

4. Fife Adult Guidance & Education Services

- 4.1 Overview
- 4.2 Commentary
- 4.3 Fife initial Assessment Form

1. Falkirk Council Community Services

1.1 Overview

Falkirk Council Community Services uses an adapted version of the International English Language Testing System (IELTS) levels to place learners (p8).

Learners are assessed orally. This is done with a question paper which is divided into seven topic-based sections (p69). Each of these has a grammatical basis and they are graded according to level of difficulty. The headings, with sample questions, are:

- | | |
|----------------------------|--|
| 1) Personal information: | Do you have any children? Ages? School? |
| 2) Talking about the past: | When did you come to Scotland? |
| 3) Perfect tenses: | How long have you been learning English? |
| 4) The future: | What are you going to do at the weekend? |
| 5) Speculation: | What would you like to work on first? |
| 6) Broader discussion: | What would you do if you were . . . ? |
| 7) Take the initiative: | Would you now like to ask me some questions? |

The assessor has a description of each of the nine IELTS levels (p73) so that the learner can be placed appropriately on the scale.

There is also a two-page assessment form (p71, p72). It gathers personal information and asks the learner what they are able to do in English. A learning plan is then negotiated with the learner.

ESOL literacies learners

ESOL literacies learners are identified during the initial assessment and further diagnostic work is carried out by the tutors when the learners join a class.

1.2 Commentary

Because of the use of the question paper described above, the initial interview is likely to generate useful information about the learner's oral abilities in English.

Apart from the graded questions and the Functions section of the assessment form, there does not appear to be any assessment of language, and particularly of writing. However, *Community Services* do not have the capacity to stream learners to any great extent. If learners prove to be at level 5 or above in speaking, and are deemed to be able to cope with a class of indigenous speakers, they are placed in a literacies group. Learners below level 5 go into an ESOL group.

1.3 ESOL Questions for Level Analysis

Section 1 – Personal Information

- What's your name? Address? Telephone number? Date of birth?
- Do you live in a house or a flat? Can you tell me about it?
- Are you married? What does your husband do?
- Do you have any children? Ages? School?
- Do you have any brothers or sisters? Can you tell me about them?
- What do you like doing in your free time?

Section 2 – Talking about the past

- When did you come to Scotland?
- Where did you live before?
- What did you do yesterday?
- Tell me about your last holiday?

Section 3 – Perfect Tenses

- How long have you been learning English?
- Have you ever taken classes like these before? Tell me about it
- What have you had difficulty doing in English since living here?

Section 4 – The future

- What are you going to do at the weekend?
- How will these classes benefit you? Your family?

Section 5 – Speculation

- What do you think attending these classes will be like?
- What is your aim in attending these classes?
- What would you like to work on first?
- If you could be 16 years old again, what would you do differently?

Section 6 – Broader discussion

- What do you think of / about . . . ? (Choose some topical area in the news)
- What would you do if you were . . . ? (e.g. George Bush)
- What advice would you give to someone from your country preparing to come to Scotland for the first time?

Section 7 – Take the initiative

- Ok, I've asked you a lot of questions, would you like to now ask me some questions? You can ask about any of the things I have asked you already.

1.4 Language Level

Band 9 – Expert User (more or less like an educated Native Speaker)

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding

Band 8 – Very Good User

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well. Uses a full range of grammar and vocabulary.

Band 7 – Good User (non-systematic errors)

Has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning. Can handle speculative language (modals). There is no strain for the listener although L1 interference is obvious.

Band 6 – Competent User

Has generally effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. Becoming independent of the interlocutor. Can use present and past tenses, and be able to understand and perhaps use some future tenses.

Band 5 – Modest User (Intermediate level. Could survive in an English Speaking country)

Has partial command of the language, coping with overall meaning in most day-to-day situations, though is likely to make many mistakes. Should be able to handle basic communication in own field and familiar situations and give longer answers to interlocutor's prompt questions. Can handle "Tell me about . . . ?" type questions. Pronunciation may cause strain for the listener. May recognise but not use the present perfect

Band 4 – Limited User

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language. Frequent errors in grammar and word choice, may need prompting to use the past tense. Needs a sympathetic interlocutor.

Band 3 – Extremely Limited User (Elementary)

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur. Very little (in any) grammatical control. May not use complete sentences. Conversation entirely driven by the interlocutor, who needs to check understanding frequently.

Band 2 – Intermittent User (Lost outside the here and now)

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

Band 1 – Non User

Essentially has no ability to use the language beyond possibly a few isolated words.

1.5

FOR OFFICE USE			
Date Letter Sent		Crèche Required?	Yes / No
On Database		Crèche Arranged	
On Register			



Adult Learning (ESOL Students)
Initial Assessment

FALKIRK COUNCIL
Community

<p>Name Address Postcode Tel Can we phone you at home if necessary? Yes / No</p>	<p>Functions</p> <p>What sort of things can you do in English now? (prompts go shopping, ask for directions, phone a taxi, speak to child's teacher, greet neighbours, etc)</p> <p>..... </p> <p>Do you use these a lot? Yes / No .</p> <p>Is there anything you can't do because your English is not enough?</p> <p>..... </p> <p>How easy is it for you to understand people speaking to you?</p> <p>Face to face - difficult OK easy On the phone - difficult OK easy</p> <p>Can you understand the TV?</p> <p>..... </p> <p>What things do you want to study?</p> <p>.....</p>
<p>Do you want to come to this class or has someone told you to come?</p> <p>.....</p>	<p>Statistics</p> <p>Date of Birth.....</p> <p>Nationality</p> <p>First Language</p> <p>Other Languages</p> <p>.....</p>
<p>How will this course help you? (incl. 4 areas of life)</p> <p>..... </p>	
<p>What was your job before you came to Scotland?</p> <p>..... </p> <p>Do you have any hobbies / interests? (Sports, TV - soaps, music, cinema, computers)</p> <p>..... </p>	
<p>Other <u>relevant</u> information – eg How long in this country? Like job? Family here or at home? Personal needs?</p> <p>..... </p>	

Working:
Full-time / Part-time / Casual / Unwaged

Do you have any health problems that might affect your studies.

.....
.....

Do you take medicine we need to know about?

.....
.....

Do you need crèche?: Y / N

Childs Name

Date of Birth

Please tick the 'priority group' you think applies (tick more than one if applicable)

- low income
- low skill employment
- living in SIP area
- learning disability/difficulty
- limited education (young adult 16-18 yrs)
- English is not first language

Comments

.....

When you start with AL you will keep a **Progress File** detailing your goals and the work you do in your learning group

Explained

Availability:

	Mon	Tues	Weds	Thurs	Fri
AM					
PM					
EVE					

1st Choice _____

2nd Choice _____

Transport _____

Interviewed by:

.....

Date

Matched into group: Y / N

Crèche Required?: Y / N

Name of Group

.....

Date to start

.....

Language Level assessment

.....

Student Exit Information

Finishing date.....

Progressed to:.....

.....

Data Protection

When you start, we will keep a record of your personal details and progress. This information will only be used for statistical and monitoring purposes and your personal information will not be passed on to any other organisation or authority without your specific agreement.

Explained to student:



FALKIRK COUNCIL
Community Services

2. Glasgow ESOL Forum

2.1 Overview

Glasgow ESOL Forum use an adapted version of the Common European Framework and the *Skills for Life* levels to place learners (p8).

The initial assessment form (p74) contains a series of questions, with notes for the interviewer. The questions are graded according to the *Skills for Life* levels and designed to establish the learner's language ability.

The stated aims are:

- To assess a learner's ability to understand spoken questions and to answer them, and
- To use the answers to provide a 'level' at which to begin to assess writing and reading.

For reading and writing, materials from published resources are used. The learner is then placed on a level on the Common European Framework (CEF) and matched to a volunteer tutor or with a group.

Supporting comments on the assessment form on the following page provide useful guidance for the interviewer.

ESOL literacies learners

ESOL literacies learners are identified during the initial assessment and further diagnostic work is carried out by the tutors when the learner is matched or joins a group.

2.2 Commentary

The assessment form is a mixture of information gathering; an exploration of the learner's background, aims and objectives; and guidelines as to the learner's level. The levelled questions are adapted from those used in England. Besides this, assessment of reading and writing is carried out, when necessary, by selecting appropriate materials from the ESOL resources available in the centre.

However, this has to be seen in a historical context. The present Development Officer is only recently in post and, as soon as time allows, intends to incorporate the CEF indicators into an accessible placement test.

2.3 ESOL Initial Assessment: Speaking and Listening

Aims:

To assess a learner's ability to understand spoken questions and to answer them;
To use the answers to provide a 'level' at which to begin to assess writing and reading.

Level	Questions	Comments
E1	What is your name?	Introduce yourself too.
E1	How do you spell that please?	Spelling in a foreign language is quite difficult. Jot down whether learners uses names or sounds or a mixture.
E1	What country do you come from?	
E1	What languages do you speak?	Being able to speak more than one language may indicate good language learning skills.
E1	Where do you live?	Learner may give an address or talk about the area or his/her flat.
E1+	Do you watch TV? What is your favourite programme? Tell me about it.	If answer is 'Yes', also jot down responses if learner chooses a programme in their own language. If answer is 'No' ask "Do you play games on the computer?" etc or 'Do watch DVDs?' etc
E2	Are you working at the moment? What work do you do? Are you at school at the moment? Which lessons do you like? Are you at College at the moment? Which days do you go?	Dependent on age and status.
E2	Why do you want to learn English?	
E2		
	Did you work before you came to this country? What was your job? Did you go to school before you came to this country? How long for?	Dependent on age.
E2	When did you come to this country?	
E2+	What was it like when you arrived here?	Learners at Entry 3 will have necessary language to give a description of events and feelings, whereas people at Entry 2 are likely to struggle.
E3	How long have you lived in Glasgow?	
E3	For how long have you studied English? What are you hoping to improve?	
Other Comments:		

3. Stevenson College Edinburgh, Community-based English for Speakers of Other Languages (CBESOL)

3.1 Overview

CBESOL uses the SQA NQ ESOL Framework to place learners.

Speaking and listening are assessed during an interview and a judgement is made about level using criteria adapted from the SQA NQ ESOL Unit Specifications. Reading is assessed using texts which relate to the SQA NQ ESOL levels and a writing task is assessed again using criteria adapted from the Unit Specifications.

Learners are interviewed and assessed on an individual basis, with one lecturer carrying out the whole process and concluding with a discussion about the most suitable course for the learner taking into account level, language learning objectives and longer term educational or employment aims. The learner may then be referred to an appropriate course out with CBESOL eg at the main campus, in another college, with a local training provider, or be allocated a place in an appropriate CBESOL course or be placed on a waiting list. The initial assessment pack is shown on pages 76 to 94.

The purpose of the interview is to gather essential information about the learner's background and aims and to carry out an assessment of speaking and listening. Contact details are collected initially allowing the lecturer to make a decision about how to proceed with gathering the other information based on the perceived level of speaking and listening. The lecture can then proceed to ask more open questions eg "Tell me about ..." to have a more accurate assessment of language skills.

The lecturer will then ask about what the learner is able to read and write in order to establish which of the reading and writing assessments they will do. All the information is then recorded on the initial assessment form which forms part of the Individual Learning Plan (ILP).

ESOL literacies learners

ESOL literacy is assessed during the interview using the materials and comments on the form will indicate whether the learner requires to attend an ESOL literacies course prior to or as a support for attending an ESOL course.

3.2 Commentary

The process is time consuming and 20 – 45 minutes is spent with each learner depending on level and complexity of placement, including suitable courses, childcare requirements and the need for ESOL literacy support. The language material allows for relatively quick assessment, which is necessary given the large number of learners involved.

Students would be working towards these levels of assessment

Speaking and Listening

Access 2 (Beginners)

- a Requires an interpreter.
- b Requests for simple personal information are not understood.
- c Requests are understood but person responds in L1.

Access 2 (Elementary)

- a Responses to requests for simple personal information are appropriate and comprehensible in spite of inaccuracies and hesitation.
- b Requests for information are comprehensible in spite of inaccuracies and hesitation.
- c Evidence of understanding is demonstrable through the progression of the conversation.

Access 3

- a Responses to requests for information are comprehensible and appropriate and the student is able to request clarification if necessary.
- b Vocabulary is sufficient to give some detailed responses.
- c Requests for information are comprehensible in spite of inaccuracies and hesitation.

Intermediate 1

- a Pronunciation is intelligible although influenced by L1.
- b Communication is rarely impeded by grammatical / lexical inaccuracies.
- c Conversation is maintained with only minor prompting.
- d Vocabulary is sufficient to allow flexibility of expression and ability to cope with changes of topic.
- e Awareness of conventions of conversation is demonstrable through appropriate and relevant responses.
- f Language strategies are appropriate for effective contribution to the interview.

