

DOCUMENT RESUME

ED 413 801

FL 801 206

AUTHOR Greenleaf, Connie; Gee, Mary Kay
TITLE Identification, Needs Assessment, and Instructional Planning
for ESL Learners in NonESL Settings.
INSTITUTION Lake County Coll., Grayslake, IL.
PUB DATE 1997-00-00
NOTE 23p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; Check Lists; Classroom Observation
Techniques; Classroom Techniques; Educational Needs;
*English (Second Language); High School Equivalency
Programs; *Identification; *Instructional Design; Language
Tests; *Limited English Speaking; Second Language
Instruction

ABSTRACT

The guide is designed for teachers in adult basic education and General Educational Development classes, as an aid for identifying potential limited-English-proficient (LEP) students, assessing their English proficiency in all language skill areas, observing classroom behaviors that might impede comprehension, and planning appropriate instruction. It consists of five parts. The first is a teacher observation checklist for classroom use. The second is an English language skill assessment tool consisting of an oral language test (giving short answers, answering open-ended questions, and storytelling), a reading skills test (letter recognition, word recognition, sentence reading, and paragraph reading), and a writing skills test (letter and word writing and sentence dictation). Test administration instructions, student answer sheets, and a scoring guide are included. Part three is a behavior checklist for teachers to use in assessing whether and how they are improving their comprehensibility in classroom communication. Part four offers strategies for planning instruction for students of diverse language abilities. The final part is an instructional planning checklist for the teacher. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Identification, Needs Assessment, and Instructional Planning for ESL Learners in NonESL Settings

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

*Mary Kay
Gee*

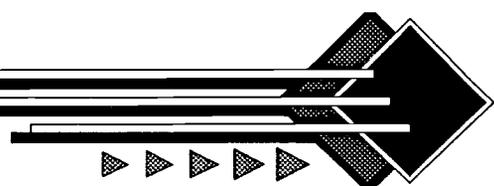
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.



**Identification,
Needs Assessment, and
Instructional Planning
for ESL Learners in
NonESL Settings**

Written by: **Connie Greenleaf, MATESL**
In Collaboration with: **Mary Kay Gee,**
Director, National Workplace Literacy Program

Table of Contents

Flowchart Introduction.....	p.2
Part I: Teacher Observation Checklist.....	p. 3
Part II: ESL Assessment Tool.....	p.4-14
PART III: Teacher Behavior Checklist.....	p. 15-16
Part IV: Strategies for Planning Instruction....	p. 17
PART V: Teacher Planning Checklist.....	p. 18

