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# OSY ELECTRONIC ENGLISH LANGUAGE SCREENER INSTRUCTIONS

*The OSY English Language Screener is adapted from tools developed by:  
Vermont Migrant Education Program  
New York Migrant Education Program*

Revised June 2020

## OSY English Language Screener

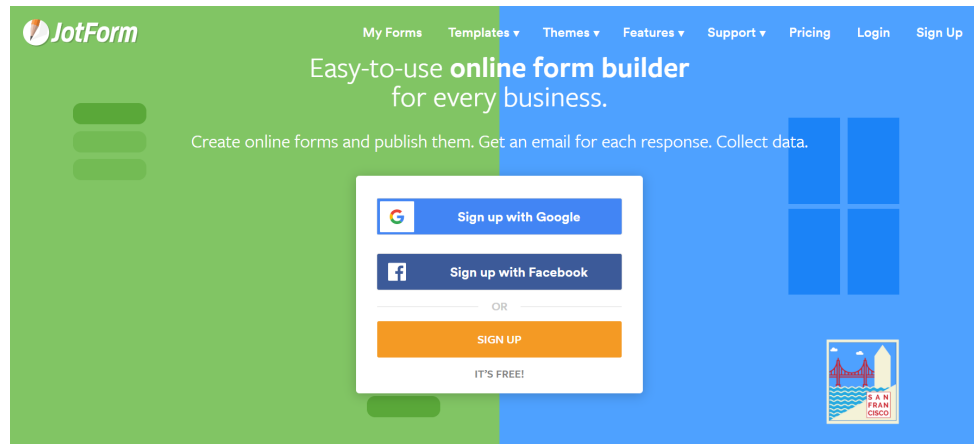
This version of the OSY English Language Screener was created to enable instructors to administer the English Language Screener virtually with their students. In order to include all the components of the original version of this assessment, the electronic version was created in JotForm. JotForm is a free builder of electronic forms that has the capacity to include widgets of audio clips, voice record, permit uploads, etc.

This document will address how to:

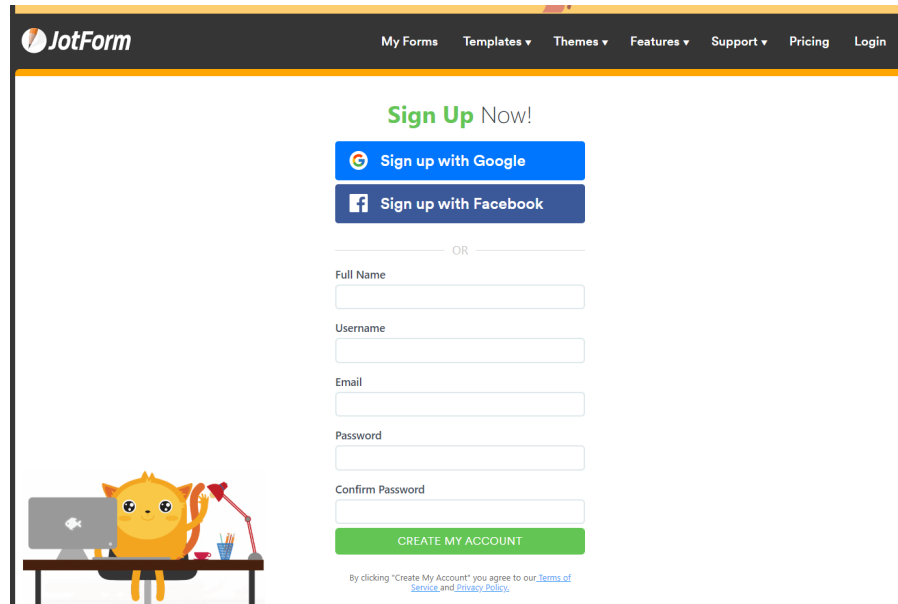
- create a free JotForm account
- access the electronic OSY English Language Screener
- copy the electronic screener to your account
- share the assessment
- administer the assessment
- score the assessment
- view the results of a submitted assessment