Intermediate 2

- a Pronunciation is clear although influenced by L1.
- b Intonation patterns are appropriate to context.
- c Range of vocabulary and command of language sufficient to allow a topic to be explored in depth.
- d Grammatical / lexical accuracy is such that it does not impede the conversation.
- e Conversation is initiated and maintained with ease.
- f Awareness of conventions of conversations is demonstrated through appropriate and relevant responses.

Initial Assessment Form

Preferred Class	<input type="text"/>	Recommended Unit	<input type="text"/>
Lecturer	<input type="text"/>	Date	<input type="text"/>
Students Surname	<input type="text"/>	First Name	<input type="text"/>
Address 1	<input type="text"/>		
	<input type="text"/>	Post Code	<input type="text"/>
Telephone No. (Home)	<input type="text"/>	Work/Mobile	<input type="text"/>
Address 2	<input type="text"/>		
	<input type="text"/>	Post Code	<input type="text"/>
Telephone No. (Home)	<input type="text"/>	Work/Mobile	<input type="text"/>
Date of Birth	<input type="text"/>	Male <input type="checkbox"/>	Female <input type="checkbox"/>
Emergency Contact	<input type="text"/>	Telephone No.	<input type="text"/>
Email address	<input type="text"/>		
Home Tutor	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Country of Origin	<input type="text"/>	First Language	<input type="text"/>
Other Languages	<input type="text"/>	Literate in First Language	Yes <input type="checkbox"/> No <input type="checkbox"/>
Date of Arrival in UK	<input type="text"/>	Intended length of stay	<input type="text"/>
Eligible for Fee Waiver	Yes <input type="checkbox"/> No <input type="checkbox"/>	Reason	<input type="text"/>
Children for Crèche:	Name <input type="text"/>	Date of Birth	<input type="text"/>
	Name <input type="text"/>	Date of Birth	<input type="text"/>
Children at Nursery/Primary School:	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Name of School	<input type="text"/>		
Name of School	<input type="text"/>		
Comments	<input type="text"/>		

Occupation UK			
Occupation Country of Origin			
	Primary	Secondary	Further/Higher
Education			
Study of English			
English Language Qualifications			
Other courses at present			

Date	Short Term Aims	Long Term Aims

Please check the performance criteria before indicating level, as of now, on a sliding scale (*please tick*)

Listening	Beginner	Access 2	Access 3	Inter 1	Inter 2	Higher	
Comments							
Speaking	Beginner	Access 2	Access 3	Inter 1	Inter 2	Higher	
Comments							
Reading	Beg Lit 1	Lit 2	Access 2	Access 3	Inter 1	Inter 2	Higher
Comments							
Writing	Beg Lit 1	Lit 2	Access 2	Access 3	Inter 1	Inter 2	Higher
Comments							

Additional Information for Home Learning

Name

Date

 / /

Reason why class is not possible

Time/ Days

Which are the best times days for tuition?

Tick **all** other possible times.

Comments

	morning	afternoon	evening	
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any long holidays planned?

Yes No

Place

Could student travel to a Tutor's house?

Yes No

Could student travel to a Community Centre?

Yes No

Number and age of children at home during tuition

Childcare arrangements during tuition, if any.

Tuition

Male tutor Female tutor

Bilingual tutor Yes No

Group with another 1 or 2 students possible?

Yes No

Any other comments

Reading

Beginners / Access 2 - Literacy 1 (Reading 1)

- a Person identifies no or very few common or social sight words.

Beginners /Access 2 - Literacy 2

- a Identifies numbers and some common social sight words.
- b Recognise where to write name and address.

Access 2 (Reading 2 and questions)

- a Identification of key works is correct.
- b Information extracted is relevant to questions asked.
- c Some awareness of basic phonics should be demonstrated.

Access 3 (Reading 3 and questions)

- a An account of the gist is correct.
- b Identification of essential details is correct.

Intermediate 1 (Reading 4 and questions)

- a Identification of gist of the material is correct.
- b Identification of additional relevant details is correct.

Intermediate 2 (Reading 5 and questions)

- a Identification of purpose is correct.
- b Identification of key points is correct.
- c Identification of relevant detail is correct.

Reading 1 – Entry to Access 2 Literacies 1 and 2

0131 246 8579

65/3 Ferry Road

125g

31 - 8 - 08

£78.42

2:15pm



Surname: _____ First name: _____

Address: _____

Postcode: _____

Read about Sam

My name is Sam Penn. I'm from Canada. I live at 23, York Place in Edinburgh. I've been in Edinburgh for ten years.

I'm 34 years old and my birthday is on the 25th April.

I'm a nurse.

Reading 2 – Questions

1. What's his name?
2. Where's he from?
3. When is his birthday?
4. How old is he?
5. What does he do?
6. What's his address?
7. How long has he been in Edinburgh?

Reading 3 – Entry to Access 3



Hi, my name is Marilyn Chambers. I was born in Uganda but I came to Scotland when I was three years old and I have lived here in Edinburgh for 23 years. I am Scottish and my first language is English but I also speak my parent's Ugandan dialect and I regularly visit Uganda to see family and to learn more about the culture there.

At the moment, I am living in a flat in the centre of Edinburgh, in Bryson Road. I work in a local primary school as a classroom assistant, but I'm going to study to become a primary school teacher next year. I would also like to move house; I got married last year and our flat is a little bit small for the two of us. We would like to buy a house with a garden, especially as we want to have lots of children in the future!

Read the text and answer the following questions.

- 1 How old is Marilyn? _____
- 2 What nationality is Marilyn? _____
- 3 How many languages does she speak? _____
- 4 Does she live in a flat or a house? _____
- 5 How long has she been married? _____
- 6 How many children has she got? _____

Photo: (c) istockphoto.com/Justin Horrocks

From SQA Learning Support Materials – Acc3 Everyday Communication

Reading 4 – Entry to Intermediate 1

Craig Forster, a teenager from the north-east of England, has been asked to write an essay about himself.

Read it as quickly as possible and answer the questions that follow.

My name's Craig Forster. I'm 16 years old — almost 17 — and I live in Ormsley. That's a small town in the north-east of England, near Newcastle. I go to school there, well, just for another year or so, then I can get out. I don't mean that I don't like the school. It's OK — in some ways, anyway. I mean that I want to get out of Ormsley. Now, I'm not saying it's a bad place. My family live here and I've got lots of relatives in the town. But there isn't much to do here. There's a cinema, which is OK, and there are some pubs, but you can't go in till you're 18. The thing is, there aren't any places for young people to go, well, not really, not for people my age. There are some cafes, but they all close around six. There aren't any places open in the evening. I just end up hanging around my friends' houses, or at my girlfriend's place. Part of the problem, I think, is that there isn't much work in the town so there isn't any money, and people can't afford to go out often. There are some jobs in the shops, but there aren't any factory jobs any more and all the coal mines closed years ago. There are lots of unemployed people, which makes it a kind of a sad place. They say the north-east is the worst part of England when it comes to unemployment. So I have to get out. I'll go to university if I can. That depends on my exam results a bit, but it isn't difficult to get into some kind of university nowadays. But I might just get a job somewhere. There's some work in Newcastle. If not, maybe London. There are a lot of jobs down there. There's lots of money too. I'll miss home, I suppose, in some ways, but I have to go. There aren't many young people here. Most of them leave when they can.

From SQA Learning Support Materials – Int 1 Everyday Communication

Reading 4

Questions

1. Where does Craig come from?
2. Does he like his school?
3. Does he want to leave Ormsley?
4. Where do his family live?
5. Is there a lot to do in Ormsley?
6. When do the cafes close?
7. Why isn't there much work in Ormsley?
8. Is there much work in the north-east?
9. Does Craig hope to go to university?
10. Where might he get a job?

Reading 4 – Answers

1. Ormsley (a small town in) the north – east of England/ near Newcastle
2. It's ok
3. Yes (he does)
4. (In) Ormsley
5. No (there isn't)
6. Around six
7. There aren't any factory jobs any more and all the coal mines closed years ago.
8. No (there isn't)
9. Yes (he does)
10. (In) Newcastle (or maybe London)

Reading 5 – Entry to Int 2

Shopaholics Rule OK

It's official. A new government survey has confirmed what opinion polls have been finding for years. The most popular leisure pursuit in the UK is shopping.

The growth of shopping is shown in the increase in out-of-town shopping malls, the number of new consumer and lifestyle magazines, and the explosion of consumer sites on the internet. Banks report record levels of credit card use. But why has shopping become so popular? We asked psychologist Sam Benedict.

'The first thing is that nowadays, people are more affluent and have more disposable income. By that I mean that a lower proportion of income goes on basic essentials like housing and food. People get married later and have fewer children so they have more child-free years. Even for families with children, there are now usually two incomes coming in to the household, as women normally return to work quite soon after having children. 40 years ago, most women gave up work when they married. Nowadays, young unmarried people often find the cost of buying a house prohibitive so they continue to live, very cheaply, with their parents until they find a long-term partner. This can mean that they still live at home well into their thirties.

Another reason is that the culture of saving seems to have disappeared. For people in their twenties and thirties, saving for old age seems irrelevant. Moreover, it's easier than ever before to obtain credit.

A third point is that retail parks and out-of-town shopping centres are traffic-free and so can be a good place for people with young children to go. In one place, you can shop for food, clothes and everything else, eat, and often find activities for children. Some shops even have crèches and will look after your children while you shop.

And finally, there are far more things to buy. Everyone wants fashionable clothes now, not just the rich. Fashions in interior designs also influence household purchases. In the past, household equipment was expected to last a lifetime. Nowadays we replace whole bathrooms and kitchens regularly. And computers, mobile phones, CD players, and widescreen TVs are now just as essential as furniture and cookers. With the fast pace of technological developments, gadgets like this become obsolete after a year or two.'

Sam Benedict thinks the trend is likely to continue into the foreseeable future.

Reading 5

Questions

1. What is this about?
2. Where might you find this text?
3. Where does the information come from?
4. How has shopping changed?
5. Why has this happened?
6. Does anything in the text surprise you? Is the same thing happening in other countries you know about?

Writing

Beginners / Access 2 literacies 1

- a Person is unwilling to attempt to write anything.
- b Has difficulty with letters and spacing and place on the line when copying name and address.

Access 2 literacies 2

- a Aware of the use of upper and lower case, although some mistakes may occur.
- b Positioning of letters and words is correct in terms of spacing, size and place on the line.
- c Writing is from left to right.
- d Conveys meaning on a first reading despite errors.

Access 3

- a Writing is legible.
- b Spelling is comprehensible in spite of inaccuracies.
- c Sentence structure is comprehensible in spite of inaccuracies in grammar.
- d Essential details are clearly identifiable.

Intermediate 1

- a Conventions of layout and style are suited to purpose.
- b Purpose is clear despite some inaccuracies in grammar, spelling and punctuation.
- c Use of a range of expressions and vocabulary is evident.

Intermediate 2

- a Conventions of layout and style are appropriate to purpose.
- b Structure and content are appropriate to purpose.
- c Use of a wide range of language appropriate to context is evident.
- d Grammar, spelling and punctuation contain few inaccuracies.

Writing – Entry to Intermediate 2

Write about the advantages and disadvantages of living abroad. You should write at least 3 paragraphs.

4. Fife Adult Guidance and Education Services

4.1 Overview

Fife Adult Guidance & Education Services use the General English Language Teaching (ELT) levels to place learners.

If the learner is above beginner/elementary level, the Oxford Placement Test is used. However, if this is not suitable reading is assessed by the learner reading aloud from different levels of graded readers selected as appropriate from the resources available. This is followed by questions on gist, comprehension and grammar. Writing and handwriting are assessed by asking the learner to write a short paragraph on a subject of their choice. There is then a discussion of language priorities based on what the learner needs to write in English in areas like home and work.

There is also a 2-page form (p96, 97). This asks about personal details, reasons for learning English, education/training, home/family circumstances, hobbies/interests and health. On the second page, the interviewer is asked to comment on the learner's current skills level in reading, writing, handwriting, listening/understanding and speaking/pronunciation.

A learning plan is then negotiated with the learner.

ESOL literacies learners

ESOL literacies learners are identified during the initial assessment and further diagnostic tests are carried out by the tutors.

4.2 Commentary

The assessment process uses a social practice approach. The learner identifies their current language strengths and those areas they wish to develop.

Reading is assessed when the Oxford Placement Test is not used.

