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Home Language Survey Follow-Up Interview for Provisional Identification of English Learners

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Introduction

This document provides a protocol to *provisionally* identify students as English learners (ELs) during the COVID-19-related school closures. These closures temporarily impede the administration of screening processes that require face-to-face interaction. **The Home Language Survey (HLS) Follow-Up Questionnaire does not replace the formal identification process. The formal EL identification process is required once school resumes normal operations for any student who has been given a provisional status and is on the EL pending list.**

While schools are closed, we want to continue to ensure that newly enrolled students, who have a language other than English marked on the enrollment form, can have access to EL supports even though we are unable to formally screen them at this time. This process is considered provisional and is used for the purpose of determining the services and resources to be provided to students who are potentially EL during school closure.

Process Step	Process Description	Who's Responsible
Step 1	<p>The HLS will be administered to all newly enrolled students as part of the district's enrollment process.</p> <p>The purpose of the HLS is to determine whether there is a language other than English spoken at home, in which case the student should be assessed for English language proficiency. The HLS also presents an opportunity to collect other useful information about the student that will help district personnel understand the student's personal and educational history in order to plan an appropriate educational program. During extended school closures due to COVID-19, the HLS may be completed remotely as part of enrollment.</p>	
Step 2	<p>The list of students for whom another language is indicated on the HLS, should be reviewed to determine which students should be administered the HLS Follow-Up Interview.</p> <p><i>Note: If a student is transferring from another Iowa school where they were receiving services, the student is identified as EL, is enrolled in services, and does not require further screening.</i></p>	
Step 3	<p>Conduct the HLS Follow-Up Interview remotely with the student and parents/guardian. The goal of the interview will be to obtain information about the student's educational background and measure broad English proficiency. The interviewers may contact the family via phone or other remote means.</p>	
Step 4	<p>Determine instructional supports, services, and recommended placement options during remote learning. Refer to Appendix A: Descriptors of Broad Levels of English Proficiency Used in Provisional Screener for Suggested Supports.</p>	
Step 5	<p>Documentation must be kept of the HLS Follow-Up Interview for each student. Documentation should include names of the student and family members participating, date of the interview, personnel who interviewed the student and other relevant information.</p>	

Process Step	Process Description	Who's Responsible
Step 6	Communicate to parents and/or legal guardians in a language they understand about the provisional placement decisions and the related instructional services and supports. You may use the Parental Notification: English Learner Program Provisional Identification and Placement template to customize a notice to the student's family.	
Step 7	Inform the building administrators and staff of the preliminary student placement recommendations of EL courses and instructional supports for the 2020-2021 school year.	

Attribution

The following appendices (Appendix A through Appendix E) were developed by the Council of the Great City Schools' [Assessing Language Proficiency during Extended School Closures: Sample Questionnaires](#). This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](#).

While the content remains the same, the appendices are formatted in a list style (rather than in paragraphs) for the ease of the interviewer.

Appendix A. Descriptors of Broad Levels of English Proficiency Used in Provisional Screener for Suggested Supports

This remotely administered provisional *Home Language Survey Follow-Up Interview* is designed to place students at beginner, intermediate, and advanced levels of English with a focus on receptive and productive language ability in English. The questions on this provisional screener are designed to assess particular student skills to help schools understand how much support students will need in a remote learning environment—and environment in which they are not in usual classroom routines, and thus, are not able to fully interact and learn from their English-speaking peers. The type of support students at different levels of English proficiency may include: Beginner-Level Students, Intermediate-Level Students, and Advanced-Level Students.

Beginner-Level Students

Beginner-level students range from being completely new to English to being able to understand and/or produce common words and short, simple sentences on familiar topics related to school, self, and home. They may be able to express some basic personal information and answer yes or no to simple direct questions, showing that they have understood the question and are able to respond appropriately. Beginner-level students may be able to understand and respond appropriately to simple *WH-questions* (e.g., who, what, where, etc.) and questions with "or." The answers may be one-word answers, phrases, or simple sentences. Beginner-level students may not understand questions with multiple clauses. They cannot answer in sentences with multiple clauses and may have limited understanding or production of English.

