

Native Language Literacy Screening Manual

What is the Purpose of the Native Language Screening?

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

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

What is the Need for a Native Language Screening?

In addition to the obvious need to place a student who may have low native language skills, there is also a need to clarify information a student provides to registration personnel at the school.

Self-reporting by students on “years of school completed” may not be an accurate indicator of literacy skills. It may be lower than the actual number, or it may be unintentionally inflated. Students may have learned to read and write outside the traditional school setting, and self-reported years in school would not account for those situations.

Is the Person Responsible for Intake of the Student Required to Read, Speak or Understand the Language of the Student when Administering the NLS?

No. Intake personnel are not expected to read, write, speak, or understand the language of the student. The NLS is available in 29 languages from Albanian to Vietnamese. If the student has sufficient reading and writing skills in his or her own language, he or she should be able to read the directions of the NLS and respond appropriately in writing to the questions. If the student has low literacy skills in his or her own language, this should become apparent while he or she attempts to read the directions and write responses to the questions. The administrator is provided with a set of behaviors of students to observe while the student completes the questions on the NLS.

What is the NLS Like? A Description:

The NLS is a self-contained two-page document (or three pages, depending on the font size of the language). The first page has directions for the student and the second page has ten questions for the student to answer in writing.

How does Intake Personnel Determine if a Student Needs to Take the NLS?

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

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

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

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

How is the NLS Administered to a Student?

Step 1: Give directions to the student.

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

NOTE: DO NOT PERMIT THE STUDENT TO RECEIVE HELP WITH THE QUESTIONS ON THE NLS!

Step 2: Track the time as the student works on the screening:

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

Step 3: Observe the student to check for behaviors that indicate low level literacy skills:

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

- ♦ Facial and body language cues that indicate frustration and/or lack of understanding
- ♦ Holding the pen or pencil incorrectly, or awkwardly, or too tightly
- ♦ Placing the paper upside down or at an awkward angle
- ♦ Not focusing with the eyes (not following the line of words across the page)
- ♦ Struggling to write, hesitation, laboring over each letter
- ♦ Copying from an ID or from other papers

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

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

Step 4: Use the NLS scoring rubric to place the student in a particular level of the Literacy Skills Course.

This is the English version of the directions to the student in the 29 languages of the NLS. Do not read this English version to the student. Give the student the version of the directions in his or her language.

If someone is able to read the DIRECTIONS ONLY to the student in his or her language, this is allowed. It is NOT ALLOWED for anyone to read the QUESTIONS to the student in his or her language.

Directions for Reading to the Student:

Dear Student,

Welcome to our school.

This paper will help us decide which program is best for you.

Please fill out the paper by yourself.

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

Thank you.

Questions:

Part I

1. Today's Date:
2. Name: _____
3. Address: _____
4. Telephone: _____
5. Date of Birth: _____

(Score with 0, 1, or 2 points per response.)

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>

Part II

1. Where were you born?
2. In what year did you come to the United States?
3. How many years did you go to school in your country?
4. Have you attended English classes in the United States before now?

(Score with 0, 1, or 2 points per response.)

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>

Part III

1. Write a story about your family.

1	<input type="checkbox"/>
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**Score each of the above five lines with 0, 1, or 2 points per line.
The minimum score for this part is 0 and the maximum score is 10.**

(The maximum score for all parts is 28.) TOTAL

<input type="checkbox"/>

RUBRIC

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

PLACEMENT TABLE

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

Step 5: Scoring

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

Kreyòl Ayisyen

Direksyon:

Chè Elèv:

Nou byen kontan ou vini nan lekòl nou an.

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

Tanpri ranpli papye sa a pou kont ou.

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

Mèsi.

PÀTI I

Score
(0 – 1 – 2)

Dat jodi a: 1-4-10

2

Kijan ou rele? Jvon

1

Ki adrès ou: _____

0

Ki nimero telefòn ou? 915-315-0422

2

Ki dat ou fèt? _____

0

PÀTI II

Ayiti

1. Nan ki peyi ou fèt? _____

1

2. Nan ki ane ou vin nan Zetazini? _____

0

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

0

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

0

PÀTI III

5. Tanpri ekri yon ti istwa sou fanmi ou.

0

Total

6

**This score places
the student in Level
A of the Literacy
Skills Course**

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

Form 27 Practice items

A

V **A** **W** **M**

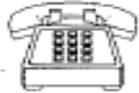
A

a **g** **p** **d**

bus

telephone

Sun.

Thursday **Friday** **Saturday** **Sunday**



INTAKE PROCESS FOR STUDENTS WHO SCORE 5 OR LESS ON THE CASAS ORAL SCREENING

1. Administer the five practice items of Form 27.

For Agencies that Offer the Literacy Skills Course:

If the student has difficulty answering the five practice items of Form 27, administer the Native Language Literacy Screening (NLS) to the student to determine if the student can read and write in his or her native language.

If the NLS indicates the student has little or no ability to read and write in his or her native language, place the student in the level of the Literacy Skills Course indicated by the scoring rubric in the NLS.

For Agencies that Do Not Offer the Literacy Skills Course:

If the student has little or no difficulty answering the five practice items of Form 27, administer the complete 27 or 28 test. When scoring 27/28, even if the student obtains a score above 179, the agency will still place the student in Level 1 or Foundations. (The rationale for this is because if a student answers less than five questions correctly on the CASAS Oral Screening, it is unlikely the student will be successful in a level above Level 1 or Foundations Level of the ESOL course.

If 27/28 are not available, administer 81R/82R and 81L/82L for both those students who have difficulty and those who do not have difficulty with the five practice items of Form 27.

If the student does not obtain the lowest valid score of 170 on one or both of the 81R/82R and 81L/82L tests, allow the student to attend a Foundations level class, but continue to administer 81R/82R at least monthly until he or she obtains a valid score. (Alternate forms between 81R/82R each time.)

Begin counting the number of hours of instruction from the date a valid score is obtained in order to know when to post-test the student.

The Native Language Screening can be used for placement in the FLDOE Literacy Skills Course only. It cannot be used for placement in any other course of the FLDOE Adult ESOL Program.