4.3 Fife initial Assessment Form

PERSONAL DETAILS	
Surname	Title Mr / Mrs / Miss / Ms
First Name	Date of Birth
Address	Country of Birth
	Town of Birth
	First Language
Postcode	Tel. No.
National Insurance No.	e-mail

Employed		Unemployed		Qualifications	
Over 16 hours		Unemployed		Post Grad	
Self employed		Under 16 hours		Degree	
Au Pair		Retired		Diploma	
Fees applicable	Y	N	Unwaged	Certificate	
Employment	Notes:			Notes:	
Job					
Employer					

REASONS FOR LEARNING ENGLISH	
Learning is primarily for (tick box)	<input type="checkbox"/> Personal <input type="checkbox"/> Work <input type="checkbox"/> Family <input type="checkbox"/> Community
Future Plans	Recommended classes
Availability for 1:1	

Student Signature	
Interviewer	Date

Writing
Assessed Level:
Handwriting
Listening / Understanding
Assessed Level:
Speaking / Pronunciation
Assessed Level:

Section C: Commercially-produced Initial Assessments

Contents

Introduction

1. Stand alone initial assessment

- 1.1 The Oxford Placement Test
- 1.2 Quick Placement Test
- 1.3 Penguin English Tests Books

2. Course book initial assessment

- 2.1 Inside Out
- 2.2 Straightforward
- 2.3 Reward

3. Assessments accessed through various websites

- 3.1 Oxford University Language Centre
- 3.2 Literacy Plus

Introduction

There is commercially produced initial assessment material available in pen and paper format, online and in CD ROM formats. There are assessment materials which stand alone, material attached to course books as well as a small number of tests available online at various ESOL websites. Some of these online materials are free, others are charged. The focus of much commercial material is on quick assessment of grammatical and lexical knowledge but there is little focus on assessment of skills, so many of these materials need to be supplemented with language skills tasks. Effective initial assessment should identify learners' circumstances as well as skills. There is very little commercial material which focuses on assessing ESOL literacy needs. Most of the ESOL assessment tools reviewed use:

- the Council of Europe Common European Framework for Languages (www.coe.int/t/dg4/linguistic/CADRE_EN.asp)
- the Cambridge University ESOL examinations as well as the Test of English as a Foreign Language (TOEFL)⁸. Please refer to the table (p 8) to see comparative SQA ESOL levels.

The aims of this section are to comment on the reliability and quality of some assessment tools as well as to look at the practical considerations of speed of administration, cost and use of staff time. Some of the resources found electronically can be downloaded and adapted for the needs of particular groups of learners as they are copyright free.

1. Stand-alone initial assessment

1.1 Publication: Allen, Dave 2004, *The Oxford Placement Test Oxford*: Oxford University Press

Oxford Placement Tests 1		Current Prices 2008
Test Pack	978-0-19-430900-4	£30
Cassette	978-0-19-430908-0	£12.50
Marking Kit	978-0-19-430906-6	£27.50
Class CD 1	978-0-19-432807-4	£12.50

Oxford Placement Tests 2		
Test Pack	978-0-19-430901-1	£30
Cassette	978-0-19-430909-7	£12.50
Marking Kit	978-0-19-430907-3	£27.50
Class CD 2	978-0-19-432810-4	£12.50

Description:

- This is a pen and paper test
- 2 parallel versions are available
- Each version has 3 components which are sold separately:
 1. A test pack containing:
 - a listening test (100 questions in 10 minutes) and a grammar test (100 questions in up to 1 hour). The grammar test requires learners to choose one of 3 possible correct words to complete sentences. The listening test consists of sentences read out by a native speaker: learners have to choose one of two words to complete the written sentences on the test paper.
 - a practical introduction which outlines the test and gives guidance on how to administer it
 - a levels chart which calibrates tests scores to the Common European Framework, University of Cambridge Local Examinations Syndicate (UCLES) and other examinations.
 - Each pack contains 40 Test Papers.
 2. A cassette or CD of the material for the listening test.
 3. A marking kit which consists of transparencies with the correct answers highlighted in boxes.

Commentary

This is perhaps the most commonly used commercial assessment tool.

Advantages	Disadvantages
<p>Practical</p> <ul style="list-style-type: none"> • The tests can be marked quickly and efficiently using the transparencies. • Many learners are familiar with multiple-choice task types. • It is relatively easy to set up the test even with large numbers of students at different levels as the instructions and task types are fairly simple. • Learners can be left alone to take the test: it requires little staff involvement. 	<p>Practical</p> <ul style="list-style-type: none"> • As all three components have to be bought separately, this can be expensive. • As the packs contain both listening and grammar tests, if it is decided to use just one of these components, half of the pack is wasted. • This is not a fast assessment method. The full test can take up to 1 hour 10 minutes. • It can also be quite intimidating for new learners, especially for lower level students.

Pedagogical	Pedagogical
<ul style="list-style-type: none"> • The test gives a concrete score (1-100) which can be used as a rough guide to the learner's initial level of knowledge (although see below). • The test is benchmarked to CEF and international examinations. • Experience shows that the test is fairly reliable at distinguishing for levels above The test can be used as evidence for students about their levels: it has quite strong face validity with students. 	<ul style="list-style-type: none"> • There is no testing of reading, writing or speaking so supplementary assessment may be required. • There is some evidence that, while the tests are fairly reliable at distinguishing between higher level learners, they are less useful for students below SQA Intermediate 1 level. The test needs to be supplemented at these lower levels with reading and writing tasks and an interview. • The listening component tests only recognition of individual words in the limited context of individual sentences rather than skills associated with listening to longer stretches of discourse. • There is little focus on collocation or other lexical aspects of language in the grammar test. • There is no focus on longer stretches of discourse in the grammar component. Students are only tested on sentence level structure. There is no provision for students who have lower level literacy skills in English.

Commentary

This is a reliable very widely used test which can provide a fairly accurate reflection of structural and lexical knowledge. There is a need for skills tasks to supplement it. From a practical point of view, the test can take a great deal of time and is relatively expensive.

1.2 Publication: Quick Placement Tests Oxford: Oxford University Press

(Author information is not available)

Quick Placement Test		Current Prices 2008
50 user CD-ROM Pack	978-0-19-453583-0	£25.50
250 user CD-ROM Pack	978-0-19-453584-7	£50.50
1,000 use Authorisation Disk	978-0-19-453594-6	£200
Paper and Pen Pack	978-0-19-453579-3	£34

Description:

- This is a quicker but augmented version of the Oxford Placement Test. It tests reading as well as listening and grammar.
- The CD-ROM packs contain a CD-ROM, a User Manual and a 50-use or 250-use Authorisation Disk. If you require multiple uses, you can buy either the 50- or 250-use pack plus a 1,000-use Authorisation Disk. The 1,000-use Authorisation Disk is not available in a pack and users must buy either a 50- or 250-use pack in order to use it.
- A paper and pen version of the test is also available. It includes all the CD-ROM question types except for the listening. There are two versions, each consisting of a total of 60 questions. The test can be completed in approximately 30 minutes. The paper and pen pack contains 2 photo-copiable versions of the test and a floppy disk so it can be printed, as well as transparency answer keys.
- The electronic version of the test takes about 15 minutes to complete. In this time learners answer about 25 multiple-choice questions to test listening, reading, and grammar.
- The computer presents a question and then assesses the learner's response as right or wrong. As learners progress through the test, the questions are automatically adapted to their ability until a consistent level is identified.
- Results are instant: no marking is required. Results are presented in terms of the ALTE (Association of Language Testers in Europe) Framework and the Common European Framework.
- On-screen help is available for each type of task and a progress indicator shows how much of the task is left.
- On-screen instructions are available in Spanish, French, German, Dutch, Italian or Portuguese, and Japanese in spoken form only.
- It includes a booklet with guidelines for assessing speaking and writing skills.
- A floppy disk is required to run the electronic version.
- This is an update to an earlier less successful version of the QPT.

Advantages	Disadvantages
<ul style="list-style-type: none"> • There is no marking. The result is presented instantaneously. • The test does not need to be supervised by staff • Each test is adaptive. The computer selects questions according to the ongoing progress of the student. Each test is therefore unique and the learner cannot learn the test. • The electronic version includes reading as well as listening and grammar. • The reading, listening and grammar tasks test proficiency above sentence level, i.e. features of understanding language in longer stretches of discourse. • The results can be shared with the learner or kept hidden. • The test is fast: 15-20 minutes for the electronic version and 30 minutes for the paper and pen version. • It is straightforward for learners to use: questions are all in multiple-choice format (with which many students will be familiar) and the instructions are relatively simple. • The test gives a concrete score which can be used as a rough guide to the learner's initial level of knowledge (although see below) and would have strong face validity with learners. • The test is benchmarked to the CEF and international examinations. The test costs less than the Oxford Placement Test . A QPT with 1050 uses costs £275.50. The equivalent for the OPT is £787.50. The paper and pen version involves a one-off payment of £34. • There are two photo-copiable versions of the test. 	<ul style="list-style-type: none"> • There is no assessment of writing or speaking so other forms of assessment will be required. • Learners need to have a basic level of computer literacy to use the electronic version. • The entry level for the test is lower intermediate. For lower-level students and learners with a low level of literacy in English, other assessment tools would be needed. • Instructions are in European languages only (except for spoken Japanese) and notably not in Polish or Arabic. • If large numbers of learners are to be tested, a large number of computers will need to be available simultaneously. • The test requires a floppy disk: many computers no longer have this facility. • The test requires fairly developed software to be installed on each computer, especially for the listening component.

Commentary

The electronic version is shorter but more comprehensive than the OPT as it assesses listening and reading skills as well as structural and lexical competence. It is a more up to date test in terms of methodology. There are practical problems with the administration of the electronic test and it requires developed IT skills to work well. The pen and paper version of this test is a fast and economical alternative to the OPT, although less in-depth than either the OPT or the QPT.

1.3 Publication: Flinders, Steve 2002 Longman Pearson *Penguin Test your Professional English: Business General* Longman Pearson⁹

ISBN 9780582451483 £11.40

**Also: Penguin *Test your Professional English Finance*
Test your English for Hotel and Catering
Test your English for Marketing
Test your Secretarial English
Test your Medical English
Test your English for Law
*Test your English for Accounting***

Description

This is a series of books, each of which has the aim of testing more specialist structure and vocabulary in various fields. There are ten tests in each book. Nine of them are carefully graded into three levels (at approximately intermediate, upper intermediate and advanced levels) of difficulty and record the learner's progress within each level, while the tenth test in each book is a Review Test, covering the whole range of work at that level. Each test consists of 40 items dealing with key areas of grammar, phonology, vocabulary and usage. The tests are designed to be administered in 35-40 minutes. Each book contains an inventory of language items, together with a distribution list of items, making it easier for the teacher/tutor to use the tests for diagnostic purposes. All books in the series contain an answer key.

There is an online version of the now out of print General English version of these test books at: <http://www.uefap.com/test/default.htm> which could effectively be used as a means of self-assessment for learners or as initial assessment at the beginning of the course. There is no marking involved and the result is instantaneous. There is a chart at this site which relates the results of this online test to the CEF and various international exams.

Commentary

Although these books are designed primarily for self-testing and progress testing, the tests in the books can very effectively be used as diagnostic tools for learners who wish to study on more specialist English courses focussing on Business English, Finance, Medical English etc – or possibly for learners progressing to HE or college courses in these subject areas. They could be used as they stand or adapted to the needs of learners. The books are not pegged to CEF levels, although they have been effectively pre-tested. A practical consideration is that class sets of these books would have to be bought and responses written on a separate sheet. The focus again is mainly on structure and vocabulary. There is no focus on skills so the test would have to be supplemented with reading, writing, listening and speaking tests. However as a quick testing tool, these tests are valuable.

2. Course book initial assessment

Many course books now offer placement tests as part of the package or as extras. While these are often tied in with the particular series of books and test knowledge of language covered in the series, they can be useful as quick tools for placing learners. They can also be used with learners once they have been initially assessed and begun their course, to identify gaps in knowledge and also to provide further evidence for the learner of their level.

These three course books provide typical examples of the kind of initial assessment material included in many published resources.

2.1 Publication: Kay, Sue and Jones, Vaughan Date 2002 *Inside Out Oxford: Macmillan*¹⁰

Extension Kit: ISBN 9780230039544. This should come free to accompany course books.

Description

This is available as part of a two CD-ROM 'extension kit' to the *Inside Out* series of course books. It is designed to ascertain the level of learners for the course books in this series. It consists of 2 tests:

- a quick version which comprises 60 multiple-choice test items (36 structure and 24 vocabulary) that are worth one point each
- a long version which contains the same items as the quick version, but with additional reading and writing tasks. It has a maximum score of 100. There are 76 multiple-choice items (the same 36 structure and 24 vocabulary questions as in the quick test, plus 16 reading items). Each of these items is worth one point. There are also an additional 24 points available for the test's writing items (8 points each). Like the quick test, the full test becomes progressively more difficult.