To create a free account:

- Go to [www.JotForm.com](http://www.JotForm.com).
- An account can be created as follows:
  - Sign up with Google
  - Sign up with Facebook
  - Sign up with an e-mail address

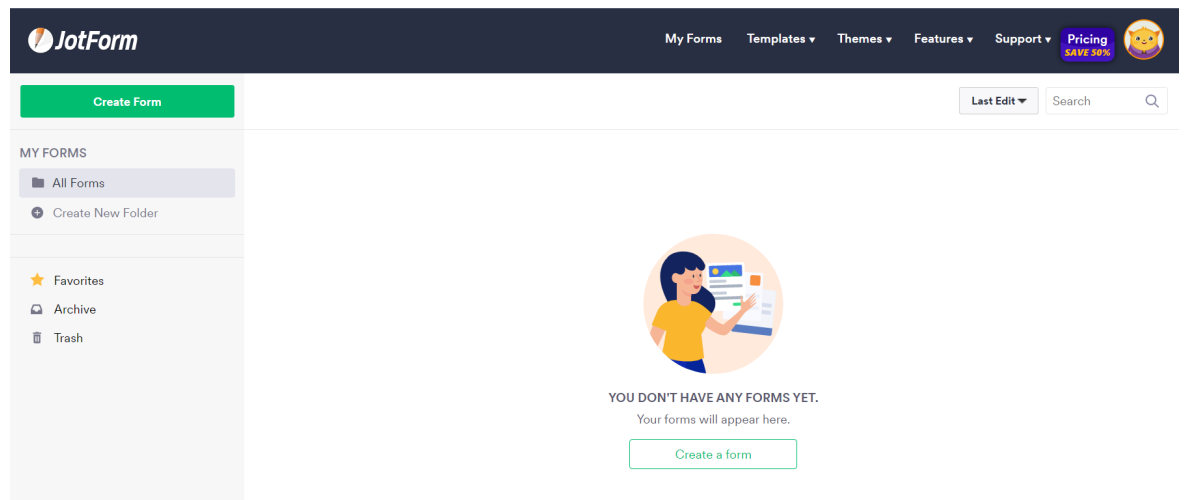


- Enter your name, username, email, and password to create an account.



To copy the electronic assessment to your JotForm account:

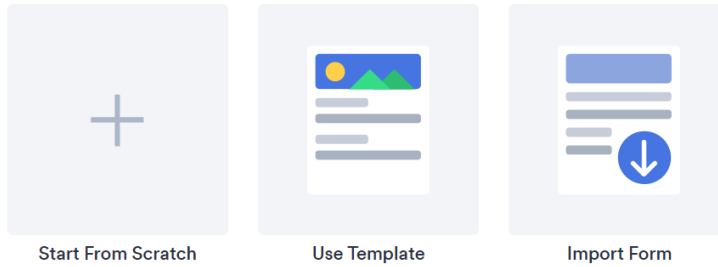
- Click on “Create Form”



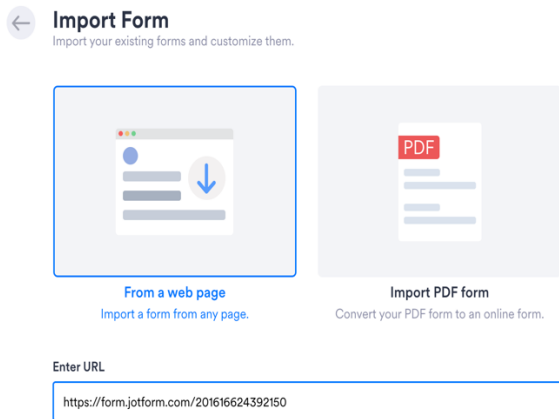
- Click on “Import Form”

## Create a Form

Create an amazing form to collect data easily.



