

Form C

Informal English Speaking Test

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Introduction

Many of us were elated when we anticipated changing to the CASAS Test from the BEST Test. Although the BEST Test gave us lots of useful information, it was hopelessly dated and some of our students had practically memorized it! However it became apparent, when thinking about the change to the CASAS, that we would no longer have a thorough instrument to measure our students' speaking ability. It was this in mind that gave rise to the idea of this mini-grant. I know as an ALS coordinator, I need a test that I can use to informally measure students' speaking ability; and it's my guess that others will feel the same. Needless to say, this test is **not official** and cannot be used on the NRS to record progress. But by providing more information about our students, it may help programs place them more effectively, pinpoint their needs, and help us to develop effective curricula.

Since the test is just for you, feel free to skip questions you don't like or add ones of your own. The pictures are clear, colorful and highly adaptable to many situations. If you add your own questions, the scoring rubric will still work if you replace or alter the same number of questions. You will have an idea where your student should start, and if he/she is making progress.

Besides hoping to make a useful test, the real pleasure of doing this mini-grant has been working in collaboration with my daughter Simone, an education major at Plymouth State University. I truly couldn't have done it without her. Family literacy programs cross generations, and from what I've seen, the same thing happens with adult educators. How wonderful it is to see the new crop of creative, caring and technologically savvy young teachers emerge!

Interviewer's Guide

- This assessment tests accuracy, fluency and pronunciation using authentic pictures. In addition, this test serves as a guide to assessing a student's vocabulary in order to monitor progress and to aid in curriculum development.
- Either Form A, B or C can be used at the beginning, middle or end of the year or term.
- There can be more than one correct answer to each question. Unlike the BEST Test, scores reflect the examiner's impression of the student's overall speaking ability in one score. Your own notes at the bottom of every page can further elaborate upon the student's grammar, fluency and pronunciation.
- Each item is scored on a 0-3 scale.
 - **0**= No response
 - **1**= Response does not model what a native speaker would answer. The grammar has many errors which drastically interfere with the meaning. Pronunciation is often difficult to understand. Response is limited, and many vocabulary words are not known.
 - **2**= Response has some grammar errors which don't drastically interfere with meaning. Pronunciation has some errors, but still can be understood. Answer is complete, but not expanded. Some vocabulary is not known or not accurate.
 - **3**=Response models a native speaker. The grammar has no or few errors. Pronunciation is clear and easy to understand. The response is not only complete, but also expanded. It is clear that many vocabulary words are known and understood.
- Each score should be circled in the score chart
- Examiner may ask student to tell him/her more information but should refrain from other hints and cues.
- Examiners may want to write an anecdotal report of their findings at the end of the test. However, there are also many areas where the interviewer can write notes as the test progresses.
- Tape recording this assessment is could be helpful. Nonetheless, if you are used to administering other oral speaking assessment tests, space has been provided for you to manually record student's responses.
- Interviewer should only say items in **BOLD**.
- Images provided by [Classroom Clipart](#) unless otherwise indicated.

Part One

1. How are you today?

Student's response

Please sit down <point to chair.>

My name is *insert your own name.*

2. What is your name?

Student's response

3. What is your address?

Student's response

4. What country are you from?

Student's response

5. How long have you lived in the United States?

Student's response

6. What do you like about living in the United States?

Student's response

7. What do you miss about living in *insert home county?*

Student's response

Question Number	Score			
	0	1	2	3
1.	0	1	2	3
2.	0	1	2	3
3.	0	1	2	3
4.	0	1	2	3
5.	0	1	2	3
6.	0	1	2	3
7.	0	1	2	3

Your notes:

Part Two



**Please turn to page one in your booklet.
Look at the picture.**

Question Number	Score			
	0	1	2	3
1.	0	1	2	3
2.	0	1	2	3
3.	0	1	2	3

1. What do you see in this picture?

Student's response

<Point to woman in brown coat hugging>

2. How do you think she feels?

Student's response

3. What do you think happened?

Student's response

Your notes:

Part Three



Turn the page in your test booklet.

Look at the pictures.

1. What can you tell me about these pictures?

Student's response

2. Is this like *insert native country* <point to pictures>?

Student's response

Question Number	Score			
	0	1	2	3
1.	0	1	2	3
2.	0	1	2	3

Your notes:

Part Four



Image from bigstockphoto.com

Please turn the page in your test booklet.

Look at the pictures.

1. What is this?

Student's response

2. How do you use it?

Student's response

3. How do people get into trouble using these?

Student's response

Question Number	Score			
	0	1	2	3
1.	0	1	2	3
2.	0	1	2	3
3.	0	1	2	3

Your notes:

Part Five



Please turn the page in your test book.

1. What is the name of this place?

Student's response

2. Name some fruits or vegetables in this picture?

Student's response

3. Where can you buy these foods?

Student's response

4. Why should you eat a lot of fruits and vegetables?

Student's response

5. What kind of fruits and vegetables do you eat?

Student's response

Your notes:

Question Number	Score			
	0	1	2	3
1.	0	1	2	3
2.	0	1	2	3
3.	0	1	2	3
4.	0	1	2	3
5.	0	1	2	3

Part Six



Please turn to the next page in your test booklet.

Look at the pictures.

1. What is different about these two pictures?

Student's response

2. What is the same about these two pictures?

Student's response

Your notes:

Question Number	Score			
	0	1	2	3
1.	0	1	2	3
2.	0	1	2	3

Part Seven



Please turn to the next page.

Look at the picture.

<Point to doctor.>

- 1. Who is this?**
- 2. What do doctors do?**
- 3. If you had a needed to see a doctor, what would you do?**

Question Number	Score			
	0	1	2	3
1.	0	1	2	3
2.	0	1	2	3
3.	0	1	2	3

Your notes:

Scoring Guide

Total from part one= _____

Total from part two= _____

Total from part three= _____

Total from part four= _____

Total from part five= _____

Total from part six= _____

Total from part seven= _____

Add all section. Total score _____

0-14= Beginner

Students who have scores that fall in this range are minimally able to address some of the questions on this test. Their pronunciation, grammar and vocabulary frequently interfere with their communication.

14-27= Low Intermediate

Students who have scores that fall in this range are able to minimally answer most questions on this test. Their pronunciation, grammar and vocabulary frequently interfere with their communication, but they are able to be understood with interpretation on part of the examiner.

28-43= Intermediate

Students who have scores that fall in this range answer most of the questions on this test. The answers are complete, but have room to be more fully expanded. Pronunciation only occasionally interferes with communication. The vocabulary used is basic and there are some inaccurate uses of words. Control of basic grammar structures is emerging.

44-59= High Intermediate

Students who have scores that fall in this range answer many questions fully and accurately. Their pronunciation does not interfere with communication. They accurately use vocabulary and some questions are expanded. Their control of basic grammar is expanding.

60-75= Advanced

Students who have scores that fall in this range answer most questions fully and accurately. They are able to respond appropriately with elaboration using rich vocabulary. It is clear that they have control of basic grammar structures.