The CD-ROM contains answer keys and criteria for judging the writing. As the series is benchmarked against the CEF, the results of the tests will also reflect this.

Commentary

This test could be taken online or printed as it is in Word format. It could also therefore be adapted for use by the teacher/tutor. In addition, as many copies as are needed could be printed, so it would be a fairly economical option. It is a multiple choice test (apart from the writing test) and is therefore relatively simple for learners to take and for teachers/tutors to mark (although there is no transparency answer key). One clear advantage of this test is the inclusion of reading and writing tasks (in the longer version) which are fairly short but would be effective in judging level. There is stipulation as to how long the test should take but it should be fairly fast. It could conceivably be taken on a computer, as the Word document could be uploaded onto a number of computers, although the learner would have to write the answer on the Word document, save it and print off for marking. The same comments about learners who are weaker at reading and writing as for the previous tests apply.

- 2.2 Publication: Norris, Roy 2008 *Straightforward* Oxford: Macmillan¹¹**
ISBN 9780230021471 (for course books)
http://www.macmillanenglish.com/straightforward/placement_tests.htm

Description

This is available to download and print off at the above website. The tests are designed to ascertain the level of learners for the course books in this series, although they could be used to judge level independent of the course book.

There are 3 tests available. Each test has 50 questions, with one point available for each correct answer. The first is a general level test and includes questions focussing on grammatical knowledge. There are also 2 more detailed tests for Beginner and Upper Intermediate level learners to help determine whether the class should be placed at Beginner or Elementary level, and at Upper Intermediate or Advanced level. These placement tests are Word documents, so they can be downloaded and then edited to suit the learner's language learning requirements.

Commentary

A benefit of this test is that it can be downloaded free as a Word document and adapted. In addition, as many copies as are needed can be printed, so it would be a fairly economical option. It is a multiple-choice test and is, therefore, relatively simple for learners to take and for teachers/tutors to mark. The test does not include any focus on skills, but may be useful as a supplementary test to an interview and writing task. As with the *Inside Out* test, it could conceivably be taken on computer if the Word document was uploaded onto a number of computers. The main benefit of this test is that it provides supplementary tests to determine whether a learner should be placed in an elementary or beginner, an upper intermediate or advanced class. It could be useful from this point of view. There is a useful level guide which matches scores with levels at the above site.

- 2.3 Publication: Simon Greenall and Sue Kay 1997 *Reward* Oxford: Heinemann¹²**
ISBN 0435242164 (for course books)

To access the placement test online and further information about the CD-ROM version of *Reward*, go to http://www.reward-net.co.uk/product_description.htm

Description

This placement test is available on CD-ROM and online at the above website. It is part of the *Reward Interactive* course of English which is connected to the *Reward* series of course books. There are 4 tests at different levels – elementary, pre-intermediate, intermediate and upper intermediate. Each test consists of 14 pages of 10 to 20 pages each and is designed to take 9 minutes to complete. Learners can check their progress after each page. Each test takes up to 95 minutes.

Commentary

This test is very accessible for learners to take online and is fully interactive. The instructions are clear and it will give a fairly accurate level score. It is all in multiple-choice format and so is easy to use. It also gives immediate assessment results.

It is tied very much into the *Reward* course book. It is not possible to print off this test and the results would be accessed first by the learner so it is not a secure assessment. The same comments about computer literacy and general literacy apply as in the previous commentaries. In addition, the test is also very lengthy so would not be appropriate if a quick placement was necessary. Finally there is no skills focus.

This may be useful to take after the course has actually begun to identify possible learning gaps or if the course was using this series of course books. It would not be very useful as a means of initial assessment.

3. Assessments accessed through various websites

3.1 Oxford University Language Centre

http://www.lang.ox.ac.uk/tests/english_placement.html

Description

The assessment consists of 50 online questions which focus on functional, as well as grammatical knowledge and are arranged in increasing difficulty. It forms part of self-assessment for entry into various language courses. There are versions for French, German, Italian and Spanish.

Commentary

This assessment is very much a self-access tool for learners who wish to gain entrance to university. It gives a very quick and rough indication of level. It may be useful for learners who are interested in studying in the UK as a means for them to judge if they are ready or not. The format is appealing as learners simply need to click on a pull-down menu to select each possible response.

3.2 Literacy plus

http://www.pearsonlongman.com/ae/download/literacyplus/LitPlus_Placemt_Test.pdf

Copyright is held by Pearson Longman 2003 but permission is given to copy for classroom use.

Description

The assessment aims to identify whether learners are 'literate in no language' ('Literacy Plus A') or are 'literate in their own language but not in English' ('Literacy Plus B'). It consists of 2 parts. The first establishes if the learner is literate in English and the second if the learner is literate in their own language. The step by step instructions for the assessor are detailed. If the learners pass Literacy Plus A, they can proceed to Literacy Plus B. It is a 4-page document starting with graded series of questions, e.g. 'Say *What's your name?* If the learner responds, say *Please write your name on the line?*

Commentary

This free assessment is a PDF which can be printed. It could be used in its current form or adapted for initial assessment and could be useful if ESOL literacy is not being tested in any other way. It is a quick and reliable way of assessing a learner's level of literacy.

Section D: Australia, England, Wales and Northern Ireland

Contents

1. Australia

- 1.1 Introduction
- 1.2 Overview
- 1.3 Commentary

2. England, Wales and Northern Ireland

- 2.1 Introduction
- 2.2 Overview
- 2.3 Commentary

1. Australia

1.1 Introduction

The Australian Migrant English Programme (AMEP)

The Australian Department of Immigration and Multicultural and Indigenous Affairs provides 510 hours of free English tuition under the Australian Migrant English Program (AMEP)¹³ to adults over 18.

The purpose of the program is to enable learners to reach 'functional' English - a level of proficiency that will allow them to 'settle satisfactorily' in Australia. The curriculum is designed to prepare learners for the nationally accredited certificates in spoken and written English. Courses in Literacy, Reading & Writing, Speaking Practice and Pronunciation are available. Information on the Australian way of life and advice on accessing essential services is included in the curriculum. Refugees and asylum-seekers may also qualify for a 100 hours preparatory program.

The main AMEP service providers are further education college, but there is also provision from universities, private language schools and community centres. Learners can choose full-time or part-time college courses, part-time community classes, distance learning, home tuition or a mixture of these. Fee-paying learners can attend the same classes. A single national accreditation scheme covers all providers and requires annual reports on quality of provision.

1.2 Overview

The International Second Language Proficiency Rating (ISLPR)

Formerly the Australian Second Language Proficiency Ratings, the ISLPR¹⁴ is a proficiency scale for the skills of listening, reading, writing and speaking. Assessment results are reported as a level from 0 (Zero Proficiency) to 5 (Native-like Proficiency).

A score of 4 means Vocational Proficiency - can use English fluently and accurately on all levels - personal, social, and in situations pertinent to their own 'vocational' fields. This is equivalent to Common European Framework (CEF) C2 (Mastery), International English language Testing System (IELTS) 7.0, Cambridge Proficiency in English (CPE) C pass.

The test

Speaking, listening and reading skills are tested in a 45-60 minute one-to-one interview. This is audio-recorded. 60 minutes are allocated for writing. Both speaking and listening skills are judged throughout the interview. Use of a dictionary is not allowed in any part.

Speaking

A 15-minute conversation about the learner's everyday life, particular needs and interests.

Listening

One or more authentic texts, mostly recorded from Australian radio. Possible learner entry to second or tertiary education determines the nature of the texts. Learners may take notes in any language while listening to the longer texts. The learner then talks to the tester about the texts.

Reading

A variety of texts, selection of which is determined by the learner's possible academic destination. The learner is told how to read the text – scanning, skimming or for detail. The learner then talks to the tester about the texts.

Writing

There are usually two tasks, occasionally three. The total word count is 400. The topic, the type of text, purpose and audience is different for each task. One of the tasks will usually involve a letter or a note about some general and relevant aspect of the learner's life. In another task, the learner expresses opinion.

1.3 Commentary

The Australian Migrant English Programme can make a fair claim to be the most comprehensive and structured ESOL facility in the world. The fact that every migrant and most refugees and asylum seekers qualify for free English tuition is laudable. The programme also offers an assessment of their English language skills that is more thorough than that offered by most ESOL institutions worldwide.

The test involves up to two hours of candidate time and the same for the teacher/tutor, plus extra time for collating marks. It thus seems only sustainable given the Australian government's willingness to finance it for migrants and to require it in private language schools, where it is presumably costed into the programme.

In reading and listening assessment is oral and this raises some issues. The only possible approaches would seem to be an impressionistic mark recorded after the learner responds, or a later assessment based on listening to the audio recording after the interview.

2. England, Wales and Northern Ireland *Skills for Life* Initial Assessment

2.1 Introduction

Skills for Life Initial Assessment Tools, available for literacy, numeracy and ESOL from the Department of Innovation, Universities and Skills (DIUS).

We have been informed by DIUS that the following materials are currently being revised and are not yet available.

When ordering please quote:

IASLESOL-W	Speaking and Listening (paper-based)
IARWESOL-W	Reading and Writing (paper-based)
IAESOLCD-W	ESOL (computer-based)

by phone on 0845 602 2260

by email from: dfes@prolog.uk.com

www.toolslibrary.co.uk website is useful for two other guidance documents relating to the initial assessment of literacy, language and numeracy:

Good Practice Guidelines, 2006, DFES

This document has good practice guidelines for skills check and initial assessment and is for literacy, language and numeracy teachers/tutors, subject support staff and adult learner supporters.

The Learning Journey, 2006 DFES

This is a two-page document illustrating the learner's progress from signposting /referral through screening, initial assessment, diagnostic assessment, individual learning plans (ILP), and formative assessment to summative assessment at the end of the learning episode.

In this study we have only addressed initial assessment. These publications are useful in identifying the stages that a learner will progress through on a learning journey.

There are ESOL specific materials for initial assessment (as above) and diagnostic assessment. The Diagnostic Assessment materials come in a pack which contains a folder of tutor materials, learner assessments, a tape containing recordings and a booklet with pictures for use in assessing speaking. Diagnostic Assessment ESOL, DAM3, available from the number and email address above. These materials could easily be adapted and used for initial assessment as has been done by North Highland College.

2.2 Overview

***Skills for Life* ESOL Initial Assessment Speaking and Listening**

The purpose of the assessment is to place the learner on one of the five ESOL levels used in England, Wales and Northern Ireland up to Level 2 (p8).

The speaking and listening materials are produced in a separate pack. This contains:

- a speaking and listening assessor guide
- a booklet for the learner to use during the listening assessment
- a set of individual sheets comprising an introduction for the learner to the listening assessment and answer sheets for all five levels
- a cassette and CD. These contain introductions for both the assessor and the learner
- a two-page laminated sheet illustrating the learning journey (as described above).

The speaking assessment takes the form of a 10-15 minute guided interview with a graded series of questions.

The guidance on assessment of listening skills advises using the knowledge already gained about the learner's level to choose an appropriate listening text. There are also instructions as to how to set up the assessment, either for individual learners or groups, and for those with visual impairment, dyslexia or literacy difficulties.

Entry level listening assessments take about 20 minutes. At Level 1 or 2 they take about 15 minutes, with extra time allowed for learners with special needs.

The instructions are followed by answer sheets, in the same format as those given to the learner, and a guide to marks and levels.

Questions at Entry 1 and 2 involve a choice between pictures. At Entry 3, students have to fill in simple information such as times and prices on a form. This is followed by multiple-choice questions. Level 1 involves multiple-choice and true-false questions and some where information, if wrong, has to be corrected. Level 2 has multiple-choice questions and a question where one of three plans has to be matched to a description.

2.3 Commentary

Besides the quality of the language materials, the strength of this pack is the support it affords to both the learner and the assessor. Each stage in the process is thoroughly backed up by explanatory material. Another asset is the successive refinement of the assessment.

The materials provide information and guidance which would assist a less experienced assessor in forming an accurate view of the learner's level.

3. Initial assessment for specific ESOL courses and for vocational and academic courses in colleges

3A. Initial assessment for vocational and academic ESOL courses

- A.1 Introduction
- A.2 Overview
- A.3 Summary
- A.4 Guidance for assessors
- A.5 Placement table and recommendation form

3B. Assessment of English for entry to vocational and academic courses in colleges

- B.1 Introduction
- B.2 Stevenson College Edinburgh
- B.3 Anniesland College, Glasgow

3A Initial assessment for vocational and academic ESOL courses

A.1 Introduction

Learners applying specifically for vocational or academic ESOL courses are often tested using the same initial assessment materials as are used for entry to other ESOL courses. It can be useful to have assessment materials which use language more closely related to the language skills that will be developed on the course for which learners are applying.