Introduction

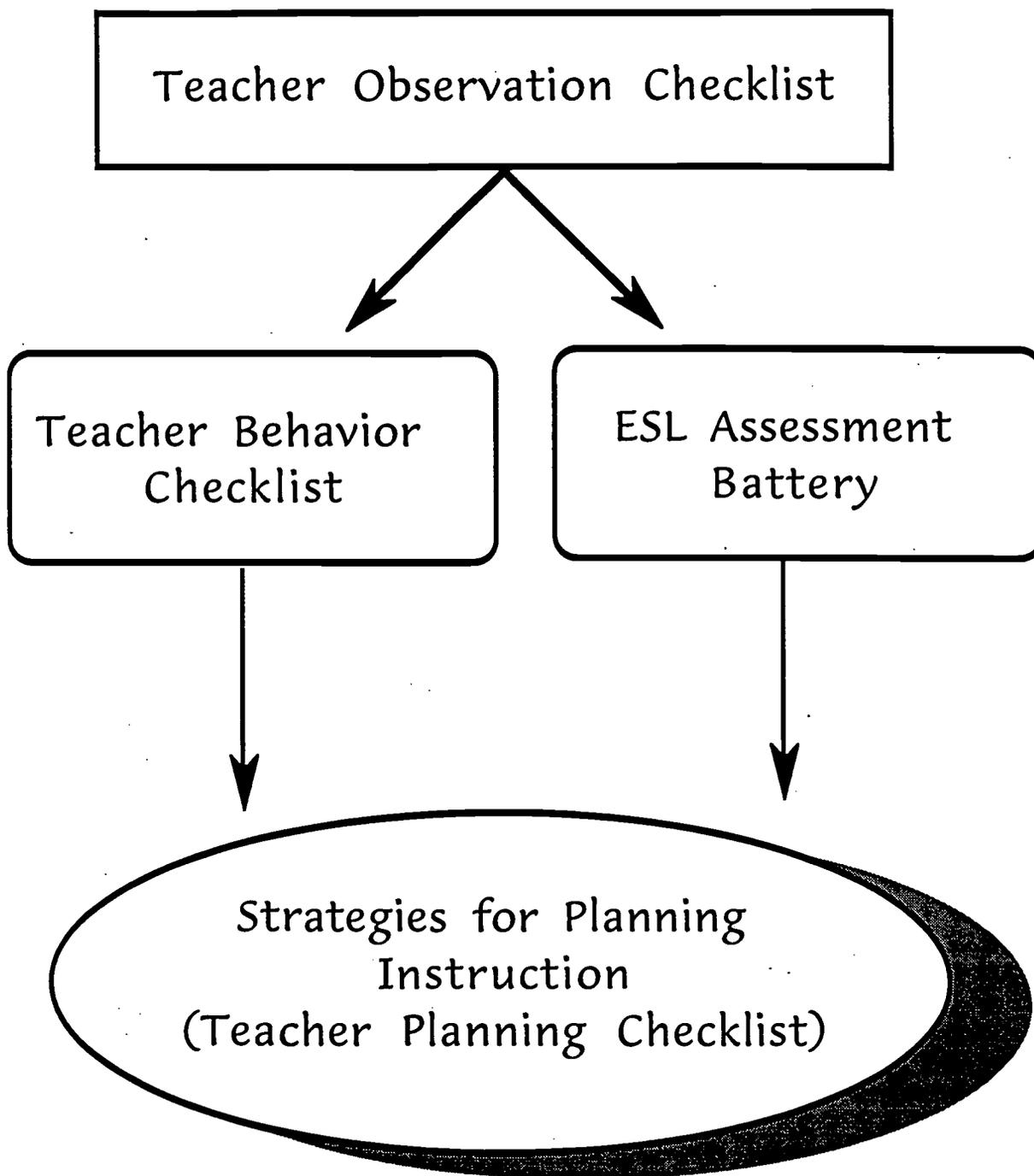
Adult Basic Education classes and GED classes are increasingly diverse in their student make-up and one of the fastest growing populations in these classes is the limited English speaker. These learners bring to the classroom their unique experiences, and their unique needs. It is crucial for teachers to be able to identify these emerging English learners if their needs are to be met.

This manual guides the ABE and GED classroom teacher in:

- Observing and identifying potential limited English speakers
- Assessing their English proficiency in all the skill areas
- Reviewing their classroom behaviors which might impede comprehension
- Planning appropriate instruction for this learner.

The following flowchart illustrates the various steps a teacher might take in utilizing this manual.

FLOWCHART
Identifying and Needs Assessment of ESL
Learners in NonESL Settings



PART I

Teacher Observation Checklist

Does the student...	Yes	No	Observations
• volunteer to speak in class?			
• participate in group work?			
• complete written assignments?			
• maintain eye contact with the teacher during class?			
• speak informally with colleagues before and after class?			
• ask questions to clarify assignments?			
• laugh at appropriate times during class discussions?			
• show appropriate facial expressions in response to questions and comments?			
• speak so colleagues and instructor can understand her/him?			
• easily follow oral directions?			

NOTE: If you have marked more **NO** than **YES**, this student is most probably a limited English speaker learner and will need additional support. Please see the flowchart on page 2 to decide on the next steps in instructional planning.