Suggested Supports for Beginner-Level Students

These students will need the most support and will likely be unable to understand instructions for remote learning tasks in English without a lot of help. Instructions should include visual cues (e.g., modeling, video) and should be provided in the home language where possible to get students to the point of being able to engage with learning English.

Intermediate-Level Students

Intermediate-level students will answer questions using phrases or complete sentences, or single words where appropriate. Simple sentences may be grammatically accurate, with correct word order. Students can name objects in their environment and describe them with appropriate adjectives. Students can compare and contrast using appropriate connecting words and can express and support an opinion. Students can understand the prompts for these types of questions and can mostly make their answers understood, though there may be grammatical inaccuracies, pronunciation errors, and/or they may struggle with vocabulary in some areas. Students may struggle with understanding and producing complex sentences such as relative clauses, reported speech, and conditionals.

Suggested Supports for Intermediate-Level Students

These students will likely understand simple instructions given by a teacher in English but will need a lot of guidance to perform new routines and participate in remote learning, including modeling and visual support. Home language instructions for entirely new routines will help students understand expectations so they can focus on learning English.

Advanced-Level Students

Advanced-level students will understand much of what is being said to them, including complex sentences and multi-step instructions. They will respond with mostly accurate simple sentences and will likely be able to produce complex sentences when prompted, sometimes needing support and scaffolding to do so. These students will connect sentences with appropriate transitions and use some low-frequency, specialized words. These students can have conversational exchanges, seek clarification or explanation when they need it, and find a way to make themselves understood even if that is not the typical way a native speaker would say something.

Suggested Supports for Advanced-Level Students

Advanced-level students will be able to understand most instructions about novel remote learning circumstances in English. They will have the English proficiency to ask questions when they do not understand instructions, though in some cases they may hesitate to reach out for help. Modeling and visual support for new routines will help these students. Be prepared to explain words and concepts related to distance learning, since many of these words are not typical classroom English that these students will be used to.

Special Cases

Non-Response or Incomplete Interview

Students who are unable to respond to any of the questions and/or prompts, or whose responses are unintelligible will be provisionally identified at the beginner level.

Native-Like English Proficiency

Students who respond to the advanced-level questions with native-like fluency and complexity may require only minimal supports (or none at all). Instructional supports and services will be provided, nonetheless, to address any potential lack of familiarity with the school system, technology, distance learning, cultural norms, and/or English academic language.

Appendix B. Questionnaire for Grades K-2 and Grades 3-5

Overall Guidance for the Interviewer

- After introductory questions #1 through #3, consider whether to continue in order or to jump to question #6 if the student is providing responses that may be intermediate or advanced.
- If possible, record the conversation (and inform the parent/guardian it will be recorded), so you can listen to the responses and score after the interview concludes.
- Please remember to prompt/encourage students to provide more detail in their responses, especially as the remote interview process poses greater challenges to interpersonal communication without visual cues and facial expression.
- Please do not add or replace questions, as care must be taken to use age-appropriate questions and questions that are free from cultural bias and do not presume a student is familiar with U.S. cultural norms or experiences. See [Appendix E](#) for an explanation of the type of questions included.

For each question, note whether the student’s answer matches the **Beginner Responses** or the **Intermediate/Advanced Responses** column.

Beginner-Level Questions

INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of the English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response. **After question #3, you will be prompted to pause and quickly assess whether to skip to a question for higher levels of proficiency.**

#	Beginner-Level Interview Question	Beginner Response	Intermediate/Advanced Response
1	What is your name? • If the student struggles: <i>Is it [insert name]?</i>	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word or a basic phrase
2	K-2 Are you in [CITY/TOWN]? Tell me about it. <hr/> Grade 3-5 Is there a park close to where you live? Tell me about it.	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning

#	Beginner-Level Interview Question	Beginner Response	Intermediate/Advanced Response
3	<p>When did you last watch tv, a movie, video?</p> <p>What is your favorite show? What is your favorite movie/video? When did you last watch it?</p> <ul style="list-style-type: none"> • If the student struggles: <i>Do you have a favorite song? Tell me more.</i> 	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning
INTERVIEW RATER INSTRUCTIONS: If the student answers Questions 1-3 appropriately or with a more detailed response, JUMP TO QUESTION 6.			
4	<p>What is your favorite color?</p> <p>Tell me three things that have this color.</p> <ul style="list-style-type: none"> • If the student struggles: <i>What is your favorite sound? What makes that sound?</i> 	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning
5	<p>What do you see around you right now?</p> <p>(What else, tell me more, what’s that, what color is it?)</p> <ul style="list-style-type: none"> • If the student struggles: <i>Do you see a table? What is on the table? Do you see a bag? What is in the bag?</i> • Notes: <ul style="list-style-type: none"> ▪ <i>Interviewer should prompt students to give three objects with at least one trait each.</i> ▪ <i>If a video platform or device is being used, images could be sent via text message or the digital platform.</i> 	<ul style="list-style-type: none"> ○ May give a one-word answer and be unable to describe any object ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning

#	Beginner-Level Interview Question	Beginner Response	Intermediate/Advanced Response
6	<p>What do you do for fun? Can you tell me more?</p> <p>(Ask a follow-up question for the student to describe the activity.)</p> <ul style="list-style-type: none"> • Note: Interviewer should prompt students to name an activity and give some details about that activity. 	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ May give a one-word answer, does not include details ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning
	<p>Majority of marks under each of the three proficiency levels.</p> <p><i>Under which column (classification) do most responses fall?</i></p>	<input type="checkbox"/> <p>STOP the interview, student is a provisional beginner</p>	<input type="checkbox"/> <p>Proceed to asking Intermediate/ Advanced-Level questions</p>

INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of the English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.

- If a student has great difficulty in giving an answer on three or more questions, **STOP**. Classify this student as having Beginning proficiency in **English (provisional)**.
- Otherwise, proceed to the next section.

Intermediate/Advanced-Level Questions

General Description of Expected Responses

Intermediate-Level Students

Intermediate-level students will engage with all questions but may misunderstand some prompts, or responses may not be understood on all questions. Responses will not be grammatically accurate for all questions, or answers may be limited to simple language structures.

Advanced-Level Students

Advanced-level students will be able to answer all questions and provide more detail when prompted. They can make their point understood in **all** or **all but one question**. They may make grammatical errors, but errors do not impede communication.

#	Intermediate/Advanced Question	Beginner Response	Intermediate Response	Advanced Response
7	<p>K-2 Can you describe a favorite food you like to eat?</p> <ul style="list-style-type: none"> • If the student struggles: <i>What is your favorite toy? Can you describe it?</i> • Note: <i>Student can use the name for the food or toy in their language, and describe if hot or cold, hard or soft, etc.</i> <hr/> <p>Grade 3-5 Someone asks you how to get to the nearest place to buy food. What would you say?</p> <ul style="list-style-type: none"> • Note: <i>Student may need prompting for more detail.</i> 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Student’s answer can generally be understood ○ Includes high-frequency vocabulary and common phrases ○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding ○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Provides details with well-connected sentences, using some specialized, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning
8	<p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do, what clothing/shoes do you wear?)</p> <ul style="list-style-type: none"> • Note: <i>Student may need prompting for more detail.</i> 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Student may need prompting for more detail ○ Student’s answer can generally be understood ○ Includes high-frequency vocabulary and common phrases ○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding ○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Compares and contrasts ○ Provides details with well-connected sentences, using some specialized, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning

#	Intermediate/Advanced Question	Beginner Response	Intermediate Response	Advanced Response
9	<p>Select one:</p> <ul style="list-style-type: none"> ○ Tell me about a place you really like. Why do you like it? ● If the student struggles: Describe that place. Who also goes to that place? <p>OR</p> <ul style="list-style-type: none"> ○ What do you think is the most dangerous/exciting sport? Tell me why? ● Note: Student may need prompting for more detail. 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Student is able to answer and provide a reason ○ Student’s answer can generally be understood ○ Includes high-frequency vocabulary and common phrases ○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding ○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Articulates and supports an opinion fluently ○ Provides details with well-connected sentences, using some specialized, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning
10	<p>If you could meet one famous person, who would it be, and why?</p> <ul style="list-style-type: none"> ● If the student struggles: If you could choose to have one new talent, what would it be, and why? ● Note: Student may need prompting for more detail. 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Responds using “I will” or just stating the answer ○ Student’s answer can generally be understood ○ Includes high-frequency vocabulary and common phrases ○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding ○ Includes brief pauses when searching for words or attempting to restate or clarify ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Responds to the prompt using “I would...” ○ Provides details with well-connected sentences, using some specialized, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning

#	Intermediate/Advanced Question	Beginner Response	Intermediate Response	Advanced Response
11	<p>Select one:</p> <ul style="list-style-type: none"> Describe the rules of a game you played as a child. <p>OR</p> <ul style="list-style-type: none"> Describe what a school day was like for you in the past. <p>• Note: Student may need prompting for more detail.</p>	<ul style="list-style-type: none"> “I don’t know” or may not give appropriate response Provides single-word response Frequent and long pauses (halting, choppy) in attempt to communicate Pronunciation errors impede meaning 	<ul style="list-style-type: none"> Responds to prompt with common words and phrases. Sentences demonstrate some sequencing with simple connective words. (game question) Student responds to prompt describing their experience using high-frequency words and common phrases (school day question) Student’s answer can generally be understood Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding Includes brief pauses when searching for words or attempting to restate or clarify Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> Student can fluently sequence sentences to describe rules and routines using appropriate connective words Uses some specialized, low-frequency words Includes few brief pauses, speech is fairly sustained with minor choppiness Few pronunciation errors and grammatical errors but none impede meaning
	<p>Majority of marks under each of the three proficiency levels.</p> <p><i>Under which column (classification) do most responses fall?</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of the English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.

- If the student **cannot answer three or more questions** appropriately, the student is a **Beginner**.
- If the student is able to answer all questions, assess whether there are **more responses** in the **intermediate** column or **advanced** column for a final provisional placement.

Appendix C. Questionnaire for Grades 6-12

Overall Guidance for the Interviewer

- After introductory questions, e.g., what is your name? Please begin with some of the more challenging questions, by grade level, and then level down as necessary to avoid frustrating students.
- If possible, record the conversation (and inform the parent it will be recorded), so you can listen to the responses and score after the interview concludes.
- Please do not add or replace questions, care must be taken to use age appropriate questions and questions that are free from cultural bias and don't presume a student is familiar with U.S. cultural norms or experiences.

For each question note whether the student's answer matches the **Beginner Responses** or the **Intermediate/Advanced Responses** column.

Beginner-Level Questions

INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of the English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response. **You will be prompted to pause after question #3 to assess whether to skip to a question for higher levels of proficiency.**

#	Beginner-Level Interview Question	Beginner Response	Intermediate/Advanced Response
1	What is your name? <ul style="list-style-type: none">• If the student struggles: Is it [NAME]?	<ul style="list-style-type: none">○ No response, unintelligible response○ "I don't know" or may not give appropriate response○ Frequent and long pauses (halting, choppy) in attempt to communicate	<ul style="list-style-type: none">○ Responds appropriately with one word, a basic phrase
2	Are you in [CITY/TOWN]?	<ul style="list-style-type: none">○ No response, or is unintelligible○ "I don't know" or may not give appropriate response○ Frequent and long pauses (halting, choppy) in attempt to communicate○ Grammatical errors and limited or erroneous word choice impede meaning	<ul style="list-style-type: none">○ Responds appropriately with one word, a basic phrase, or a more detailed response○ Pronunciation, word choice, and grammatical errors do not impede meaning

#	Beginner-Level Interview Question	Beginner Response	Intermediate/Advanced Response
3	<p>When did you last watch tv, a movie, video?</p> <p>What is your favorite show? What is your favorite movie/video? When did you last watch it?</p> <ul style="list-style-type: none"> • If the student struggles: <i>Do you have a favorite song? Tell me more.</i> 	<ul style="list-style-type: none"> ○ No response, or is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning
INTERVIEW RATER INSTRUCTIONS: If the student answers Questions 1-3 appropriately or with a more detailed response, JUMP TO QUESTION 6.			
4	<p>What is your favorite color?</p> <p>Tell me three things that have this color.</p> <ul style="list-style-type: none"> • If the student struggles: <i>What is your favorite sound? What makes that sound?</i> 	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning
5	<p>What do you see around you right now?</p> <p>(What else, tell me more, what’s that, what color is it?)</p> <ul style="list-style-type: none"> • If the student struggles: <i>Do you see a table? What is on the table? Do you see a bag? What is in the bag?</i> • Notes: <ul style="list-style-type: none"> ▪ Interviewer should prompt students to give three objects with at least one trait each. ▪ <i>If a video platform or device is being used, images could be sent via text message or the digital platform.</i> 	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning

#	Beginner-Level Interview Question	Beginner Response	Intermediate/Advanced Response
6	<p>What do you do for fun? Can you tell me more?</p> <p>(Ask a follow-up question for student to describe the activity.)</p> <ul style="list-style-type: none"> • Note: Interviewer should prompt students to name an activity and give some details about that activity. 	<ul style="list-style-type: none"> ○ No response, or response is unintelligible ○ “I don’t know” or may not give appropriate response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Grammatical errors and limited or erroneous word choice impede meaning 	<ul style="list-style-type: none"> ○ Responds appropriately with one word, a basic phrase, or a more detailed response ○ Pronunciation, word choice, and grammatical errors do not impede meaning
<p>Majority of marks under each of the three proficiency levels.</p> <p><i>Under which column (classification) do most responses fall?</i></p>		<input type="checkbox"/> <p>STOP the interview, student is a provisional beginner</p>	<input type="checkbox"/> <p>Proceed to asking Intermediate/Advanced-Level questions</p>
<p>INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of the English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.</p> <ul style="list-style-type: none"> • If a student has great difficulty in giving an answer on three or more questions, STOP. Classify this student as having Beginning proficiency in English (provisional). • Otherwise, proceed to the next section. 			

Intermediate/Advanced-Level Questions

General Description of Expected Responses

Intermediate-Level Students

Intermediate-level students will engage with all questions but may misunderstand some prompts, or responses may not be understood on all questions. Responses will not be grammatically accurate for all questions, or answers may be limited to simple language structures.

Advanced-Level Students

Advanced-level students will be able to answer all questions and provide more detail when prompted. They can make their point understood in **all** or **all but one question**. They may make grammatical errors, but errors do not impede communication.

#	Intermediate/Advanced Question	Beginner Response	Intermediate Response	Advanced Response
7	<p>Someone asks you how to get to the nearest place to buy food. What would you say?</p> <ul style="list-style-type: none"> • If the student struggles: Can you describe a favorite food, you like to eat? • Notes: <ul style="list-style-type: none"> ▪ <i>Students can use the name for the food in their language, and describe if hot or cold, hard or soft, etc.</i> ▪ <i>Student may need prompting for more detail.</i> 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Gives an answer using high-frequency vocabulary and common phrases. ○ Uses simple sentences with a few transitions. ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Provides details with well-connected sentences, using some specialized, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning
8	<p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do, what clothing/shoes do you wear?)</p> <ul style="list-style-type: none"> • Note: <i>Student may need prompting for more detail.</i> 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Student’s answer can generally be understood ○ Includes high-frequency vocabulary and common phrases ○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding ○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Compares and contrasts fluently ○ Provides details with well-connected sentences, using some specialized, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning

#	Intermediate/Advanced Question	Beginner Response	Intermediate Response	Advanced Response
9	<p>Select one:</p> <ul style="list-style-type: none"> ○ Tell me about a place you really like. Why do you like it? • If the student struggles: Describe that place. Who also goes to that place? <p>OR</p> <ul style="list-style-type: none"> ○ What do you think is the most dangerous/exciting sport? Tell me why? • Note: Student may need prompting for more detail. 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Student is able to answer and provide a reason ○ Student’s answer can generally be understood ○ Includes high-frequency vocabulary and common phrases ○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding ○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Articulates and supports an opinion fluently ○ Provides details with well-connected sentences, using some specialized, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning
10	<p>If you could meet one famous person, who would it be, and why?</p> <ul style="list-style-type: none"> • If the student struggles: If you could choose to have one new talent, what would it be, and why? • Note: Student may need prompting for more detail. 	<ul style="list-style-type: none"> ○ “I don’t know” or may not give appropriate response ○ Provides single-word response ○ Frequent and long pauses (halting, choppy) in attempt to communicate ○ Pronunciation errors impede meaning 	<ul style="list-style-type: none"> ○ Student responds to the prompt using “I will” or just stating the answer ○ Student’s answer can generally be understood ○ Students attempt to use complex sentences, but these may interfere with understanding ○ Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> ○ Responds to the prompt using “I would...” ○ Provides details with well-connected sentences, using some specialized, including hypothetical, low-frequency words ○ Includes few brief pauses, speech is fairly sustained with minor choppiness ○ Few pronunciation errors and grammatical errors but none impede meaning