At Stevenson College Edinburgh (SCE) the Teacher Training and Vocational and Academic English (TTAVE) Section uses a different set of assessment materials for assessing learners.

Learners applying for the full-time Academic English Course, part-time International English Language Testing System (IELTS) Preparation courses, and college vocational or academic courses, eg National Certificate (NC), Higher National Certificate (HNC) and Higher National Diploma (HND) are assessed using the following entry test and procedure.

A.2 Overview

There is an ESOL entry test consisting of two parts: writing/reading (1 hour) and speaking /listening (10 minutes). Writing/reading is based on IELTS specimen materials but these materials cannot be included in this pack for copyright reasons.

Writing is graded on relevance to question, coherence, grammatical accuracy and vocabulary range.

The speaking task involves a dialogue with the tutor concerning personal information, background and plans, followed by a long turn of 1-2 minutes where the learner speaks uninterrupted on an appropriate topic selected by the tutor.

There is no formal listening component. The tutor assesses the learner's speaking and listening skills in terms of communicative effectiveness, grammatical accuracy, pronunciation, range of vocabulary, fluency and ability to understand and respond appropriately to tutor questions and prompts.

The learner is then assessed as being IELTS 5.5 / SQA NQ ESOL Intermediate 2 or below. The Notes for Assessors (A.4) and a placement table and recommendation form (A.5) are reproduced below.

A.3 Commentary

The materials and procedures used for assessing for entry to academic ESOL courses are effective in establishing that the learner is of an appropriate level to undertake a specific course which requires a certain level of English.

A.4 Guidance for Assessors

The test consists of two parts:

- (i) writing / reading (1 hour)

(ii) speaking / listening (10 minutes)

(i) Writing / reading (these are based on IELTS specimen materials)

Setting up:

- Explain timing, with suggested allocation of 20 minutes for reading task and 40 minutes for writing task
- Explain question types in reading task as learner may be unfamiliar with these, particularly *yes/no/not given* and matching task (for Yes/No/Not Given, Yes = stated in text; No = contradicted explicitly in text; Not Given = no information in text).

Marking:

For the reading task, see marking scheme below:

1T 2 F 3T 4 not given 5C 6 G 7 D 8 H 9 A 10 A 11 C 12 B 13 C
--

Score : 6-13: Recommended; 5 = Possible (with support) 0-4 = Not Recommended)

For the writing task, use your experience to grade the learner's writing in terms of Relevance to Question; Coherence; Grammatical Accuracy; Vocabulary Range. (There is a separate 'level' assessment guide for reference – just use the column you are most familiar with and try to place your assessment on the grid).

(ii) Speaking / listening

The speaking task consists of 2 parts:

- a dialogue with the tutor (Q/A on personal information/ background/ plans)
- a long turn (learner speaks uninterrupted for 1-2 minutes). For this part the tutor should select a topic/ cue that is appropriate for the learner, e.g. to talk about why they have applied/ career plans; to describe a picture).

There is no formal listening component, and the tutor should assess the learner's speaking and listening skills in the context of the dialogue/ interview in terms of:

- ability to communicate effectively/ convey meaning
- grammatical accuracy
- pronunciation
- range of vocabulary
- fluency
- ability to understand and respond appropriately to tutor questions/ prompts.

(As above, please refer to the separate 'level' assessment guide for reference – just use the column you are most familiar with and place your assessment on the grid).

A.5 Placement Table

Please complete a language assessment form for each learner, with recommendation as indicated.

IELTS	(with summary of IELTS band descriptions)	Cambridge ESOL	Stevenson College ELT levels	SQA NQ ESOL	ESOL ENTRY TEST
8.0	Fully operational command	CPE (pass)	Advanced	Higher	Recommend (post- FCE, IELTS 5.5+)
7.5	Operational command with occasional, unsystematic inaccuracies. Handles complex language well.		Lower Advanced		
7.0					
6.5	Generally effective command despite some errors/ misunderstandings. Can understand and use fairly complex language	CAE (pass)	Higher Intermediate	Int. 2	Possible (with ELS)
6.0		FCE A FCE B			
5.5	Partial command, coping with overall meaning in most situations, though likely to make mistakes	FCE (C pass)	Intermediate	Int.1	Not recommended
5.0					
4.5	Basic competence in familiar situations/simple language. Frequent problems in understanding and expression	PET (pass)	Pre Intermediate	Access 3	
4.0					
3.0	Frequent breakdowns in communication occur	KET (pass)	Elementary		

ESOL Entry Test

Student English Language Assessment

Name _____

Course title _____ Course Tutor _____

Assessment Date _____ Assessor _____

English Language Assessment (Please tick)

	Recommended (estimated IELTS 5.5 /SQA ESOL Int2 or above)	NOT Recommended (estimated below IELTS 5.5 /SQA ESOL Int2)	Comments
Reading			
Writing			
Listening/ Speaking			

Overall Recommendation (please tick)

The student has demonstrated a level of English language which should be sufficient to meet the college entry requirements	
This student has not yet achieved a level of English which would meet college entry requirements. The student needs to improve his/her English language skills before acceptance on the course. After a period of English language study, the student could re-apply for the course.	

3B Assessment of English for entry to vocational and academic courses in colleges

B.1 Introduction

Learners who speak English as an additional language (from within and out with the EU), asylum seekers, refugees, young dependents, international students etc., are interested in gaining British/Scottish qualifications for a variety of reasons.

Some, without the necessary qualifications for university entrance in Britain from their countries of origin, want access to SQA NQ Higher or English exam board 'A' Level qualifications in their subjects of choice. Others tend towards more vocational courses such as NC, HNC or HND in their subject of choice.

When learners move from English language study to mainstream college courses, or directly into mainstream vocational or academic courses, their situation can be characterised in the following ways:

- Learners who speak English as an additional language study with native speakers.
- Learners may be familiar with the subject matter in another language, but unable to deal with the conventions of Scottish education.
- Subject lecturers may be less familiar with strategies such as visual support, which would assist learners.
- Learners may not be competent in the formal register required for both subject and communication assessments.
- Learners may be unaccustomed to the amount of writing required (1500 words is normal).

In addition to these factors, there are timetabling constraints: there is usually very little space in the timetable for extra classes e.g. English Language Support. There is also limited time available for improving the academic English skills within timetabled Communication classes.

Therefore:

- Learners who speak English as an additional language wishing to enter mainstream classes should, as a matter of course, take an ESOL test before entry
- ESOL test administrators should be aware of the varying demands of courses learners are applying for (see Anniesland benchmarking below). They should then be able to make specific recommendations.

B.2 Stevenson College Edinburgh (SCE)

The Higher and Intermediate Programme (HIP) at SCE is timetabled in such a way that speakers of English as an additional language, whatever subjects they are studying, are allocated 7 hours a week of ESOL. This includes preparation for SQA NQ ESOL Higher and IELTS.

Learners who are taking more vocational courses such as NC, HNC or HND in their subject of choice will usually be required to take SQA Communication Units at various levels but, unlike on the HIP programme, there are no ESOL Units that learners can take as an alternative to the mandatory Communication Units which make up part of these courses. There are SQA HN ESOL Units which learners can choose to take as an optional part of a course.

Often, learners who are competent in the subject specific classes struggle with the Communication Unit. They may already have a school diploma or even a degree in the subject (be it Computing, Business, Photography or Health Care, etc) but are not confident of success in the Scottish job market without a recognisable Scottish/British qualification.

The only college resource sometimes available to these learners is English Language Support, which they have to fit into an already full timetable.

Speakers of English as an additional language applying for mainstream college courses are interviewed by the parent faculty. Subject tutors can then take the opportunity to have learners' English assessed before they are accepted.

This assessment is undertaken by English Language Support staff who are lecturers in the Faculty of Languages and Tourism. Reading, writing and speaking / listening are assessed using the same materials as are used for assessing entry to the full-time Academic English Course (p120), and a recommendation is made as to the learner's suitability for the course. This is then passed back to the parent faculty who make the final decision about whether to accept the learner.

B.3 Anniesland College, Glasgow

An SQA NQ ESOL-based test is being developed at the moment. It will use ESOL Higher and Intermediate 2 examination material and consist of reading and writing. It is hoped that parent departments will be able to make a judgement regarding learners' oral / aural skills. The following details the benchmarking of learners applying for mainstream courses:

ESOL Benchmarking / testing

This document outlines the procedure which interviewers should use with students students who do not have English as their first language.

Scenario 1 - If student has SQA ESOL NQs -
Intermediate 2 - should be able to cope with NC
Higher - should be able to cope with HNC

Please note that both of these ESOL courses involve an examination and the examination pass should be your key criterion even if students do not have units. The examinations are graded A, B & C. We suggest that you make judgements based on -
A pass - Very Confident that they will cope
B pass - Confident that they will cope
C pass - Please confer with Jeremy

If the student is from Anniesland ESOL **ask** ESOL SL for reference → **NO TEST NEEDED**

Scenario 2 - If they do not have SQA NQ ESOL qualifications they may present IELTS certificates -
Look at IELTS score
If IELTS 5.0 - should be able to cope with NC
If IELTS 5.5+ - may be able to cope with HNC
If IELTS 6.0 - should be able to cope with HNC

Given that you should not encounter large numbers of applicants with IELTS please do not hesitate to confer with the ESOL SL.

Scenario 3 - If no SQA NQ ESOL or IELTS applicants must do ESOL Benchmarking Test
This is SQA based
Interviewer must ask Learning Support to arrange
Do not send directly to ESOL SL

Procedure for test results

We will send results by email to Interviewer / Senior Lecturer & Learning Support Admin. The format for our feedback will be:-

1. reading Score (Int1 / Int2 ABC / Higher ABC)
2. writing Score (Int1 / Int2 ABC / Higher ABC)
3. our recommendation based on language skills
4. notes

A level of Int1 indicates that the student is not ready for NC.

Finally, we suggest that all second language students who join full-time courses should attend Language Support by the normal Learning Support Referral system.

4. ESOL initial assessment in the workplace

Workers' Educational Association (WEA) workplace ESOL learner assessment tool

- 4.1 Overview
- 4.2 Commentary
- 4.3 Notes for the assessor
- 4.4 Listening and speaking interview
- 4.5 Reading and writing assessment
- 4.6 Sample learner interview
- 4.7 Examples of reading and writing assessment

4.1 Overview

The WEA are currently producing a guide to setting up ESOL courses in the workplace and we are very grateful to them for allowing us to include the assessment tools developed as part of the guide. If you would like to obtain a copy of the *ESOL in the Workplace Guide* with the final version of the assessment tools, please contact the WEA for more information or visit www.aloscotland.com

The WEA Workplace ESOL Learner Assessment Tool¹⁵ uses the SQA NQ ESOL Framework to place learners.

Speaking and listening are assessed during an interview, and a judgement is made about level using criteria adapted from the SQA NQ ESOL Unit Specifications. Reading is assessed using texts which relate to the SQA NQ ESOL levels and the workplace, and a writing task is assessed again using criteria adapted from the Unit Specifications.

There are comprehensive notes for the assessor, which provide guidance on how to put the learner at ease, conduct the interview and an example of a completed initial assessment form with comments. There is also an example of completed reading and writing tasks with comments.

The purpose of the interview is to gather essential information about the learner's background, aims and language required in the workplace to carry out an assessment of speaking and listening.

The reading and writing assessment is done in a series of graded tasks where the learner works through the tasks until they become too difficult. The reading tasks relate to a workplace environment.

ESOL literacies learners

ESOL literacy is assessed during the reading and writing assessment.

4.2 Commentary

The materials are designed to be used either with individuals or with groups of learners, and to gather information which will enable the tutor to learn more about the learner and what they have to do in the workplace. There are useful guidelines to enable the assessor to reach a judgement on the level of the learner. The inclusion of examples of completed assessments are an additional support for the tutor.

4.3 Notes for the assessor

These assessments are based on language levels as defined by the Scottish Qualification Authority (SQA). Levels begin at Access 2 Literacy (there is no Access 1) and proceed to Higher.

- This assessment tool is designed to identify learners from Access 2 Literacy to Intermediate 1
- Learners who are at Intermediate 2 or Higher level will be able to complete these assessments with ease.

ESOL courses in the workplace are rarely targeted at learners who have language skills at Intermediate 2 or Higher. The assessment tool included here will not allow tutors to determine the level of learners beyond Intermediate 1.

The purpose of the learner needs assessment is to measure language skills in all four areas: listening, speaking, reading and writing. Remember that everyone who signs up for information about the course should be interviewed if possible.

Conducting the assessment

The assessments are not tests or exams, but a means for the tutor to discover learner's goals and needs. To make the assessments as stress free as possible for the learners, always explain that they are being assessed to establish what language skills they have and those they need to develop.