- Click on “From a webpage”
- “Enter URL” will appear below
- Copy and paste this URL <https://form.jotform.com/201616624392150>
- Click on “Create Form”



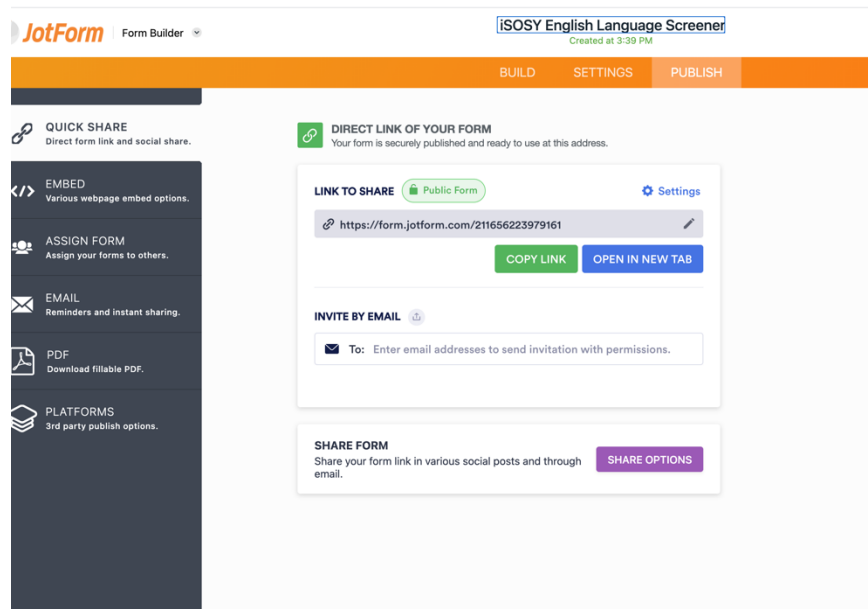
- A “Clone” form will be generated.

The screenshot displays the 'iSOSY English Language Screener' form. At the top, there is a navigation bar with 'BUILD', 'SETTINGS', and 'PUBLISH' tabs. The iSOSY logo is prominently displayed. The form itself contains several input fields: 'Name/Nombre y apellido' (split into First Name and Last Name), 'Current City, State/La ciudad y estado actual', 'Name of Test Administrator' (split into First Name and Last Name), 'Email of Test Administrator' (with a placeholder 'example@example.com'), and 'Today's Date/La fecha de hoy' (with a date picker set to '06/15/2021'). A 'Create Form' button is visible in the top right corner of the form area.

- Click on the title and delete “Clone of”

To share the assessment:

- Click on “Publish”
- The assessment can be shared the following ways:
  - Share the link
  - Invite people via e-mail address
  - Share the form through e-mail
  - Embed it in a website



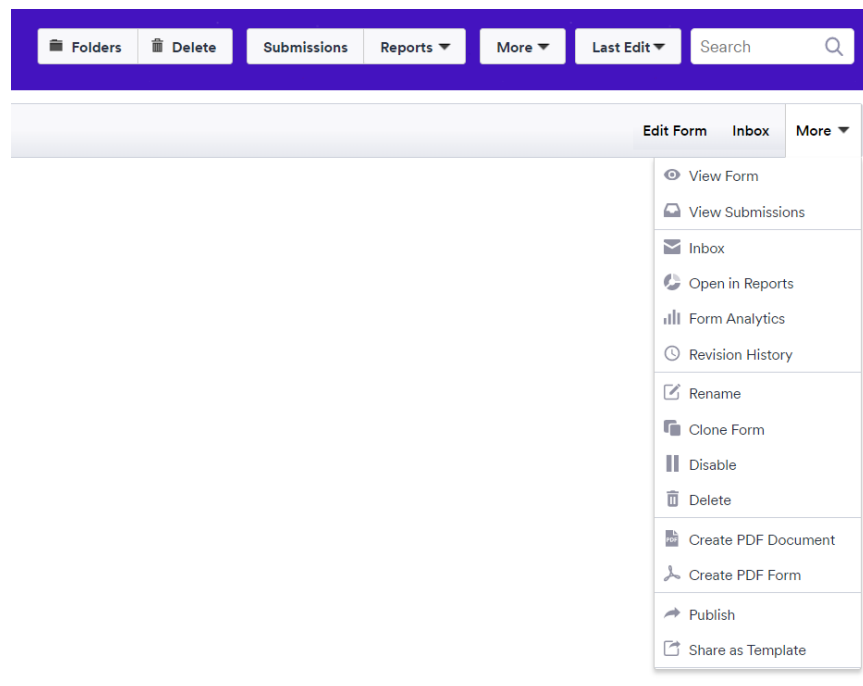
To administer the assessment:

- Review the detailed, original instructions explaining how to administer the [English Language Screener](#).
- A video explaining administration of the original assessment and materials are also available [here](#).
- The screener is accessible with any computer, tablet or phone with an internet connection.
- The instructions are included directly in this online screener in both English and Spanish.
- To administer the electronic version, it is recommended that you are virtually present to guide your student as they complete it.
- It is recommended that you practice the assessment before administering it with a student.
- All pieces of the traditional assessment, including the audios embedded within, are included within the electronic form.
- In each audio clip the statement is repeated twice, as per the original screener.
- Students will record their responses directly into the assessment by clicking on the “Record” widget for each question.

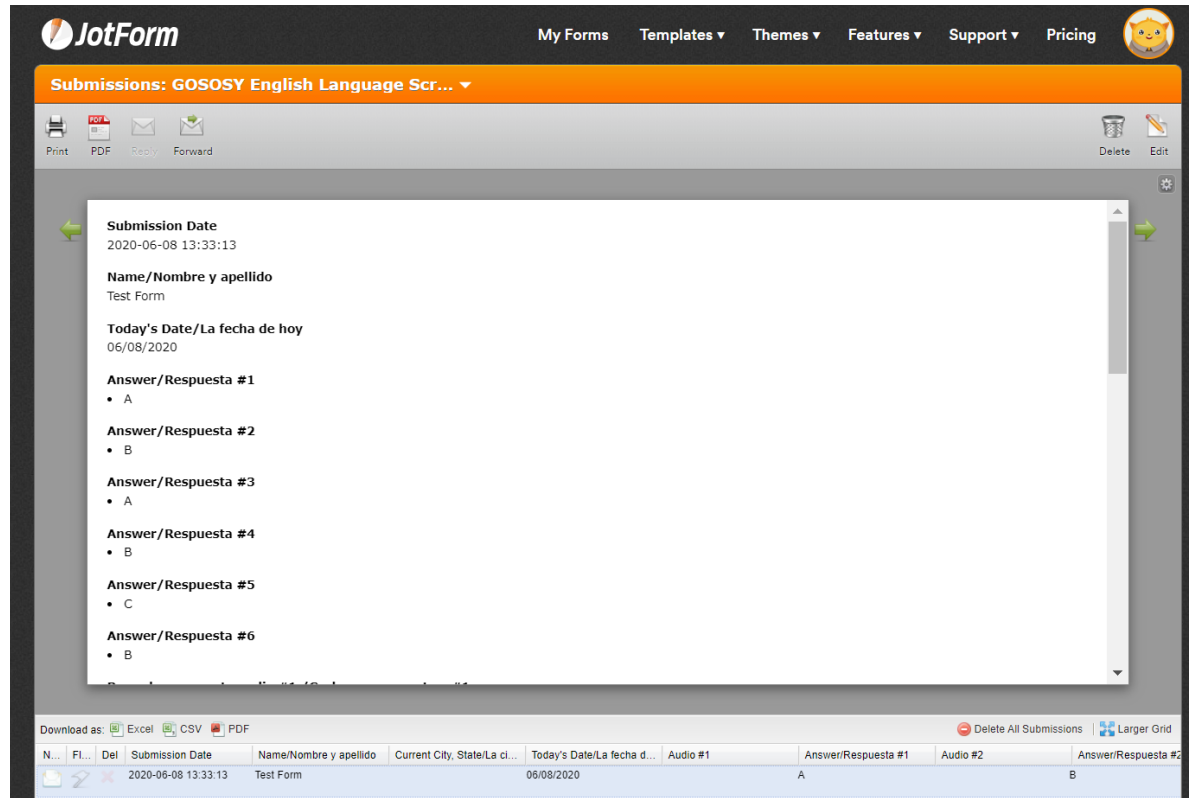
- Students need to permit their microphone to record, if it is not already enabled.
- In this version, the parts are in the following order:
  - Part 1: Beginning Listening Skills
  - Part 2: Beginning Speaking Skills
  - Part 3: Beginning Literacy Skills
  - Part 4: Intermediate/Advanced Speaking Skills
  - Part 5: Reading Skills
  - Part 6: Writing Skills
- As the student is taking the assessment, remind them that they are not required to respond to all parts in order to submit it, just as with the traditional English Language Screener.
- Encourage them to submit the assessment when they seem unable or apprehensive to continue, even if they have not completed it in full.

