

Quick Assessment Project EDUC 203

This quick assessment is based on several well-known language testing strategies and methods. It is designed only to offer you an experience in testing an EL and should not be used as a formal language assessment.

The first task in conducting a quick assessment is to choose a vivid illustration from a children's book. Select a photograph or illustration with at least 4-5 actors and a clear context. We offer the following illustration as an example. You may wish to find an illustration that better suits your student's age and interests. .



Carmen Lomas Garza--"Tamalada"

If you plan to use this illustration for your assignment, you should purchase the book "[Family Pictures/Cuadros de Familia](#)" by Lomas Garza.

Receptive Language Section

Record the student's responses. Do not correct responses; just move on the next question.

1.Receptive Language-Beginning ELL

- 1.1. Point to a boy in the picture.
- 1.2. Point the table in the picture.
- 1.3. Point to the women who is standing.
- 1.4. Can you find a girl wearing a red sweater? Point to her.

If the student correctly answers at least three of the above, move to Section 2

2.Receptive Language-Intermediate ELL

- 2.1. Point to the stove.
- 2.2. Now point to the pot on the stove.
- 2.3. Point to all the people sitting in chairs
- 2.4. Can you find a person in the picture who is standing in the doorway? Please point to him/her.

If the student correctly answers at least two of the above, move to Section 3

3.Receptive Language-Advanced/Intermediate ELL

- 3.1. Can you find someone who is standing and wearing an apron?
- 3.2. Show me, by pointing, the oldest person in the picture. Now point to who you think is the next oldest. Now keep going until you get to the youngest person.
- 3.3. Point to the right edge of the picture.
- 3.4. Point to a three non-living things in the picture.
- 3.5. Can you point to three of the people in the picture who are similar in some way? What is similar about them?

Expressive Language Section

1.Expressive Language-Beginning ELL

- 1.1. Do you see any children in the picture?
- 1.2. How many children are there? Point to each and count them for me.
- 1.3. What is the biggest thing is the picture?

If the student answers at least three of the above, move to Section 2

2.Expressive Language-Intermediate ELL

- 2.1. Where does this picture take place?
- 2.2. Can you tell me what is happening in the picture?
- 2.3. What do you think will happen next in this picture?

3.Expressive Language-Intermediate/Advanced ELL

- 3.1.(Point to the stove hood and ask: What is this and what is it for?)
- 3.2.If you could be anyone in this picture, who would it be and why?
- 3.3.Do you see anything in this picture that reminds you of your own home or apartment?
- 3.4.When do you think this picture was created? Why?

Story Retell Section

Story retell (For Beginning ELs only)

Tell the student that you are going to read them a story and then afterwards you want them to tell you the story. Take notes on their version.

A girl named Catrina had dog named Jimmy. Jimmy loved for Catrina to take him for a walk. One morning, Jimmy was jumping up and down and barking loudly. He wanted Catrina to take him for a walk. But Catrina had to go to school. She told Jimmy that she would take him for a walk when she came home from school. But when she left for school, Catrina accidently left the gate open. So Jimmy decided to take himself for a walk! He rushed out of the yard and played all day. He ran after a cat. He found a old sandwich and ate it. He played chase with the dog down the street. When Catrina came home, she said, "Okay Jimmy, time for a walk!" But Jimmy was so tired after his big day, he just opened one eye, looked at Catrina, and fell asleep.

Story retell (For Intermediate to Advanced ELs only)

Tell the student that you are going to read them a story and then afterwards you want them to tell you the story. Take notes on their version.

Once, long ago, there was a poor but very honest man whose name was Chucho. Chucho wandered from town to town looking for work. One day, when he was walking on a lonely road, he saw lion running toward him. Chucho was so scared! He thought the lion was going to eat him, but when the lion came close, he just showed the man his paw. The lion's paw had a sharp thorn stuck in it. Chucho knew that the thorn must be hurting the lion very badly, so he decided that he would try to pull the thorn from the lion's paw. With one quick yank [*gesture pulling a thorn from your hand*], the thorn came out and the lion roared loudly, showing his long teeth. "Oh my," Chucho said to himself, "this lion is going to eat me for sure," but instead the lion hugged him, kissed his head, and walked away.

Later, in a nearby town, a very kind women asked Chucho to dig a hole and plant a tree for her, and she gave him \$20 for his work. Chucho was so happy because now he could buy some food and even a new pair of shoes, but when he went to the shoe shop, the owner accused Chucho of stealing the \$20. "How did a poor man like you get \$20?"

You must have stolen it!" The shoe shop owner called the police and poor Chucho was thrown into jail.

Now, the king of this land had decided that all robbers in the jail were to be punished and thrown into the arena where hungry lions would eat them. When it came time for Chucho to be thrown to the lions, he became very sad, but when he saw the lion in the arena, a smile came upon his face. The lion was the very one that Chucho had helped by pulling the thorn from his paw! Once in the arena, the lion just hugged Chucho and patted his head. The king was amazed that the lion did not eat Chucho, and thought that Chucho must have some magical powers, so he gave him a bag of money and let him and the lion go free. Chucho was now a hero in the land! He went back to the shoe store and bought a beautiful pair of brand new boots. He put them on his feet, one at a time, and began walking to the next town.

Verbal Analogies Section

Verbal analogies typically take one of the following forms:

1. synonym (e.g., under : beneath :: pain : hurt}
2. antonym (e.g., start : finish :: far : near}
3. functional (e.g., shoes : feet :: hat : head)
4. linear ordering (e.g., yesterday : today :: before : now)
5. category membership (e.g., noon : time :: west : direction)

Using these examples, feel free to create some of your own if you'd like, putting them in order from least to most difficult.

Ask the student the following analogies in this order.

Use the following sentence structure: "Up' is to 'down' as 'in' is to '_____'"

The correct answer is in parentheses, but students may respond with alternative, but still correct, answers. Record whatever they say.

If s/he misses two or three in a row, stop.

Practice item: "up: down :: no: yes" (explain that up is the opposite of down, and no is the opposite of yes). Tell student that not all the questions will be opposites.

- 1.up: down :: in: _____ (out)
- 2.one: two :: three: _____ (four or six)
- 3.hungry: eat :: tired: _____ (sleep)
- 4.sad: frown :: happy: _____ (smile)
- 5.climb: up :: fall: _____ (down)
- 6.long: short :: day: _____ (night)
- 7.cat: dog :: kitten: _____ (puppy)
- 8.girl: boy :: woman: _____ (man)
- 9.train: track :: car: _____ (road)
- 10.shampoo: toothpaste :: hair: _____ (teeth)
- 11.snow: white :: tree: _____ (green or brown)

- 12.big: small :: day: _____ (night)
13.dog: mammal :: snake : _____ (reptile)
14.toe: knee :: finger: _____ (elbow)
15.shovel : dirt :: rake : _____ (leaves, grass)
16.book: letters :: song: _____ (notes)
17.sky: clouds :: field: _____ (flowers, grass, trees)
18.drum: whistle :: beat: _____ (blow)
19.couch: furniture : sparrow :: _____ (bird)
20.school : learn :: hospital : _____ (heal, get well).