Tutors can further lower the stress level by:

- ensuring there is sufficient time available for learners to complete the assessment
- explaining that only the tutor will see the completed assessments
- putting learners at ease and using an appropriate approach to introducing the assessment (for example body language, choice of words, tone of voice)
- emphasising that the learners can stop whenever they want
- allowing the option of an interpreter (ensure that the interpreter explains the purpose of the assessment and instructions, but does not translate any of the assessment tool).

The Learner Needs Assessment tool included in this document is in two parts: a listening and speaking assessment in the form of an interview with the tutor or co-ordinator, and a reading and writing task that the learner completes.

Where the interviews take place, and how much time the tutor can give to interviews, help determine the form that assessments will take.

If it is possible to spend 20-30 minutes with each learner during an assessment, the tutor begins with the listening and speaking interview.

- Explain the purpose of the interview and the reading and writing assessments
- Begin with the interview which helps to put the learner at ease and establishes a relationship between learner and tutor
- After the interview the learner can progress to the reading and writing tasks.

If time for assessments is limited, the assessment tool can be used with groups of learners.

- Explain the purpose of the reading and writing assessments and the interview.
- Give each learner a copy of the reading and writing assessment tool and explain how to complete it
- As each completes the reading/writing assessment, the learner comes to the tutor for the interview. Because each learner will finish the reading/writing assessment at his/her own pace, the tutor will have a steady stream of interviews without leaving learners waiting too long.

The assessments identify the language level that the learners are working towards and are based on the SQA NQ ESOL Qualification levels. The speaking and writing assessments will also gather information about their work, their interests and their language needs.

This step is divided into two phases:

- In the first phase, in addition to gauging the learner's ability to speak and comprehend, the tutor gets information about the learner's background. Most learners, even beginners, should be able to answer some of these questions.
- In the second phase, learners have an opportunity to talk about their work, their language learning and their interests. If learners struggle to understand or answer these questions, it is best conclude the interview and try to get this information later, in class, when the learner has more confidence.

The final page of the interview form provides a space for the tutor to record the language level that the learner is working toward and to make any notes arising from the interview relating to language skill. There is also space to record the results of the reading and writing tasks.

The reading and writing assessment

This step is multi-phased. Ask learners to begin with the first task and work through the tasks until they become too difficult. If a learner seems reluctant to stop working on a task that is too difficult, the tutor might need to set a time limit at this point; for example, tutors might say that the learner will have no more than 5/10 minutes to complete this portion of the assessment.

- The first two pages of the assessment determine if the learner has any difficulties with literacy in English. If a learner is able to complete the tasks without help, it can be assumed that literacy is not an issue. If the learner is unwilling or unable to begin, the tutor can read the statements to the learner and ask them to indicate the corresponding picture.
- The tool will assess a learner up to the stage of Intermediate 1, as defined by the SQA NQ ESOL qualifications, and is designed so that the tasks become increasingly difficult.

The information provided by the Learner Assessment Tool should give the tutor a good understanding of the overall language level of the learner. This information will assist the tutor with planning lessons, pitching tutor language in the classroom and grading language tasks.

If learners are taking an SQA qualification, the initial assessment information will also give the tutor a clear idea of which level of Unit the learner should be working towards.

Listening and speaking

Before attempting the needs assessment interview, the tutor needs to be very familiar with the SQA NQ ESOL levels as they are outlined in the following pages. The Interview Assessment has a dual purpose: it is a useful way of gathering important information about the learner that will help in planning classes and developing resources, and the interview is also meant to help assess the learner's language level:

- Tutors will be familiar with the interview before beginning and be ready to rephrase and repeat questions as often as is necessary.
- Learners at low levels are often very nervous and may need pictures or line drawings to get the gist of questions.
- If learners appear to become frustrated or upset during the interview, the tutor can stop at any time – answers to interview questions can often be drawn out later in class when there is more time and less stress on the learner.
- Interview assessments are not always going to provide accurate results: learners who appear to be at a low level in an interview may show a great deal more language proficiency when they are in a relaxed classroom setting supported by their peers.
- Assigning an SQA level to a learner after an Interview Assessment requires a developed understanding of words like 'frequent,' 'often,' and 'occasionally,' that comes only with experience and familiarity with the SQA levels. More information about these levels and what they mean can be found on the SQA's website.
- Tutors need to consider both speaking and listening (comprehension) skills - use the final page of the Interview Assessment to make notes when it appears learners can understand more than they can say.

The following table will assist tutors in accurately assessing the learner's oral / aural language level based on the Interview Assessment Tool.

Learners Who...	Are Working Toward SQA Level ...
<ul style="list-style-type: none"> • Make frequent errors in basic structure and vocabulary • Hesitate frequently • Require frequent repetition to clarify meaning • Require frequent rephrasing of information • Appear to have only a very basic vocabulary of common words and phrases ('hello' 'good bye' 'thank you') • Usually give one word answers to questions, or answer in their own language • Have great difficulty understanding or making themselves understood 	Access 2
<ul style="list-style-type: none"> • Make some errors in structure and vocabulary • Often ask for or require repetition to clarify meaning • Hesitate during the communication to grope for words • Use simple strategies to begin, maintain and conclude the interaction (say 'hello' and 'thank you' or 'good-bye') • Answer questions with short phrases or sentences • Appear confident when the context is familiar but lose confidence quickly when the topic becomes unfamiliar • Make themselves understood to a sympathetic listener with some effort 	Access 3
<ul style="list-style-type: none"> • Make some errors in structures and vocabulary • Sometimes require repetition • Occasionally hesitate • Maintain a conversation on a familiar topic • Use strategies to clarify meaning and maintain the interaction on an unfamiliar topic • Can be easily understood by a sympathetic listener 	Intermediate 1
<ul style="list-style-type: none"> • Use a good range of vocabulary and structure • Have an awareness of audience and can grade their speech • Have clear pronunciation • Maintain the interaction easily and appropriately • Can be easily understood by any native English speaker • Are able to speak about all familiar and some non-familiar topics • May still make minor grammatical errors, but none that interfere with communication 	Intermediate 2 and Higher

Reading and writing assessments

The tutor instructs learners to work through the assessments until the tasks become too difficult.

- Tutors can offer the learners help in understanding what they need to do, especially if the learner is at Access 2 Literacy, Access 2 or Access 3.
- Tutors can explain what needs to be done for Task 1, 2 and 3 and can read the questions to the learner, rephrasing and repeating as necessary.
- Beyond Access 3 level, if learners cannot read and follow the instructions they are unlikely to be able to complete the tasks.
- When assessing the reading tasks, tutors stop once it becomes clear that the learner has not understood what to do.
- When assessing the writing tasks, tutors consider whether the learner has correctly understood the task.

The following table will assist tutors in accurately assessing the learner's language level based on the completed Assessment Tool.

Learners Who ...

Are Working toward SQA Level ...

<ul style="list-style-type: none"> • Cannot identify most sight words • Are unable to write the alphabet correctly • Have trouble with spacing between words • Are unable to use upper and lower case correctly • Cannot fill in personal information on a form • Cannot complete Task 1 	<p>Access 2 Literacy</p>
<ul style="list-style-type: none"> • Identify most sight words • Fill in a form containing personal information with few or no mistakes • Complete Task 1 • Attempt Task 2 and 3 	<p>Access 2</p>
<ul style="list-style-type: none"> • Answer questions on gist in a simple reading (Task 3 question 1) • Answer simple questions on a reading with one or two word answers • Fill in personal information on a form with few or no mistakes • Complete Tasks 1, 2 and 3 • Attempt Task 4 and 5 	<p>Access 3</p>
<ul style="list-style-type: none"> • Answer questions on gist in a reading (Task 4 question 1) • Answer more complex questions with short phrases or sentences • Write a brief account (around 80 words) of an average day • Complete Tasks 1 – 5 • Attempt task 6 and 7 	<p>Intermediate 1</p>
<ul style="list-style-type: none"> • Identify the purpose, audience and key points of a reading • Answer complex questions • Write a longer paragraph (around 150 words) recommending a visit to a town they know • Show an awareness of audience • Use complex sentences, a range of vocabulary and make few mistakes in grammar • Complete all tasks in the Assessment Tool very well 	<p>Intermediate 2 or Higher</p>

4.4



Learner Needs Assessment – Speaking and Listening Interview

Try to ask all learners each question – some will be better able to answer, or give more complete answers, than others. If learners struggle to understand or answer these questions, it is probably best to conclude the interview and try to get this information later, in class, when the learner has more confidence.

Personal Information

What's your name? (first name and surname) (circle one)	Male	Female
What is your address? Including Post code		
What is your phone number?		
What is your date of birth?	DD / MM / YYYY	
What country are you from?		
What languages do you speak?		
When did you come to Scotland?		
How long do you plan to stay in Scotland?		

Education

Level of Education? (e.g. how many years did the learner go to school)	
Have you ever studied English before? If so, where and for how long	

Employment

Hours worked	<input type="checkbox"/> full time <input type="checkbox"/> part time <input type="checkbox"/> seasonal <input type="checkbox"/> unemployed <input type="checkbox"/> other
What is your present job?	
How long have you worked here?	
Have you worked anywhere else in the UK?	
What was your job in your home country?	

Learner Needs Assessment – Speaking and Listening Interview

Who do you speak to at work? Who speaks to you?	
What do you have to read at work?	
What do you need to write at work?	
Do you need to use numbers in your job?	
In your job, what is the most difficult thing to do in English?	
If you were taking an English class, what would you like help with the most?	
What are your goals? What do you hope to be doing in 2 years? in 5 years? in 10 years?	
What are your hobbies and interests? What do you like to do in your free time, on weekends?	






Listening	Access 2	Access 3	Int 1	Int 2 or Higher	
Comments					
Speaking	Access 2	Access 3	Int 1	Int 2 or Higher	
Comments					
Reading	Access 2 Lit	Access 2	Access 3	Int 1	Int 2 or Higher
Comments					
Writing	Access 2 Lit	Access 2	Access 3	Int 1	Int 2 or Higher
Comments					

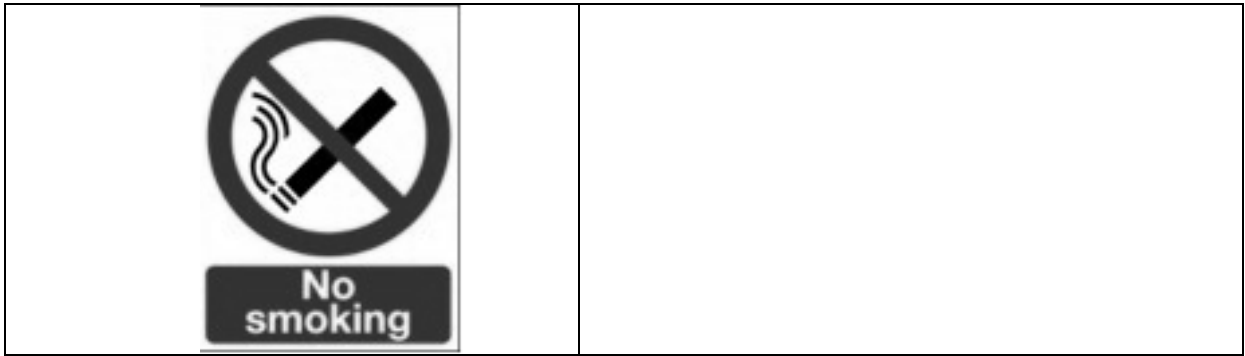
Learner Needs Assessment – Reading and Writing



Task 1 – Access 2 Literacy

Sight reading

A 	B <p>200 g</p>
C 	D 
E 	F 
G <p>14. 12. 2007</p>	H 
K	M <p>01786 795 413</p>



1.	Which sign says you can't smoke?	
2.	Which number is a weight?	
3.	Which sign tells you the way out?	
4.	Which sign tells you where to go if you get hurt?	
5.	Which number is a date?	
6.	Which sign tells you where the toilets are?	
7.	Which sign tells you the floor is wet?	
8.	Which number is a phone number?	
9.	Which signs tells you to wash your hands?	
10.	Which sign tells you that there are road works ahead?	

Writing the Alphabet

Fill in the blanks with the missing letters

a			d	e			h	
j	k			n				r
	t	u			x			

Task 2 – Access 2 Writing

Fill in the registration form

Please write clearly in INK and CAPITAL LETTERS																
Surname	<input type="text"/>															
First Names	<input type="text"/>															
Title Please tick	Miss	Ms	Mrs	Mr	Dr	Other										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Sex	Male / Female (delete as appropriate)															
Date of Birth:	<input type="text"/>															
	D	D	M	M	Y	Y	Y	Y								
Address	House Number & Street															
	<input type="text"/>															
	<input type="text"/>															
Town	<input type="text"/>															
Postcode	<input type="text"/>															
Phone Number	<input type="text"/>															
Employer:	<input type="text"/>															
	<input type="text"/>															

Task 3 – Access 2 Reading

Read and answer the questions.