PART II

ESL ASSESSMENT TOOL

Introduction

The assessment consists of three parts. Section A is designed to give information about the test taker's oral English capabilities. There are three parts to Section A:

- Part 1: Giving Short Answers
- Part 2: Answering Open Ended Questions
- Part 3: Story Telling

Section B is designed to give information about the test taker's reading abilities. There are 4 parts to Section B:

- Part 1: Letter recognition
- Part 2: Word Recognition
- Part 3: Sentence Reading
- Part 4: Paragraph Reading

Section C elicits information about the test taker's writing abilities. There are 2 parts to Section C:

- Part 1: Letter and Word Writing
- Part 2: Sentence Dictation

Student Sheets to be used during the test taking appear after the teacher copies. At the end of this section is a Scoring Sheet for the results of the assessment. The test administrator's instructions appear within brackets, and the parts they are to speak aloud to the test taker are in bold. There are some points in each section at which the instructor needs to decide if it is appropriate to continue the test, and those places are noted in the teacher's copy of the assessment.

NAME _____

DATE _____

A, Part 1: Giving Short Answers

Instructor: [Ask each question 2 times only. Do not rephrase or prompt in any other way, except #5. If the test taker does not respond in #5, use picture prompts with photographs of possible after work activities.]

1. Hi , how are you? _____
 2. What's your name? _____
 3. How do you spell it? _____
 4. Where do you live? _____
 5. What do you like to do in your free time? _____
- _____

WITHOUT PICTURE PROMPTS _____ WITH PROMPTS _____

[If student is unable to answer all the ?s above, do NOT proceed to Part II of A, but rather begin Part B.]

A, Part 2: Answering Open Ended Questions: **Instructor:** [Ask the following questions, repeating only once, and marking a check for every acceptable, comprehensible response and record responses for later examination.]

I'd like to ask you some questions about your job to talk with you. Is that OK?

- _____ 1. Do you work every day? _____
- _____ 2. What time do you begin work? _____
- _____ 3. How do you get to work? _____
- _____ 4. How long have you worked at this job? _____
- _____ 5. What do you do at your job? _____
- _____ 6. What is the best part of your job? _____

B, Part 1: Letter recognition

Instructor: [Point to each item on the student sheet and say, "Do you know this letter/number/word?" one time only, and respond OK regardless of response. Also appear to respond uniformly when you write.]

Numbers

3 _____

2 _____

5 _____

1 _____

8 _____

10 _____

6 _____

Letters

T _____

K _____

E _____

L _____

D _____

I _____

S _____

B, Part 2: Word Recognition: **Instructor:** [Point to the word on a sheet in front of the student and circle the words read correctly on this recording sheet. Continue with the list unless the student is unsuccessful with the most basic words in column one or until they are unable to read the words.]

the
and
you
be
have
from
one
said
do
if

about
many
would
make
more
number
could
people
first
water

label
write
picture
manual
instructions
danger
form
emergency

B, Part 3: Sentence Reading: Instructor: [Point to the sentences on the student sheet and ask students to read them. Score below holistically, giving a point for a sentence which, even though not perfect, is read mostly correct and meaning intact. No point is given for sentences which lack meaning and contain many miscues.]

- _____ 1. Reading is a great way to learn new things.
- _____ 2. Books are free at public libraries.
- _____ 3. There are things to read on buses and taxis, too.
- _____ 4. Taking the bus is a great way to save money and gas.
- _____ 5. Driving a car is fun.

B, Part 4: Paragraph Reading: Instructor: [If students were successful with the sentence level reading, ask them to read the paragraph on the student sheet while you mark errors on this recording sheet.]

You can read every morning if you eat cold cereal. Just look on the sides of the boxes. There is information about the cereal you are eating on one side, information about where the cereal was made on another side, and many different things on the back of the box. You can send away for free gifts, buy things like t-shirts or watches, or read jokes. Which cereal is your favorite?