To view the results of a submitted assessment:

- Go to the home screen of [www.JotForm.com](http://www.JotForm.com)
- Log in
- Hover your mouse over the form
- Click on “More”
- Click on “View Submissions”



- Submissions will appear below in various formats:
  - Excel
  - CSV
  - PDF
  - They may also be forwarded to an email address (this can be set as the default to auto send the assessment when submitted to a specified email address)



To score the assessment:

- Open the submitted assessment
- Score the assessment based on the following responses:

Section	Question	Correct Answer	Student chooses the correct answer	Student does not respond or puts incorrect answer
<b>Part 1: Beginning Listening Skills</b>	1. Which one is the truck?	A	1	0
	2. Which one is a hand?	B	1	0
	3. Which one is 6:30?	A	1	0
	4. Which one is a person running?	B	1	0
	5. Which one is a person reading?	C	1	0
	6. Which one is forty dollars?	B	1	0

Section	Question	Correct Answer	Response is understandable even if there are grammar errors. Correct responses may be a word, a short phrase, or a sentence.	Response is in Spanish, or shows no understanding.
<b>Part 2: Beginning Speaking Skills</b>	What is he doing?	Sleeping	1	0
	What is he doing?	Eating	1	0
	Where are you from?	Answers vary	1	0
	How many years did you go to school?	Answers vary	1	0
	What is your job?	Answers vary	1	0
	Where do you buy your food?	Answers vary	1	0

Section	Question	Correct Answers	Correct responses receive one point..	Response is in Spanish, is incorrect or shows no understanding.
<b>Part 3: Beginning Literacy Skills</b>	What letters are these?	B C W T	1 each= 4 possible points	0 for each incorrect response
	What numbers are these?	5 14 79 357	1 each= 4 possible points	0 for each incorrect response
	What words are these?	Go Out Food School	1 each= 4 possible points	0 for each incorrect response



Section	Question	Correct Answer	Response is understandable and does not have grammar errors. The response does NOT need to be a complete sentence. Example: "Friday, because it's payday."	Response is understandable but has some grammar errors  Example: "Friday. Is payday."	Response is either only one word, in Spanish, part Spanish or shows no understanding of the question. Example: "viernes" or "WalMart".
<b>Part 4: Intermediate/ Advanced Speaking Skills</b>	1. What do you like about the United States?	Answers vary	2	1	0
	2. Why do you want to learn English?	Answers vary	2	1	0
	3. What is your favorite day of the week? Why?	Answers vary	2	1	0
	4. What do you do in your free time? Why?	Answers vary	2	1	0

Section	Question	Correct Answer	Response answers the question and is understandable. Correct responses may be a short phrase or a complete sentence. Spelling and handwriting are easy to understand.	Response is in Spanish, part Spanish, shows no understanding of the question, or has spelling or handwriting errors that make it difficult to understand.