Merchant City Café

Sandwiches		Sweets		all sweets £1.30
Cheese and Ham	£2	Chocolate Cake		
Tuna Mayo	£2.25	Apple Tart		
Chicken Salad	£2.50	Ice Cream		
Jacket Potatoes		Drinks		
with butter	£2.50	Sparkling Water	95p	
Tuna Mayo	£3.00	Juice	95p	
cheese and beans	£3.00	Coca-cola	£1.00	
		Tea / Coffee	£1.00	
Pizza (7")				
Cheese and Tomato	£4.50			
Pepperoni	£5.00			
Chicken and sweetcorn	£5.00			

1.	What is this?	
2.	How many different pizzas are there?	
3.	How much is a cup of tea or coffee?	
4.	Which sandwich is the most expensive?	
5.	What costs £1.30?	

Task 4 – Access 3 Reading

Read the text and answer the questions which follow

Telling your employer that you want to take maternity leave

You must tell your employer, preferably in writing, by the end of the 15th week before your baby is due:

- that you're pregnant
- the date your baby is due
- the date you want your maternity leave to start.

You must produce a medical certificate (MATB1), if your employer asks for one, showing when your baby is due. You can get your MATB1 from your midwife or GP.

Once your employer has received your notice that you want to take maternity leave, they must write to you within 28 days and tell you the date your maternity leave runs out and therefore the date when you are expected to return to work from maternity leave.

(printed from the CAB website)

1.	Who is this information for?	
2.	When does a woman need to tell the employer she is pregnant?	
3.	What is an MATB1?	
4.	Where can you get one?	
5.	What must the employer do?	

Task 6 – Intermediate 1 Reading

Read the text below and answer the questions that follow

As an employee you have legal duties too. They include:

- » **taking reasonable care** for your own health and safety and that of others who may be affected by what you do or do not do;
- » **co-operating with your employer** on health and safety;
- » **correctly using work items** provided by your employer, including personal protective equipment, in accordance with the training or instructions given by the employer; and
- » **not interfering with or misusing anything provided for your health, safety or welfare.**

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's Infoline telephone service on 0845 345 0055.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety. Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. Your employer can give you their names and addresses.

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.

(Adapted from a free leaflet published on the HSE website)

1.	This article is about	a) reporting accidents	
		b) health and safety	
		c) health insurance	
2.	This article was written for	a) employees	
		b) employers	
		c) safety representatives	
3.	Are the following statements True or False?		
	An employee is responsible for their own workplace health and safety	T	F
	An employee must be trained to use protective equipment.	T	F
4.	If you think there is a risk at work, what should you do first?		
5.	If you are unhappy with your employer's response, what should you do?		

Listening and Speaking Assessment: the Interview

Sample Learner Interview

Personal Information	
What's your name? (first name and surname)	
(circle one)	(Male) Female
What is your address? Including Post code	
What is your phone number?	
What is your date of birth?	01/01/1981
What country are you from?	Poland
What languages do you speak?	Polish / English
When did you come to Scotland?	2 years ago
How long do you plan to stay in Scotland?	2 more years
Education	
Level of Education? (e.g. how many years did the learner go to school)	University : Management of tourism BA
Have you ever studied English before? If so, where and for how long	No
Employment	
Hours worked	<input checked="" type="checkbox"/> full time <input type="checkbox"/> part time <input type="checkbox"/> seasonal <input type="checkbox"/> unemployed <input type="checkbox"/> other
What is your present job?	Housekeeping
How long have you worked here?	6 months
Have you worked anywhere else in the UK?	Leather factory
What was your job in your home country?	Lifeguard

Learner Needs Assessment – Speaking and Listening Interview	
Who do you speak to at work? Who speaks to you?	Managers and supervisor – acts as translator for the others
What do you have to read at work?	Notice Board Job of the Day
What do you need to write at work?	Nothing
Do you need to use numbers in your job?	No problems
In your job, what is the most difficult thing to do in English?	Accents are difficult. Lack of vocab is frustrating: he can't say what he wants
If you were taking an English class, what would you like help with the most?	He'd like to be more polite to guests, to know the right words and phrases to use
What are your goals? What do you hope to be doing in 2 years? in 5 years? in 10 years?	Don't know. Working too hard right now.

Notes: slightly better than the others. He has Scottish friends and is self-taught, so he's able to communicate better. However, it's still very basic and he gets frustrated because he's unable to express himself. He's never studied English formally, so I think he'll benefit from the class as much as the others. Acts as a go-between and translator.

Examples of Reading and Writing Assessments

Task 1 – Access 2 Literacy

Sight Reading

1. Which sign says you can't smoke? L
2. Which number is a weight?
3. Which sign tells you the way out?
4. Which sign tells you where to go if you get hurt? C
5. Which number is a date?
6. Which sign tells you where the toilets are? A
7. Which sign tells you it's okay to ride a bicycle here? E
8. Which number is a phone number?
9. Which signs tells you to wash your hands? D
10. Which sign tells you that there are road works ahead? E

Writing the Alphabet

Fill in the blanks with the missing letters

a	B	c	d	e	F	G	h	i
j	k	L	m	n	O	P	Q	r
S	t	u	V	W	x	Y	N	

This learner is struggling to read the statements in Task 1 and has not been able to match many of them with the corresponding pictures.

The learner is also having trouble with the letters of the alphabet; not all of them are in the correct place and the learner is mixing upper and lower case.

It is likely this learner's first language uses a non-roman script. If the work in the assessment stops here and there is no attempt to go further, then this learner would be assessed as working toward Access 2 Literacy.

Exercise 3 – Access 2 Reading

Read and answer the questions.

Merchant City Café			
Sandwiches		Sweets	all sweets £1.30
Cheese and Ham	£2	Chocolate Cake	
Tuna Mayo	£2.25	Apple Tart	
Chicken Salad	£2.50	Ice Cream	
Jacket Potatoes		Drinks	
with butter	£2.50	Sparkling Water	95p
Tuna Mayo	£3.00	Juice	95p
cheese and beans	£3.00	Coca-cola	£1.00
		Tea / Coffee	£1.00
Pizza (7")			
Cheese and Tomato	£4.50		
Pepperoni	£5.00		
Chicken and sweetcorn	£5.00		

1.	Where would you find this kind of text?	
2.	How many different pizzas are there?	
3.	How much is a cup of tea or coffee?	
4.	Which sandwich is the most expensive?	£ 2.25
5.	What costs £1.30?	all sweets ✓

This learner is struggling with the questions in Task 3. The learner has been unable to answer the gist question (1.) and has not attempted questions 2 or 3. The answer to question 4 is incorrect. The only question the learner has been able to answer correctly is 5.

The learner does not have any trouble with forming letters, numbers or symbols (£), however, and is using cursive, which indicates familiarity with the roman script.

If the work in the assessment stops here and there is no attempt to go further, then this learner would be assessed as working toward Access 2.

Exercise 4 – Access 3 Reading

Read the text and answer the questions which follow

Telling your employer that you want to take maternity leave

You must tell your employer, preferably in writing, by the end of the 15th week before your baby is due:

- that you're pregnant
- the date your baby is due
- the date you want your maternity leave to start.

You must produce a medical certificate (MATB1), if your employer asks for one, showing when your baby is due. You can get your MATB1 from your midwife or GP.

Once your employer has received your notice that you want to take maternity leave, they must write to you within 28 days and tell you the date your maternity leave runs out and therefore the date when you are expected to return to work from maternity leave.

(printed from the CAB website)

1.	Who is this information for?	
2.	When does a woman need to tell the employer she is pregnant?	by the end of the 15th week before your baby is due ✓
3.	What is an MATB1?	a medical certificate ✓
4.	Where can you get one?	from your midwife or GP ✓
5.	What must the employer do?	write notice about maternity leave ✓

Exercise 5 – Access 3 Writing

Write a paragraph about an average day.
You can write about your work day or a day off.

I had a bored day off. I wake up at 7 o'clock to make breakfast for my son. After I have to do washing, cleaning and shopping. I have a short break in afternoon to relax and again cooking and cleaning. Evening time I with son and boyfriend watching TV.

This learner has attempted to answer almost all of Task 4. The learner has been unable to answer the gist question (1) but has answered questions 2-5 with phrases. The answer to 5 is correct, but incomplete.

The learner writes fluently in roman script using a mixture of printing and cursive common to adults and shows a good understanding of upper and lower case. The learner struggles with vocabulary in some cases, and with the spelling of common words: 'brekfast,' 'shoping.' While the passage is not difficult to understand, the learner makes some common grammatical errors.

This learner attempted Tasks 6 and 7, but without great success. This learner would be assessed as working toward Access 3.

5. Initial assessment of ESOL learners with learning difficulties

Contents

- 5.1 Introduction
- 5.2 Tower Hamlets College materials
- 5.3 Sources of further information

5.1 Introduction

The concept of “learning difficulties” is a complex issue and research, materials and procedures for assessing adult ESOL learners are in short supply. However, rather than quickly labeling learners, teachers/tutors need to watch, listen, and speak with learners over time to gauge how they are learning. No single assessment technique is sufficient to diagnose a learning difficulty; multiple assessment measures are necessary.

While there are some situations where a formal diagnosis of a learning difficulty or disability might be useful to adult English language learners, (e.g. exemption from Citizenship requirements for Home Office), there may be no advantage in the adult ESOL class to having such a label and the associated distress and stigma.

What is more important for these learners is that teachers/tutors use a variety of methods and strategies and build on learners’ strengths to help them reach their language learning goals. This strategy holds promise for all adult learners, including those who may have learning difficulties or disabilities.

We are very grateful to Tower Hamlets College for allowing us to include materials that they use to assist in identifying learners with dyslexia, visual perceptual problems and ESOL learning difficulties.

5.2 Tower Hamlets College

Guidance Notes for Tutors and Mentors about Dyslexia Referral

DON'T feel you must make a diagnosis yourself. BUT make sure that screening tests have been done.

1. Look at initial/diagnostic/ key skills assessments and note who is particularly weak in writing and reading.
2. Give the adult checklist or ESOL screening questions. (Do it with them)
3. Give a timed free writing or copying test- to check speed of language processing.
4. Give a dictation if timed writing not done – to check spelling.
5. Give Adult Visual Stress questionnaire.

Refer students for assessment and possible one to one support when:

1. The student has a low score on the initial screening.
2. A large number of errors in dictation.
3. Slow and awkward writing.
4. Adult Checklist --8 or more yeses in the first column and 6 or more in the third column indicates further investigation. In the ESOL check list 5 or more yeses suggests further investigation
5. If visual stress is clear when reading

Other indicators during the year which may alert you to the need for referral:

1. Avoidance of handing in written work.
2. Poor reading
3. Discrepancy of oral and written work
4. Problems with oral language – discriminating sounds, slow processing, saying long words etc.
5. Unexpected lack of progress.

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Teacher's notes for screening test

Please do ALL of the tests with each student over three sessions. Each test provides different information which gives an overview of the student's difficulties. Before giving out the questionnaire please have a discussion with the class covering the topics below to warm them up to the topic of discussing strengths and weaknesses.

1. What are you good at? (examples could be all types of skills such as sewing, being a good listener, good memory for faces, riding a bike, using a computer etc)
2. How did you learn how to do it?(practise, demonstrations, learning from your mistakes etc)
3. What are you not very good at? (examples may be oral directions, crosswords, remembering dates, ball games etc)
4. Why do you find it difficult?

Now talk specifically about studying and what students find easy or difficult about studying and then talk more specifically about spelling, reading and writing.

Remember;

Learning to read and write is the most difficult thing you will ever learn to do and is NOT related to how clever you are.

You could share this quote with you learners.

'Now we are going to do some activities to help me find out what you find easy and what you find difficult. Don't worry it is not a test.'

Lesson 1 – discussion, and an ESOL dictation

Lesson 2 – tick-box screening test, DAST speed writing test

Lesson 3 – short piece of free writing (diagnostic writing task is fine)

The tick box screening test can be done in a group but must be done in an environment where individuals feel they can be honest. If necessary it should be done individually in a tutorial.

Fill in the class chart, highlighting any students who concern you with a highlighter pen. Please staple each individual student's tests together and hand everything in to your co-ordinator.

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Student Information

Name: _____ Sex: **M / F**

Date of Birth _____ Contact number _____

Course: _____ Tutor: _____

Languages spoken: _____

Were you born in UK? _____

If not, how many years have you been in the UK? _____

Level of education in UK _____

No of years education in other country (if relevant) _____

Can you read and write in your first language? Yes/ no

What are your highest qualifications in English and Maths?