C, Part 1, Letter and Word Writing: Instructor: [Give student writing paper to the test taker.] Say: "Now I want you to write something. Please pick up your pencil and write what I say. "

1. S
2. A
3. H
4. M
5. P
6. U
7. go
8. you
9. have
10. could

[If students were not successful in C, Part 1, do NOT continue to Part 2. STOP here.]

C, Part 2 Sentence Dictation: Instructor: Now I want you to write some sentences. I will say each sentence 2 times. Listen the first time, then write the sentence.

1. LISTEN: Some people work in the day.
2. LISTEN: Some people work at night.
3. LISTEN: There are jobs inside and jobs outside.
4. LISTEN: After work I like to _____.
[Ask student to finish the sentence.]

Student Sheet, Part B

3	T
2	K
5	E
1	L
8	D
10	I
6	S

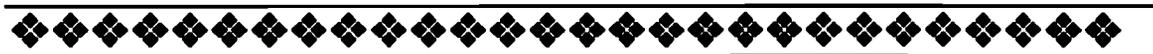


the
and
you
be
have
from
one
said
do
if

about
many
would
make
more
number
could
people
first
water

label
write
picture
manual
instructions
danger
form
emergency

1. Reading is a great way to learn new things.
2. Books are free at public libraries.
3. There are things to read on buses and taxis, too.
4. Taking the bus is a great way to save money and gas.
5. Driving a car is fun.



You can read every morning if you eat cold cereal. Just look on the sides of the boxes. There is information about the cereal you are eating on one side, information about where the cereal was made on another side, and many different things on the back of the box. You can send away for free gifts, buy things like t-shirts or watches, or read jokes. Which cereal is your favorite?

Student Sheet, Part C

NAME: _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____



- 1. _____
- 2. _____
- 3. _____
- 4. _____

Test Score Sheet

Use the following criteria to score Parts A1-A3 and B1-B2.

Partial Credit Scoring

0	= no response or totally incorrect
1	= partially correct (syntactic or semantic errors)
2	= best answers (syntactically and semantically appropriate)

	<u>Score</u>	<u>Possible Score</u>
Section A: Oral Interview		
Part 1		
1.	_____	2
2.	_____	2
3.	_____	2
4.	_____	2
5.	_____	2
TOTAL:	_____	10

Part 2

1.	_____	2
2.	_____	2
3.	_____	2
4.	_____	2
5.	_____	2
6.	_____	2
TOTAL:	_____	12

Part 3

Scale for Part 3:

Points	Level	Example
4	Labeling	"...dog...bed...sandwich..."
8	Telegraphic Utterances	"man go, eat lunch"
12	Semi-grammatical phrases	"father is look at son"
16	Near-native fluency	"The man is getting ready for work."

TOTAL: _____ 16

17

Section B: Reading

Part 1

Score one point for each correct response; score paragraph at 20 points if fluent, and subtract points on a scale with zero as unable to read the paragraph:

NUMBERS:	TOTAL: _____	7
LETTERS:	TOTAL: _____	7
Part 2		
WORDS:	TOTAL: _____	28
Part 3		
Sentences:	TOTAL: _____	5
Part 4		
PARAGRAPH:	TOTAL: _____	20

Section C: LETTER AND WORD WRITING

Part 1:

LETTERS: Score one point for each correct letter.	TOTAL: _____	10
---	--------------	----

Part 2:

SENTENCES: Score one point for each identifiable word.	TOTAL: _____	23
--	--------------	----