<b>Part 5: Reading Skills</b>	1. Who has a stove that does not work?	Mr. Sami	1	0
	2. What does Mr. Sami do about the stove?	He turns it off and/or He calls his boss.	1	0
	3. When will the boss fix the stove?	After dinner	1	0
	4. How will he boss go to Mr. Sami's house?	By truck	1	0

### Part 6: Writing Skills

If the writing consists of only a few words or only words and phrases, do not score.



If the writing consists of one or more sentences or one or more paragraphs, then score using the rubric below.

Criteria	Question	Yes	Sometimes	No
Grammar and Punctuation	1. Does each sentence begin with a capital letter?	2	1	0
	2. Does each sentence end with punctuation?	2	1	0
	3. Are all the words spelled correctly or closely enough to be easy to understand?	2	1	0
Paragraph content	4. Does the paragraph have a topic sentence?	2	1	0
	5. Does the paragraph have supporting details or examples?	2	1	0
	6. Does the paragraph have a concluding sentence?	2	1	0
	7. Is the meaning of each sentence clear?	2	1	0

### OSY English Language Screener Scoring Rubric

<b>Part</b>	<b>Items</b>	<b>Possible Points</b>	<b>Student's Points Date:</b>	<b>Student's Points Date:</b>
Part 1: Beginning Listening Skills	6	6		
Part 2: Beginning Speaking Skills	6	6		
Part 3: Beginning Literacy Skills	12	12		
Part 4: Intermediate/Advanced Speaking Skills	4	8		
Part 5: Reading Skills	4	4		
Part 6: Writing Skills	7	14		
<b>Total Points</b>		<b>50</b>		

## Out-of-School Youth Educational Outcomes Table

<p>The first step is to assess the OSY's English Proficiency</p>  <p>The second step is to determine the OSY's last level of formal schooling</p>  <p>Priority of Educational Outcomes may vary depending on the OSY's personal needs and interests, as well as community services available.</p>	<b>Limited English Proficiency</b>		<b>Higher English Proficiency</b>	
	Score <39 on <i>OSY English Language Screener</i> & Academic History <8 grade	Score <39 on <i>OSY English Language Screener</i> & Academic History ≥8 grade	Score >38 on <i>OSY English Language Screener</i> & Academic History <8 grade	Score >38 on <i>OSY English Language Screener</i> & Academic History ≥8 grade
	<b>QUADRANT 1</b>	<b>QUADRANT 2</b>	<b>QUADRANT 3</b>	<b>QUADRANT 4</b>
<ul style="list-style-type: none"> <li>• English Language Proficiency</li> <li>• Development of Life Skills</li> <li>• Pre GED Studies in Spanish                             <ul style="list-style-type: none"> <li>- Reading &amp; Writing Skills</li> <li>- Math Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• English Language Proficiency</li> <li>• Mexican Diploma</li> <li>• Spanish GED</li> <li>• Development of Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Pre GED Studies in Spanish                             <ul style="list-style-type: none"> <li>- Reading &amp; Writing Skills</li> <li>- Math Skills</li> </ul> </li> <li>• Development of Life Skills</li> <li>• English Language Proficiency                             <ul style="list-style-type: none"> <li>- Reading &amp; Writing Skills</li> </ul> </li> <li>• GED</li> <li>• Vocational Ed. Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• US High School Diploma</li> <li>• GED</li> <li>• Vocational Ed. Certificate</li> <li>• Development of Life Skills</li> <li>• English Language Proficiency                             <ul style="list-style-type: none"> <li>- Reading &amp; Writing Skills</li> </ul> </li> <li>• Post Secondary Education</li> </ul>	
Access to Community Services*	Access to Community Services*	Access to Community Services*	Access to Community Services*	

\*Access to Community Services should be offered to all OSY and should be student-need driven. Access to transportation will impact service delivery methods and MEPs will need to plan accordingly.