#	Intermediate/Advanced Question	Beginner Response	Intermediate Response	Advanced Response
11	<p>Select one:</p> <ul style="list-style-type: none"> Describe the rules of a game you played as a child. <p>OR</p> <ul style="list-style-type: none"> Describe what a school day was like for you in the past. <p>• Note: Student may need prompting for more detail.</p>	<ul style="list-style-type: none"> “I don’t know” or may not give appropriate response Provides single-word response Frequent and long pauses (halting, choppy) in attempt to communicate Pronunciation errors impede meaning 	<ul style="list-style-type: none"> Uses simple signal words for sequencing (<i>game question</i>) Student responds to prompt describing their experience using high-frequency words and common phrases (<i>school day question</i>) Student’s answer can generally be understood Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding Includes brief pauses when searching for words or attempting to restate or clarify Pronunciation and grammatical errors mostly do not impede meaning 	<ul style="list-style-type: none"> Student can fluently sequence sentences to describe rules and routines using appropriate connective words Uses some specialized, low-frequency words Includes few brief pauses, speech is fairly sustained with minor choppiness Few pronunciation errors and grammatical errors but none impede meaning
<p>Majority of marks under each of the three proficiency levels.</p> <p><i>Under which column (classification) do most responses fall?</i></p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVIEW RATER INSTRUCTIONS: The screener provides a holistic sense of the English proficiency rather than a numeric score. Classify the response to each question according to the level that that best represents the response.

- If the student **cannot answer three or more questions** appropriately, the student is a **Beginner (provisional)**.
- If the student is able to answer all questions, assess whether there are **more responses** in the **intermediate column or advanced** column for a final provisional placement.

Appendix D: Writing Assessment (Optional)

Use a writing prompt to determine if the student has writing skills in English. The interviewer can verbally provide the prompt or if using a virtual platform, the prompt can also be displayed on the screen for the student to reference. The interviewer should select from the sample prompts below based on what may be more likely to elicit a response from the student.

12. Prompt (Presented Verbally or in Writing)

Using complete sentences, tell me about A, B, or C. Try to include at least three details.

- A. A family member or friend
- B. A favorite story you know
- C. A sport you enjoy playing/watching OR a favorite athlete/player

	Beginner Response	Intermediate Response	Advanced Response
Sentence Level	<ul style="list-style-type: none"> ○ Is (not) minimally comprehensible ○ Includes minimal, irrelevant, or no supporting details ○ Uses short phrases and fragments (not complete sentences) or short, simple sentences 	<ul style="list-style-type: none"> ○ Is mostly comprehensible ○ Includes some relevant supporting details ○ Uses complete sentences and attempts complex and compound structures 	<ul style="list-style-type: none"> ○ Is fully comprehensible ○ Includes many relevant supporting details ○ Uses complete sentences with purposeful use of varying structure and uses complex structures
Vocabulary	<ul style="list-style-type: none"> ○ Contains common simple, high frequency vocabulary ○ Vocabulary errors and usage obscure meaning 	<ul style="list-style-type: none"> ○ Contains some repetition and range of vocabulary ○ Occasional vocabulary errors obscure meaning ○ Includes simple signal words, like conjunctions (e.g., before, when, or, because) 	<ul style="list-style-type: none"> ○ Uses high level, precise vocabulary showing a sense of word choice ○ Variation and range of vocabulary is sufficient to express ideas, and includes signal words—like conjunctions—to show time, cause/ effect and compare/contrast (e.g., until, leads to, also, however)
Grammar and Syntax	<ul style="list-style-type: none"> ○ Contains very simple syntax in English, repetitive phrases and grammatical structures, or is mostly a word-for-word restatement of the prompt ○ May use invented spelling, may include primary language phonics, may include frequent grammatical errors (punctuation, spelling, capitalization) that interfere with meaning 	<ul style="list-style-type: none"> ○ Contains mostly correct but simple English syntax (e.g., simple pattern using present/past tense, subject-verb agreement) or may use syntax of the home language (e.g., noun- adjective order) ○ Use of grammatical conventions (e.g., capitalization, punctuation, and spelling) partially correct and may distract from meaning 	<ul style="list-style-type: none"> ○ Uses correct grammar and English syntax ○ Uses correct verb tenses ○ Uses capitalization, punctuation, and spelling with few errors that interfere with meaning