TOTAL, Sections A, B, AND C _____	138
--	------------

Evaluation of Assessment Results

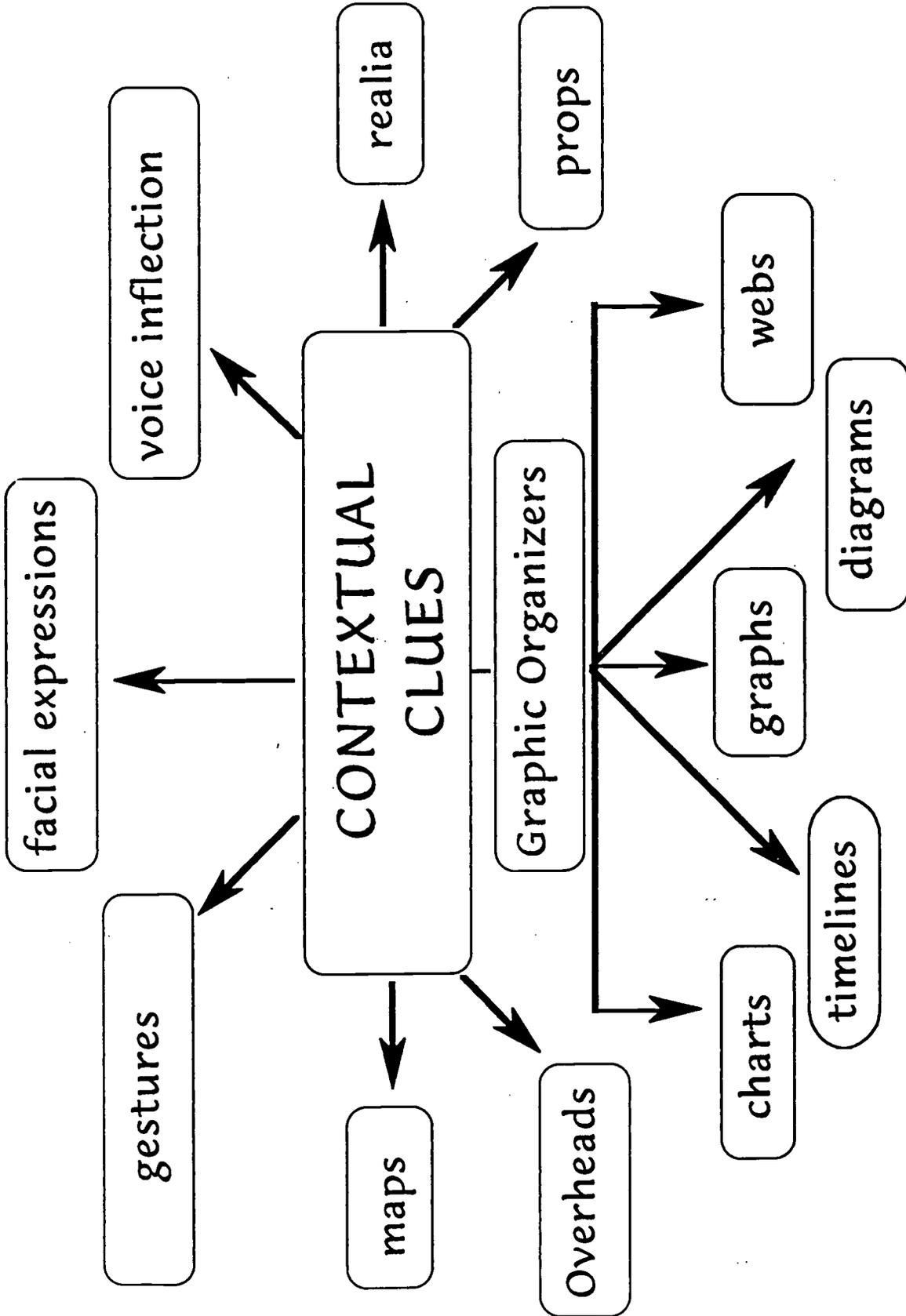
The results of this assessment should yield valuable information about the test taker. This information will show weak and strong areas of language development, and should guide instructional and assessment planning. The point value under the total is valuable only in demonstrating these areas of strength and weakness.