Do you have any difficulties? If so, what are they?

Adult Dyslexia Checklist

In the top line please supply your name, student ID number, your course tutor and code.
Answer Yes or No to the numbered question (ignore the last column):

For office use only	
Score – column 1	
Score – column 3	

NAME: STUDENT ID NUMBER: COURSE TUTOR: COURSE CODE:	Yes	No	
1. Do you find difficulty in telling left from right?			
2. Is map reading, or finding your way to a strange place difficult?			
3. Do you dislike reading aloud?			
4. Do you take longer than you should to read a page of a book?			
5. Do you find it difficult to remember the sense of what you have read?			
6. Do you dislike reading long books?			
7. Is your spelling poor?			
8. Is your writing difficult to read?			
9. Do you get confused of you speak in class?			
10. Do you find it difficult to take messages on the phone and pass them on correctly?			
11. When you have to say a very long word do you find it difficult to get all the sounds in the right order?			
12. Do you find it more difficult to do sums in your head without using your fingers or paper?			
13. When using the telephone, do you get the numbers mixed up when you dial?			
14. Do you find it difficult to say the months of the year forwards in a fluent manner			
15. Do you find it difficult to say in order the months of the year backwards?			
16. Do you mix up dates and times and miss appointments?			
17. When writing numbers as words, do you often find yourself making mistakes?			
18. Do you find forms difficult and confusing?			
19. Do you mix up bus numbers like 95 and 59?			
20. When you were at school, did you find it hard to learn your multiplication tables?			

Screening Checklist for Visual Perceptual Problems

Many students have visual perceptual difficulties. They may need glasses! Coloured backgrounds etc can help. This questionnaire will help to identify students with this need.

2,3,4,7,8,15,16 are common indicators among the dyslexic population.

1. Have you been prescribed glasses? (If YES, why?)	Yes	No
2. Does reading make you tired?	Yes	No
3. Do you often lose your place when reading?	Yes	No
4. Do you reread or skip lines when reading?	Yes	No
5. Do you ever read numbers/ words back to front?	Yes	No
6. Do you miss out words when reading?	Yes	No
7. Do you tend to mis-read words?	Yes	No
8. Do you use a marker/ your finger to keep the place?	Yes	No
9. Are you easily distracted when reading?	Yes	No
10. Do you read for pleasure?	Yes	No
11. Do you get headaches when you read?	Yes	No
12. Do your eyes become sore or water?	Yes	No
13. Do you screw your eyes up when reading?	Yes	No
14. Do you rub or close one eye when reading?	Yes	No
15. Does white paper (or a whiteboard) seem to glare?	Yes	No
16. Does print become distorted as you read?	Yes	No
17. Do your difficulties increase the longer you read?	Yes	No

ESOL Screening Test

Name: _____ Sex: **M / F**

Date of Birth _____ Contact number _____

Course: _____ Tutor: _____

First and other languages: _____

Were you born in UK? _____

If not, how many years have you been in the UK? _____

Level of education in UK _____

No of years education in other country (if relevant) _____

Primary _____

Secondary _____

Can you read and write in your own language? Yes/ no

What are your highest qualifications in English and Maths?

What are your main difficulties?

Screening Test for ESOL Learning Difficulties

Please answer every question. Tick yes or no.	Yes	No
1. Do you have difficulty telling left from right?		
2. Do you dislike reading in your first language		
3. Is your spelling poor in your first language?		
4. Is your writing difficult to read in your first language?		
5. Do you sometimes find it difficult to say long words correctly?		
6. Do you find it hard to do sums in your head without using your fingers or paper?		
7. Do you forget where you have put things?		
8. Do you find it difficult to remember long numbers like telephone numbers?		
9. Were you clumsy as a child? For example were you always dropping things and bumping into things?		
10. Do you mix up dates and times and miss appointments?		

Total score	
--------------------	--

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Dictations

Entry 1

On Monday, Jan was ill and had to stay in bed. Her boss was fed up. Jan had a big job to do on that day. The next day she felt well and went back to work. She had to rush to get it all done. Jan was not happy.

Entry 2 - Level 1

My daughter was there, waiting for me at the airport gate. She was married now and her husband had a good job in the Post Office. She had no children yet so she still looked fresh and young, not like me.

We took the airport bus into the busy city centre. It was expensive, but it felt special. Then we got another bus to her home.

The house she lived in was nice but cold. The neighbours on both sides were not English. I always thought England was only for the English. Now I know better and I like it.

Level 2

When my father brought my mother and elder brother to Britain, before I was born, he reckoned it was unnecessary for mum to learn English. He thought my brother, himself and later my sister and I would always manage in emergencies.

One day, while everyone was out except mum, a pan in the kitchen caught fire. We returned to find the fire brigade and lots of smoke and dirty water. We all wondered how mum managed to call the emergency services, as she did not speak English. Later she told us about the English class she had been attending in secret.

Level 3

Every day immigrants and refugees have difficulty with government departments. Recently an acquaintance of mine, married with three children in this country, attracted the scrutiny of the Social Security authorities because they did not believe he was conscientious about seeking work. He scarcely speaks English, and is unaware of the regulations relating to the national benefit system, but the officials who interviewed and assessed him seemed completely unsympathetic to his plight and ordered him to enrol on an English course.

All the courses in his borough were full, but he was forbidden to search elsewhere. He is still experiencing frustration.

Dictations

Sam is a young man. He works in a shoe shop. He sells socks as well. Sam starts work at nine o'clock in the morning. He gets the bus to work. Sam likes watching TV at night. He plays football on Sundays.

I live across the road from Tim. He is a very good friend to go out with and cheers me up when I feel down. These last few months I have not been feeling happy and Tim has been a great help. One day I hope to help him out.

The shop has lots of bargains in the clothes department and Gary had to work out how much he could afford to spend. He knew that he needed to keep some back for the deposit on his holiday at the travel agents. He decided that he could afford the trousers.

Whenever we go to Spain, we enjoy the sun, the food and the nightlife. Ibiza is my favourite destination, though I've only been there once. My sister is frightened of flying so she has not ventured away from Britain for her holidays. She says she still manages to have fun.

Teachers Sheet from Dyslexia Adult Screening Test (DAST)

This test is to check the students' speed of processing. It is just copying.

1 min writing

Mark

1 point for each word, + 1 extra for each second less than 60 secs

- - 1 for 2 errors
- - (1-3) poor writing
- - (0-2) poor punctuation

Score for adults aged 16 – 24

19- 28 or below = below average

18 or below = very much below average.

Make sure they know what to do and write on the board.

Can you copy? Show them what to do.

5.3. Sources of further information

Dyslexia and the Bi-lingual, 1997. Learner London Language & Literacy Unit Helen Sunderland et Avanti Press

The Centre for Adult English Language Acquisition provides useful articles in relation to what is known about adult ESOL learners and learning disabilities. It also suggests ways to identify and assess ESOL adults who may have learning disabilities and offers practical methods for both instruction and teacher training.

Their website address is http://www.cal.org/caela/esl_resources/collections/ld.html

They provide a list of eight articles, of which the following seem to be most useful:

ESL Instruction and Adults with Learning Disabilities Robin Schwarz & Lynda Terrill (ERIC Digest, 2000)

This article argues that learners may show learning disabilities in a second language when they do not in their first language. A learning disability may be so subtle in a first language that it is masked by an individual's compensatory strategies, e.g. getting general information through the overall context when specific words or concepts are not understood, and substituting known words for words that cause difficulty. These strategies may not be available to the learner in the new language.

Trauma and the adult English language learner. Janet Isserlis (ERIC Digest, 2000)

This discusses what is known about learning difficulties and adult ESOL learners. It also addresses the following questions:

- How do learning disabilities affect the progress of adults learning English?
- How can learning disabled adults be identified and assessed?
- What kinds of instructional methods work best with this population?
- What kind of preparation is needed for teachers who work with them?

Mental health and the adult refugee: The role of the ESL teacher. Myrna Ann Adkins, Barbara Sample, & Dina Berman (ERIC Digest, 1999)

The focus here is on how teachers/tutors can help adult refugee and immigrant learners make significant progress in adjusting to a new life in an unfamiliar culture. It discusses the qualities of mental health, the stresses faced by refugees and suggests three things that teachers/tutors can do to help their learners adjust.

Teaching low-level adult ESL learners. Grace Massey Holt (ERIC Digest, 1995)

This provides basic information on:

- how to identify and assess the needs of adults learning
- the general techniques that facilitate teaching/learning, thereby including those with learning difficulties
- a sample procedure for combining some of these techniques
- classroom materials appropriate for low-level adult ESOL learners
- the definition of low level learners
- assessing the needs of low-level learners.

Adult English Language Learners and Learning Disabilities article available from:
http://www.cal.org/caela/tools/program_development/elltoolkit/Part4-59AdultELL&LearningDisabilities.pdf

This is a brief introduction which also includes a short outline of when and how learners should be assessed, instructional methods and materials, and a case study.

A teacher's guide: teaching basic literacy to ESOL learners Chapter 8 by Spiegel, M, Sunderland, H, published by London South University, 2006 (£18.95)
Provides useful information about dyslexia and screening bilingual learners.

Pages 140 and 141 provide a checklist for ESOL and language support tutors of questions to consider. These come under the following headings:

- Learning in the learner's own language
- What language problems would you expect?
- Learning to read and write
- Memory sequencing
- Personal strengths.

Adult English Language Learners and Learning Disabilities
http://www.cal.org/caela/tools/program_development/elltoolkit/Part4-59AdultELL&LearningDisabilities.pdf

Dyslexia and the Bi-lingual learner, London Language & Literacy Unit Author
Helen Sunderland et al Publication Date 1997 Avanti

SQA PDA in ESOL Literacies: Teaching Adults Reading, Writing and Numeracy, 2005, Learning Connections.

6. References

- 1 The Adult ESOL Strategy for Scotland, the Scottish Government, 2007.
This is a web-only publication and can be downloaded from
<http://www.scotland.gov.uk/Publications/2007/05/09155324/0>
- 2 Scottish Credit and Qualifications Framework (SCQF) homepage
<http://www.scqf.org.uk/>
- 3 The Scottish Qualifications Authority homepage <http://www.sqa.org.uk/>
- 4 The Common European Framework homepage
http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp
- 5 The IELTS homepage <http://www.ielts.org/>
- 6 *Quick Placement Tests*, no author information available, Oxford: Oxford University Press

- 7 Oxford Placement Test (OPT), Allen, D. (2004) *The Oxford Placement Test*, Oxford: Oxford University Press
- 8 Test of English as a Foreign Language (TOEFL) homepage can be accessed through <http://www.ets.org/>
- 9 Flinders, S. (2002), *Penguin Test your Professional English: Business General*, Harlow: Longman Pearson. Also available are *Test your Professional English Finance*, *Test your English for Hotel and Catering*, *Test your English for Marketing*, *Test your Secretarial English*, *Test your Medical English*, *Test your English for Law*, *Test your English for Accounting*
- 10 Kay, S. and Jones, V. (2002), *Inside Out*, Oxford: Macmillan
- 11 Norris, R. (2008), *Straightforward*, Oxford: Macmillan
- 12 Greenall, S. and Kay, S. (1997), *Reward*, Oxford: Heinemann
- 13 Australian Migrant English Programme (AMEP). Further information can be obtained from http://www.acl.edu.au/amep/what_is.htm
- 14 International Second Language Proficiency Ratings (ISLPR). Further information can be obtained from <http://www.islpr.org/>
- 15 *Skills for Life* ESOL initial assessment materials. Information on to how to obtain these appears on page 115.
- 15 The Workers Educational Association Scotland homepage <http://www.weascotland.org.uk/>

Appendix 1 - Scottish Credit and Qualifications Framework (SCQF)

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				Doctorates	
11				Masters Post Graduate Diploma Post Graduate Certificate	SVQ5
10				Honours Degrees Graduate Diploma	
9			Professional Development Awards	Ordinary Degree Graduate Certificate	SVQ4
8		Higher National Diploma		Diploma of Higher Education	
7	Advanced Higher	Higher National Certificate		Certificate of Higher Education	SVQ3
6	Higher				
5	Intermediate 2 Credit Standard Grade				SVQ2
4	Intermediate 1 General Standard Grade	National Certificates	National Progression Awards		SVQ1
3	Access 3 Foundation Standard Grade				
2	Access 2				
1	Access 1				

- i. The new Skills for Work courses are National Courses available as Access, Intermediate and Higher Qualifications (SCQF levels 3 – 6).
- ii. Ongoing work to credit rate SVQs shows that SVQ units range from SCQF level 4 to level 12. SVQs at 3 and 4 can be placed at different SCQF levels.