Appendix E. Description of Questions by Typology and Skills Examined

Beginner-Level Questions

#	Interview Question	Skill Tested
1	<p>What is your name?</p> <ul style="list-style-type: none"> If the student struggles: <i>Is it [insert name]?</i> 	<p>Listening - English basic phrase Speaking</p>
2	<p>K-12 Are you in [CITY/TOWN]? Tell me about it.</p> <hr/> <p>Grade 3-5 Is there a park close to where you live? Tell me about it.</p>	<p>Listening - yes/no question Speaking</p>
3	<p>When did you last watch tv, a movie, video?</p> <p>What is your favorite show? What is your favorite movie/video? When did you last watch it?</p> <ul style="list-style-type: none"> If the student struggles: <i>Do you have a favorite song? Tell me more.</i> 	<p>Listening – wh question Speaking</p>
4	<p>What is your favorite color? Tell me three things that have this color.</p> <ul style="list-style-type: none"> If the student struggles: <i>What is your favorite sound? What makes that sound?</i> 	<p>Listening - or/ understanding you need to choose one Speaking - describe preference</p>
5	<p>What do you see around you right now?</p> <p>(What else, tell me more, what's that, what color is it?)</p> <ul style="list-style-type: none"> If the student struggles: <i>Do you see a table? What is on the table? Do you see a bag? What is in the bag?</i> 	<p>Listening - understanding the prompt Speaking - name objects and describe them with adjectives</p>
6	<p>What do you do for fun? Can you tell me more?</p> <p>(Ask a follow-up question for the student to describe the activity.)</p>	<p>Listening - understanding the prompt Speaking - using words and phrases about self and others, if applicable, sequence of steps.</p>

Intermediate/Advanced-Level Questions

#	Interview Question	Skill Tested
7	<p>K-2 Can you describe a favorite food you like to eat?</p> <ul style="list-style-type: none"> • <i>If the student struggles:</i> What is your favorite toy? Can you describe it? 	<p>K-2 Listening - Understanding the prompt Speaking - Express preference for an object and describe it with adjectives.</p>
	<p>Grade 3-12 Someone asks you how to get to the nearest place to buy food. What would you say?</p>	<p>Grade 3-12 Listening - Understanding the prompt Speaking - Using words to indicate direction.</p>
8	<p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do, what clothing/shoes do you wear?)</p>	<p>Listening - Understanding the prompt Speaking - Compare and contrast</p>
9	<p>Select one:</p> <ul style="list-style-type: none"> ○ Tell me about a place you really like. Why do you like it? <p>OR</p> <ul style="list-style-type: none"> ○ What do you think is the most dangerous/ exciting sport? Tell me why? 	<p>Speaking - Articulate and support an opinion</p>
10	<p>If you could meet one famous person, who would it be, and why?</p> <ul style="list-style-type: none"> • <i>If the student struggles or doesn't want to talk about that topic:</i> If you could choose to have one new talent, what would it be, and why? 	<p>Speaking - Conditional constructions</p>
11	<p>Select one:</p> <ul style="list-style-type: none"> ○ Describe the rules of a game you played when you were younger. <p>OR</p> <ul style="list-style-type: none"> ○ Describe what a school day was like for you in the past. 	<p>Can sequence sentences using appropriate connective words using vocabulary outside of immediate experience</p>