PART III

Teacher Behavior Checklist To Increase Comprehensibility

Criteria	YES	Examples or Classroom Opportunities
SIMPLIFY THE INPUT: What you say and how you say it <ul style="list-style-type: none"> • Do I use a slower rate of speech? • Do I use clear enunciation? • Do I control the range and diversity of my vocabulary? • Do I control my use of idiomatic expressions? • Do I repeat and write new key words and expressions? • Do I use many different examples to teach new concepts? 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	
USE CONTEXTUAL CLUES (See Figure 1 on following page) <ul style="list-style-type: none"> • Do I use extralinguistic clues such as facial expressions, voice inflections, gestures, etc.? • Do I use many and varied clues? • Do I select clues that clearly illustrate the concept? • Do I use graphic organizers to facilitate comprehension? 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	
CHECK FREQUENTLY FOR UNDERSTANDING <ul style="list-style-type: none"> • Do I check for comprehension frequently? • Do I offer feedback that is specific, immediate, and related to lesson? • Do I use a variety of methods to check for comprehension? • Do I use repetition and expansion when appropriate? 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	

Figure 1



PART IV

Strategies for Planning Instruction for Classrooms with Diverse Linguistic Abilities

The strategies which follow are based on the premise that all students can learn, but not all students should be expected to learn the same amount or at the same rate. Every classroom has students with many learning styles, varied levels of background, and different levels of command of the language of instruction. This reality makes it necessary to answer the following questions:

- ◆ What information do I want all students to learn?
- ◆ What information do I want most students to learn?
- ◆ What information do I want some students to learn?

In answering those questions, a teacher can choose objectives which meet the needs of individual students according to their level of readiness. For example, if the content were writing sentences and paragraphs, all the students may be expected to master the mechanics of capitalization and punctuation and making a complete sentence, while most students would in addition be expected to master writing grammatical sentences. Some of the students would, in addition, be expected to write a paragraph of such sentences which would have a main idea and follow good paragraph structure.

Decisions on which students master which objectives would not be determined solely by ability, but rather by a needs assessment of the individual students which would yield accurate portraits of their current abilities as well as future needs. Additionally, this hierarchy would be dynamic and students would move from one step to another based on their progress, the material at hand, the students' prior knowledge and interest in the current topic, and many other criteria.

In considering how to promote learning for all levels of student, instructional practices play a critical role. On the following page is a checklist of some important questions teachers need to consider in planning.

PART V: Teacher Planning Checklist

Criteria	YES	Examples or Classroom Opportunities
CONNECTIONS		
<ul style="list-style-type: none"> • Do I link concepts and skills to student experiences? • Do I organize content so it is related from lesson to lesson? • Do I make a connection between student prior knowledge and new concepts to be taught? • Do I provide an environment and activities which assure interaction between different groups in the classroom? • Do I use scaffolding strategies (outlines, graphic organizers, semantic maps) to help students make connections? 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	
INSTRUCTIONAL STRATEGIES		
<ul style="list-style-type: none"> • Do I use grouping patterns that are appropriate to the lesson and allow students to help each other? • Do I provide opportunities for students to be assessed in many different forms? • Do I display information in a variety of formats? • Do I adapt written materials to make them available to all learners? 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Needs Assessment and Instructional Planning for ESL Learners in NonESL Settings	
Author(s): Connie Greenleaf and Mary Kay Gee	
Corporate Source: College of Lake County/National Workplace Literacy Grant	Publication Date: 1997

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2 documents



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

_____ Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>Mary Kay Gee</i>	Printed Name/Position/Title: Mary Kay Gee, Project Director	
Organization/Address: College of Lake County National Workplace Literacy Grant 19351 W. Washington St. Grayslake IL 60030	Telephone: (847) 223-6601	FAX: (847) 223-7580
	E-Mail Address: mkgee@clc.cc.il.us	Date: 10/14/97



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Associate Director for Database Development
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: