



English Proficiency Assessment

Adult Non-Native English Speakers

Purpose

This assessment is designed to test the English proficiency of adult non-native English speakers (NNES) in all four domains of listening, speaking, reading and writing. The assessment may be conducted with NNES's of differing language backgrounds who have varying levels of English exposure, whether through formal instruction, immigration, or study abroad. The one-on-one delivery format is intended to increase the validity of test results, especially in the production domains of speaking and writing which are often difficult to test in broadly administered proficiency exams.

Materials

ADMINISTRATOR FORMS

Speaking & Listening

Includes administrator assessment, task item analyses, administration instructions, audio files, listening answer key, speaking score sheet, and listening and speaking tracker for multiple test-takers.

Reading & Writing

Includes administrator assessment, task item analyses, administrator instructions, reading answer key, writing score sheet, and listening and speaking tracker for multiple test-takers.

TEST-TAKER FORMS

Speaking & Listening Assessment

Includes test-taker assessment and audio files.

Reading & Writing Assessment

Includes test-taker assessment.

Model Standard Levels

Test items are based on proficiency standards adapted from the California Department of Education's *English-as-a-Second Language: Model Standards for Adult Education Programs* (1992). Tasks progress in difficulty in terms of language function, language skills, and language form and address both micro and macroskills as outlined in Brown and Abeywickrama (2010).

Beginning Literacy	Beginning Low	Beginning High	Intermediate Low	Intermediate High	Advanced Low	Advanced High
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Administration

Due to the scoring requirements, the assessment must be administered individually by a highly proficient English speaker, preferably a native English speaker.

Test Designer: Tabby Self

Time Requirements

Listening & Speaking	45 minutes maximum
Reading & Writing	45 minutes maximum

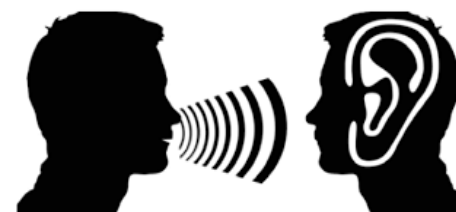


**SPRING
2019**

ENGLISH PROFICIENCY ASSESSMENT

Adult Non-Native English Speakers

SPEAKING & LISTENING



Note: Orange indicates verbiage that the test-taker will hear.

Task Level: Beginning literacy

ADMINISTRATOR FORM

Content: Personal information, greetings, courtesies, basic needs

Micro/Macroskill: Chunk retention, situational communication, key word detection, number and order of lexical units

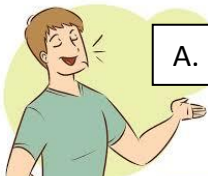
Function: Greet, respond, request

Form: Simple formulaic wh-questions/responses

Audio prompt: Number 1. Circle the correct response. Hello, my name is Barbara. What's your name? Repeat. A. My name is Michael. B. Excuse me. C. You're welcome. D. Thank you. Repeat.

Administrator prompt: Number 1b. Look at the picture and answer the following question orally. Point to picture. What does the man need? Repeat. Encourage a more complete response, if necessary. Gestures, rephrasing, and exaggerated speech may be used to clarify instructions.

1. Circle the correct response.



A. My name is Michael.



B. Excuse me.



C. You're welcome.



D. Thank you.



1b. Look at the picture and answer the following question orally.

What does the man need?



Task Level: Beginning—low

Content: Calendar, weather, schedules, time, shopping, common infinitives and transportation verbs, food, animals

Micro/Macroskill: Verb systems, compound phrases, phoneme production, word order recognition, body language, communicative functions

Function: Identify, tell time, express likes/dislikes

Form: Tense: Future “going to” and present continuous; simple, present compound phrases with “and” and “or”; verb of satisfaction/dissatisfaction (present tense and agreement)

Audio prompt: **Number 2.** Circle the correct pictures. On Wednesday, I’m going to exercise. Repeat. On Monday, it’s going to snow. Repeat. On Thursday, I’m flying. Repeat. On Friday, I’m working at noon. Repeat. On Tuesday, I’m going to buy fruits and vegetables. Repeat.

Administrator prompt: **Number 2b.** Point to the top clock. What time is it? Repeat, if necessary. Point to the bottom picture on Thursday. Is the woman walking or running? Repeat and/or encourage more complete responses, if necessary. Gestures, rephrasing, and exaggerated speech may be used to clarify instructions. Point to “Thursday.” Repeat after me—Thursday. **Number 3.** Place a checkmark on the correct picture. A. Keiko likes bananas. Repeat. B. Rashid likes dogs. Repeat. C. I don’t like coffee. Repeat.

2. **Circle** the correct pictures.

Monday	Tuesday	Wednesday	Thursday	Friday
				
				
				
				



2b. Look at the indicated pictures or words and respond orally.



3. Check the correct picture.

A.



B.



C.



Task Level: Beginning—high

Content: Health and body, time references

Micro/Macroskill: Non-face-to-face communication, clarification strategy, non-verbal cues, number of lexical units for pragmatic purposes, grammatical word classes and systems

Function: Request, express needs, express wants/desires, negotiate, clarify, describe

Form: Compound sentences with “and” and “and...too;” Tense: Future “will;” Modals: May, could, should;” verb + infinitive

Audio prompt: **Number 4.** Listen to the following telephone conversation. Point to the first picture.

Receptionist: Hello. Family Health. May I help you?

Patient: Yes, I would like to make an appointment.

Receptionist: What is the nature of your request?

Patient: Excuse me. I don't understand.

Receptionist: Why do you need an appointment?

Patient: I'm sick, and my child is sick too.

Receptionist: What's the problem?

Patient: We have fevers and sore throats.

Receptionist: Would you like to come in the morning or afternoon?

Patient: Afternoon, please.

Receptionist: Is 3:15 okay?

Patient: No, earlier would be better, please.

Receptionist: How about 1:30?

Patient: That's perfect.

Receptionist: Okay, we'll see you at 1:30 this afternoon.

Circle the correct word in each blank as you listen to the conversation again. Repeat conversation.

Number 5. Circle the main idea of the telephone conversation. A. A man has an emergency, and he must see a doctor now. Repeat. B. A child fell off his bike and needs x-rays. Repeat. C. A woman needs to refill her prescription. Repeat. D. A man and his child are sick, and they need to make a doctor's appointment. Repeat.

Administrator prompt: **Number 5b.** Point to the picture. Describe what is happening in the picture.

Encourage more complete response and/or rephrase instructions, if necessary. **Number 5c.** Respond to the following statement: “The horse raced past the barn fell,” (Bever as cited in Okrent, 2015.) Respond accordingly to clarification requests. Note: “The horse that raced past the barn fell.”



4. Circle the correct word in each **blank**.

Receptionist: Hello. Family Health. May / How / Can I help you?

Patient: Yes, I could / should / would like to make an appointment.

Receptionist: What is the nature of your request?

Patient: Sorry / Pardon / Excuse me. I don't understand.

Receptionist: Why do you need an appointment?



Patient: I'm sick, and my child is sick as well / also / too.

Receptionist: What's the problem?

Patient: We have headaches / stomach aches / fevers and sore throats.

Receptionist: Would you like to come in the morning / evening / noon or afternoon?

Patient: Afternoon, please.

Receptionist: Is 3:15 okay?

Patient: No, earlier / later / now would be better, please.

Receptionist: How about 1:30?

Patient: That's perfect.

Receptionist: Okay, we will / could / should see you at 1:30 this afternoon.



5. Circle the main idea of the telephone conversation.

- A. A man has an emergency, and he must see the doctor now.
- B. A child fell off his bike and needs x-rays.
- C. A woman needs to refill her prescription.
- D. A man and his child are sick, and they need to make a doctor's appointment.



5b. Describe what is happening in the picture.



5c. Respond to the following statement:

The horse raced past the barn fell.



Task Level: Intermediate—low

Content: Work, family, school, directions

Micro/Macroskill: Sentence constituent formation (dependent clauses), inferences, cohesive devices grammar systems, number of lexical units, cohesive devices (transitional/temporal units), situational communicative function

Function: Express obligation, express causal and temporal relationships, describe in chronological order, direct

Form: Modals: can, has to, might, must, could; complex sentences with adverbial clauses “because..., after..., before..., when...;” commands

Audio prompt: For questions 6, 7, and 8, listen to Sandra’s schedule. Sandra wakes up at 7:00. She starts work at 8:30. From 12:00 to 2:00, Sandra must attend a meeting. At 3:30, she picks up her children from school. Sandra’s family eats dinner at 6:30 and plays games around 8:30. At 10:00, Sandra goes to bed. Repeat.

Number 6. Fill in the blank by circling the correct letter. A. Sandra might wake up at 7:00 because she must work today. B. Sandra must wake up at 7:00 because she has to work today. C. Sandra could wake up at 7:00 because she must work today. D. Sandra can wake up at 7:00 because she must work today. Repeat.

Number 7. Fill in the blank by circling the correct letter. A. Sandra misses lunch because she has a meeting. B. Sandra misses lunch before she has a meeting. C. Sandra misses lunch after she has a meeting. D. Sandra misses lunch then she has a meeting. Repeat.

Number 8. Circle the correct response. What might Sandra do before going to bed? A. Cook breakfast. B. Drive to work. C. Go shopping. D. Brush her teeth. Repeat.

Administrator prompt: **Number 8b.** Point and scan down Sandra’s schedule. Describe Sandra’s day from morning to night. Gestures, rephrasing, and exaggerated speech may be used to clarify instructions. **Number 8c.** Point to the map and indicate “Sandra,” “home,” “work,” and “school” while saying each word aloud. Based on her schedule, give Sandra directions to carry out her day. Gestures, rephrasing, and exaggerated speech may be used to clarify instructions.

Sandra's Schedule

7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		

Listening: Circle the correct letter for each question.



6. _____ because she must work today.

A. B. C. D.



7. Sandra misses lunch _____.

A. B. C. D.



8. What might Sandra do before going to bed?

A. B. C. D.



8b. Describe Sandra's day from morning to night.



8c. Based on her schedule, give Sandra directions to carry out her day



Task Level: Intermediate—high

Content: Workplace, family, social support

Micro/Macroskill: Meaning from syntactical usage, Non-verbal cues, Meaning from context, Mood inference, grammar systems

Function: Paraphrase, solve problems, offer advice, express feelings

Form: Indirect speech, adjectival relative clauses

Audio prompt: For questions 9, 10, and 11, listen to the following conversation between Katarina and Sonya. Sonya: Hi Katarina. Why so glum? Katarina: Oh, I don't know. I'm thinking about looking for another job. Sonya: Why? What's wrong? Katarina: Well, my boss is always demanding that I work extra hours at night and on the weekends. I have no time or energy left for my family. I'm just spent. Sonya: Does your boss know how unhappy you are? Katarina: I don't know. She said it was wonderful to have someone always willing to help. Sonya: Well, my advice would be to speak with your boss first before making any drastic decisions. We all love working with you and would hate to see you go. Sonya: You're right. I need to stand up for myself and try to work things out.

The conversation will be repeated after Number 9.

Number 9. Place a checkmark on the picture that best represents the meaning of the word in context. A. glum. B. spent. C. stand up. Repeat conversation.

Number 10. Select the option that completes the statement given Sonya and Katarina's conversation. A. Sonya suggests that Katarina should get up and wave to her boss. B. Sonya suggests that Katarina should smile and look to her boss. C. Sonya suggests that Katarina should wait and talk to her boss. D. Sonya suggests that Katarina should wink and sing to her boss. Repeat.

Number 11. What is the mood of the conversation? A. Energetic. B. Cheerful. C. Serious. D. Romantic

Administrator prompt: **Number 11b.** Answer the questions by completing and reciting the following sentences aloud. A. Which woman is unhappy? B. Which woman is giving advice? C. What did Sonya say?



Listening: Circle the correct letter for each question.

10. Select the option that completes the statement given Sonya and Katarina's conversation.

Sonya suggests that Katarina should _____ and _____ to her boss.

A. B. C. D.

11. What is the **mood** of the conversation?

A. Energetic
B. Cheerful
C. Serious
D. Romantic



9. Place a **checkmark** on the picture that best represents the meaning of the word in context.

A. glum



B. spent



C. stand up



- 11b. A. Which woman is unhappy?

The woman who _____.

- B. Which woman is giving advice?

The woman who _____.

- C. What did Sonya say?

She said Katarina _____.

Task Level: Advanced—low

Content: Weather, emergency preparedness

Micro/Macroskill: Verb systems, adverbial clause usage, conjunctive adverb usage, fluency, discourse markers, natural constituents (phrasing and pausing), non-verbal cues

Function: Express intention, persuade, comprehend unfamiliar non-face-to-face speech, discuss (personal experience, back-and-forth)

Form: Tense: Past conditional; Conjunctive adverbs: “therefore” and “however;” Adverbial clauses of concession: “unless” and “although”

Audio prompt: For numbers 12 and 13, watch the following video. Play <https://youtube/watch?v=lqfExHpvLRY> or search for “weather wizard hurricane” on YouTube.

Number 12. Listen to the following question and circle the letter that corresponds to the correct response. What would you have done to prepare for a CAT 4 hurricane? A. I may evacuate to a safe location. B. I might have evacuated to a relative’s home. C. I would have went to an emergency shelter. D. I should have stayed in my home. Repeat.

Number 13. Pretend your friend’s home is in the path of a CAT 5 hurricane, and your friend does not want to evacuate. Which statement may convince your friend to leave? Circle the best option. A. Although the weather looks fine now, it will become extremely dangerous. A CAT 5 hurricane could destroy your home and even kill you; therefore, you must find a safe place while you still have time. B. Unless the weather looks fine now, it will become extremely dangerous. A CAT 5 hurricane could destroy your home and even kill you; therefore, you must find a safe place while you still have time. C. Although the weather looks fine now, it will become extremely dangerous. A CAT 5 hurricane could destroy your home and even kill you; however, you must find a safe place while you still have time. D. Unless the weather looks fine now, it will become extremely dangerous. A CAT 5 hurricane could destroy your home and even kill you; however, you must find a safe place while you still have time.

Administrator prompt: Number 13b. Point to the picture. Discuss an emergency situation that you have experienced. Administrator may provide examples to help test-taker brainstorm ideas. Maintain discussion with at least three turns per person.

Listening: Circle the correct letter for each question.

12. What would you have done to prepare for a CAT 4 hurricane?

A. B. C. D.

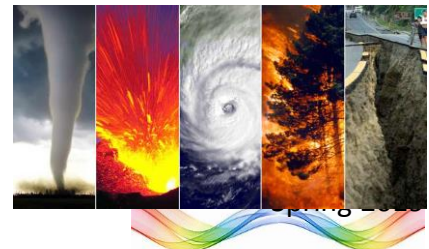


13. Pretend your friend’s home is in the path of a CAT 5 hurricane, and your friend does not want to evacuate. Which statement may convince your friend to leave? Circle the best option.

_____ the weather looks fine now, it will become extremely dangerous. A CAT 5 hurricane could destroy your home and even kill you; _____, you must find a safe place while you still have time.

A. B. C. D.

13b. Discuss an emergency situation that you have experienced.



Task Level: Advanced—high

Content: Business and taxes

Micro/Macroskill: Verb systems, cohesive devices, register

Function: Express values/judgements, distinguish between opinion and fact, explain (non-personal, technical, monologue)

Form: Tense: Present subjunctive, future perfect continuous

Audio prompt: For numbers 14 and 15, watch the following video. Play

<https://www.youtube.com/watch?v=uaUbupH9Xh0> or search for “Why pay taxes?: Your dollars at work” on YouTube.

Number 14. Determine whether the following statements are opinion or fact. Circle the correct response. A. Taxes are a necessary evil. Repeat. B. Taxes are mandated under the 16th amendment to the Constitution. Repeat. C. A progressive tax system, where those who make more money pay a higher rate, is unfair. Everyone should pay the same rate. Repeat. D. The average effective tax rate is 10.1%. Repeat

Number 15. Circle the letter that corresponds to the correct statements. Which is correct, A or B? A. It is imperative that she pay her taxes, or she could end up in jail. B. It is imperative that she pays her taxes, or she could end up in jail. Repeat. Which is correct, C or D? C. If he were rich, he would have to pay a higher tax rate. D. If he was rich, he would have to pay a higher tax rate. Repeat. Which is correct, E or F? E. We’ll have been paid taxes for 25 years by the time we retire. F. We’ll have been paying taxes for 25 years by the time we retire. Repeat

Administrator prompt: Number 15b. Do the citizens of your home country pay taxes? If so, explain what kind of taxes you are required to pay. If not, explain how the government is funded. Administrator may provide discourse markers such as backchannel cues or other non-verbal cues that indicate in/comprehension and facilitate the speech; however, administrator should avoid back-and-forth dialogue and should maintain a serious, technical mood. Administrator is to furnish one or two follow-up questions concerning the topic.

14. Determine whether the following statements are opinion or fact. Circle the correct response.

- | | |
|------------|------|
| A. Opinion | Fact |
| B. Opinion | Fact |
| C. Opinion | Fact |
| D. Opinion | Fact |

▶ **VIDEO**



15. Circle the letter that corresponds to the correct statements.

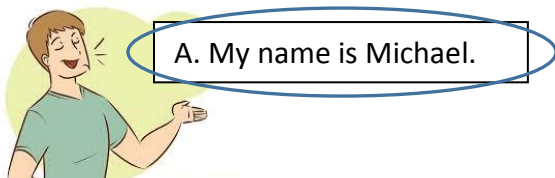
- | | | | | | |
|----|----|----|----|----|----|
| A. | B. | C. | D. | E. | F. |
|----|----|----|----|----|----|

15b. Do the citizens of your home country pay taxes? If so, explain what kind of taxes you are required to pay. If not, explain how the government is funded.

Listening Answer Key

Listening proficiency level is determined by the test-taker's ability or inability to progress to subsequent task levels. Once a test-taker begins to significantly struggle, missing multiple tasks or exhibiting an inability to complete tasks, the test should be discontinued, and the prior proficiency level assigned.

1.



2.

Monday	Tuesday	Wednesday	Thursday	Friday

3. A.



B.



C.



4.

Receptionist: Hello. Family Health. May / How / Can I help you?

Patient: Yes, I could / should / would like to make an appointment.

Receptionist: What is the nature of your request?

Patient: Sorry / Pardon / Excuse me I don't understand.

Receptionist: Why do you need an appointment?

Patient: I'm sick, and my child is sick as well / also / too.

Receptionist: What's the problem?

Patient: We have headaches / stomach aches / fevers and sore throats.

Receptionist: Would you like to come in the morning / evening / noon or afternoon?

Patient: Afternoon, please.

Receptionist: Is 3:15 okay?

Patient: No, earlier / later / now would be better, please.

Receptionist: How about 1:30?

Patient: That's perfect.

Receptionist: Okay, we will / could / should see you at 1:30 this afternoon.

5. D

6. B

7. A

8. D

9. A.



B.



C.



10. C

11. C

12. B

13. A

14.

A. Opinion

Fact

B. Opinion

Fact

C. Opinion

Fact

D. Opinion

Fact

15. A, C, F

Speaking Score Sheet

Name: _____

Date: _____

Speaking proficiency level is determined by the test-takers ability or inability to progress through the task requirements. Individual task scores of 0 or 1 demonstrate lack of proficiency. Middle range task scores indicate some proficiency and warrant subsequent level attempts. Once a test-taker begins to significantly struggle, receiving scores of 0 or 1 on multiple tasks or exhibiting an inability to complete tasks, the test should be discontinued and the prior proficiency level assigned.

- 1b. 0: No response or response does not correspond to question
 1: Accurate **1-word** response
 2: **Phrasal** response
 3: **Complete** thought but grammatically **inaccurate**
 4: **Complete** thought and grammatically **accurate**

2b.

0: No response or response does not correspond to question 1: Accurate number response 2: Accurate time phrase 3: Complete thought but grammatically inaccurate 4: Complete thought and grammatically accurate	0: No response or response does not correspond to question 1: Accurate 1-word response 2: Complete thought but grammatically inaccurate 3: Complete thought and grammatically accurate	0: No response or response does not correspond to question 1: Phonemically inaccurate 2: Somewhat phonemically accurate 3: Phonemically accurate 4: NES-like fluency
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- 5b. 0: No response
 1: A few isolated **words** and/or **phrases**
 2: **Complete** thought but grammatically **inaccurate**
 3: **Complete** thought and grammatically **accurate**
 4: **NES**-like accuracy, pronunciation, and fluency

- 5c. 0: No response
 1: **Non-verbal** confusion
 2: **Ineffective** request for clarification
 3: **Effective** request for clarification

- 8b. 0: No response
 1: A few isolated **words** and/or **phrases**
 2: **Complete** thought but grammatically **inaccurate**, some **transition/temporal** units
 3: **Complete** thought and grammatically **accurate**, proper use of **transition/temporal** units
 4: **NES**-like accuracy, pronunciation, and fluency with proper use of **transition/temporal** units

- 8c. 0: No response
- 1: A few isolated **words** and/or **phrases**
 - 2: **Complete** thought but grammatically **inaccurate**, some **directional commands**
 - 3: **Complete** thought and grammatically **accurate**, proper use of **directional commands**
 - 4: **NES**-like accuracy, pronunciation, and fluency with proper use of **directional commands**
- 11b. A. 0: No response
- 1: **Incomplete** thought
 - 2: **Complete** thought but grammatically **inaccurate**
 - 3: **Complete** thought and grammatically **accurate**, proper use of **relative clause**
 - 4: **NES**-like accuracy, pronunciation, and fluency with proper use of **relative clause**
- B. 0: No response
- 1: **Incomplete** thought
 - 2: **Complete** thought but grammatically **inaccurate**
 - 3: **Complete** thought and grammatically **accurate**, proper use of **relative clause**
 - 4: **NES**-like accuracy, pronunciation, and fluency with proper use of **relative clause**
- C. 0: No response
- 1: **Incomplete** thought
 - 2: **Complete** thought but grammatically **inaccurate**
 - 3: **Complete** thought and grammatically **accurate**, proper use of **indirect speech**
 - 4: **NES**-like accuracy, pronunciation, and fluency with proper use of **indirect speech**
- 13b. 0: No response
- 1: A few isolated **words** and/or **phrases**; may rely heavily on **non-verbal** communication
 - 2: Mostly **complete** thoughts with grammatical **inaccuracy**, minimal **details**, significant **dysfluency**
 - 3: **Complete**, grammatically **accurate** thoughts, some **detail**, discourse **dysfluency**, some proper use of **non-verbal cues** and **discourse markers**
 - 4: **Complete**, grammatically **accurate** thoughts, **descriptive**, **fluent**, with proper use of **non-verbal cues** and **discourse markers**
 - 5: **NES**-like **accuracy, pronunciation, and fluency** with proper use of **non-verbal cues** and **discourse markers**
- 15b. 0: No response
- 1: A few isolated **words** and/or **phrases**; may rely heavily on **non-verbal** communication
 - 2: Mostly **complete** thoughts with grammatical **inaccuracy**, minimal **details**, significant **dysfluency**
 - 3: **Complete**, grammatically **accurate** thoughts, some **detail**, discourse **dysfluency**, some proper use of **cohesive devices** and **register**
 - 4: **Complete**, grammatically **accurate** thoughts, **descriptive**, **fluent**, with proper use of **cohesive devices** and **register**
 - 5: **NES**-like **accuracy, pronunciation, and fluency** with proper use of **cohesive devices** and **register**

Listening & Speaking Tracker

Multiple Test-Takers

The administrator may use the listening and speaking trackers below to assess each test-taker's performance and identify the proficiency levels at which performance is strong, moderate, and weak.

Listening

	BL	B-Low			B-High		I-Low	
Q#	1	2	3	4	5	6	7	8
Max	1	5	3	8	1	1	1	1
TT1								
TT2								
TT3								
TT4								
TT5								
TT6								
TT7								
TT8								

	I-High			A-Low		A-High	
Q#	9	10	11	14	15	12	13
Max	3	1	1	4	3	1	1
TT1							
TT2							
TT3							
TT4							
TT5							
TT6							
TT7							
TT8							

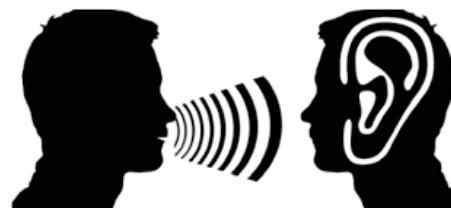
Speaking

	BL	B-Low			B-High		I-Low		I-High			A-Low	A-High
Q#	1b	2b1	2b2	2b3	5b	5c	8b	8c	11bA	11bB	11bC	13b	15b
Max	4	4	3	3	4	3	4	4	4	4	4	5	5
TT1													
TT2													
TT3													
TT4													
TT5													
TT6													
TT7													
TT8													

ENGLISH PROFICIENCY ASSESSMENT

Adult Non-Native English Speakers

SPEAKING & LISTENING



TEST-TAKER FORM

Name: _____

Date: _____

EVALUATION

Listening Level: _____

Speaking Level: _____



1. **Circle** the correct response.



A. My name is Michael.



B. Excuse me.



C. You're welcome.



D. Thank you.



1b. Look at the picture and answer the following question orally.

What does the man need?





2. Circle the correct pictures.

Monday	Tuesday	Wednesday	Thursday	Friday
				
				
				
				



2b. Look at the indicated pictures or words and respond orally.

3. Check the correct picture.

A.



B.



C.





4. Circle the correct word in each blank.

Receptionist: Hello. Family Health. May / How / Can I help you?

Patient: Yes, I could / should / would like to make an appointment.

Receptionist: What is the nature of your request?

Patient: Sorry / Pardon / Excuse me . I don't understand.

Receptionist: Why do you need an appointment?

Patient: I'm sick, and my child is sick as well / also / too.

Receptionist: What's the problem?

Patient: We have headaches / stomach aches / fevers and sore throats.

Receptionist: Would you like to come in the morning / evening / noon or afternoon?

Patient: Afternoon, please.

Receptionist: Is 3:15 okay?

Patient: No, earlier / later / now would be better, please.

Receptionist: How about 1:30?

Patient: That's perfect.

Receptionist: Okay, we will / could / should see you at 1:30 this afternoon.



5. Circle the main idea of the telephone conversation.

- A. A man has an emergency, and he must see a doctor now.
- B. A child fell off his bike and needs x-rays.
- C. A woman needs to refill her prescription.
- D. A man and his child are sick, and they need to make a doctor's appointment.





5b. Describe what is happening in the picture.



5c. Respond to the following statement:

The horse raced past the barn fell.



Sandra's Schedule

7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		

Listening: Circle the correct letter for each question.



6. _____ because she must work today.

A. B. C. D.



7. Sandra misses lunch _____.

A. B. C. D.



8. What might Sandra do before going to bed?

A. B. C. D.



8b. Describe Sandra's day from morning to night.



8c. Based on her schedule, give Sandra directions to carry out her day





Listening: Circle the correct letter for each question.

10. Select the option that completes the statement given Sonya and Katarina's conversation.

Sonya suggests that Katarina should _____ and _____ to her boss.

A. B. C. D.

11. What is the **mood** of the conversation?

A. Energetic
B. Cheerful
C. Serious
D. Romantic



9. Place a **checkmark** on the picture that best represents the meaning of the word in context.

A. glum



B. spent



C. stand up



- 11b. A. Which woman is unhappy?

The woman who _____.

- B. Which woman is giving advice?

The woman who _____.

- C. What did Sonya say?

She said Katarina _____.

Listening: Circle the correct letter for each question.

12. What would you have done to prepare for a CAT 4 hurricane?

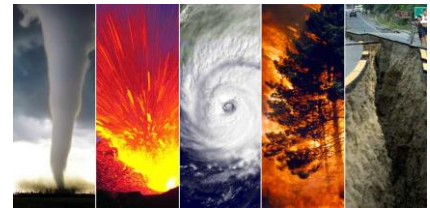
A. B. C. D.



13. Pretend your friend's home is in the path of a CAT 5 hurricane, and your friend does not want to evacuate. Which statement may convince your friend to leave? Circle the best option.

_____ the weather looks fine now, it will become extremely dangerous. A CAT 5 hurricane could destroy your home and even kill you; _____, you must find a safe place while you still have time.

A. B. C. D.



13b. Discuss an emergency situation that you have experienced.

14. Determine whether the following statements are opinion or fact. Circle the correct response.

- A. Opinion Fact
- B. Opinion Fact
- C. Opinion Fact
- D. Opinion Fact



15. Circle the letter that corresponds to the correct statements.

A. B. C. D. E. F.

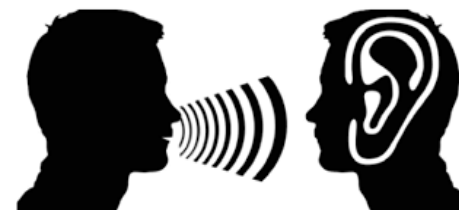
15b. Do the citizens of your home country pay taxes? If so, explain what kind of taxes you are required to pay. If not, explain how the government is funded.

ENGLISH PROFICIENCY ASSESSMENT

Adult Non-Native English Speakers

READING & WRITING

Note: Orange indicates verbiage that the test-taker will hear.



ADMINISTRATOR FORM

Task Level: Beginning literacy

Content: Alphabet and numbers, personal information

Micro/Macroskill: Discriminate graphemes, functional and culturally appropriate reproduction of core words

Function: Identify and discriminate letters, numbers, and core words; functionally reproduce writing

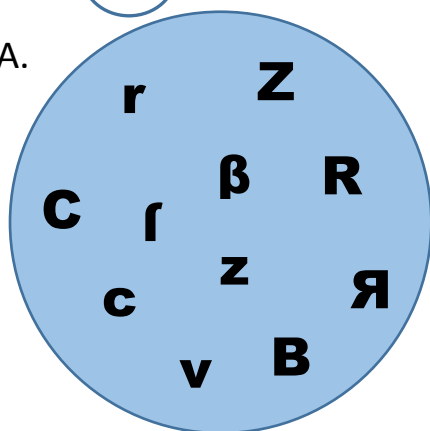
Form: Grapheme-sound and grapheme-number correspondence

Administrator prompt: Number 1. Circle the correct letters. Note: Make the indicated sounds. Do not say the letter name(s). Point to correct shapes if necessary. [r]. Repeat. [k]. Repeat. [ch]. Repeat. Short sound [u]. Repeat. Short sound [e]. Repeat. [aw]. Repeat.

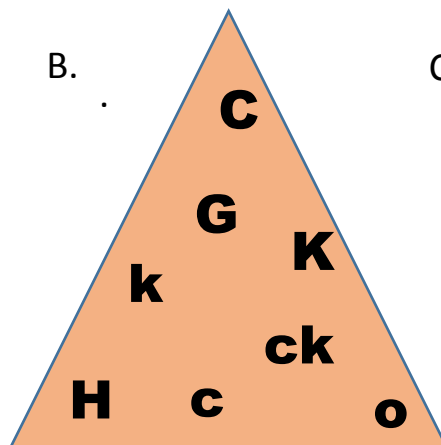


1. Circle the correct letters.

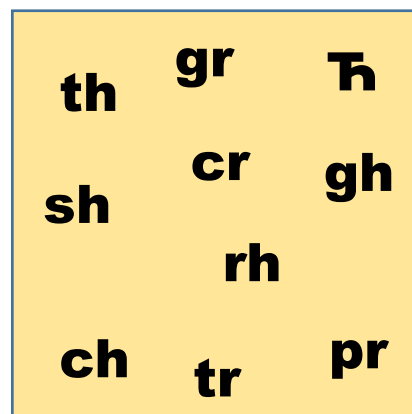
A.



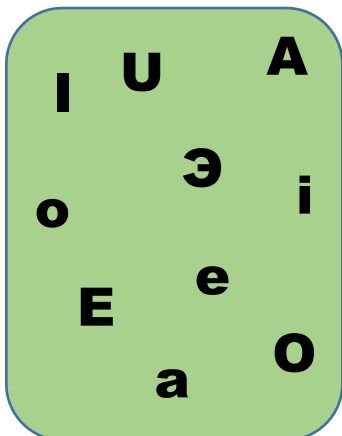
B.



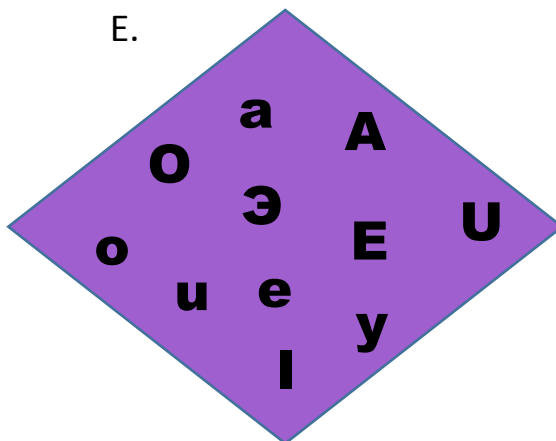
C.



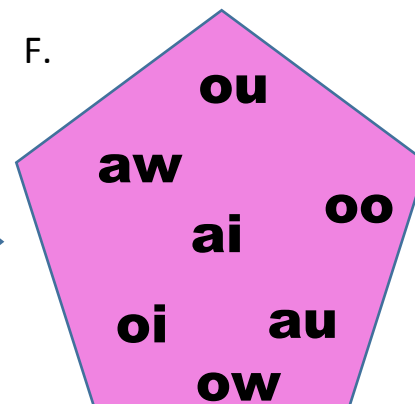
D.



E.



F.



Spring 2019



2. Circle the correct word.

- A. Tree
- B. Tee
- C. Three
- D. Thee



- A. Forty
- B. Fourty
- C. Forten
- D. Fourteen



2, 4, 6, 8, —

- A. Tan
- B. Teen
- C. Ten
- D. Tin



2b. Complete the job application using the **WORD BANK**.

WORD BANK

Tamika Pearl Andrews

2019

March

NH

03857

14

Newmarket

82 Mockingbird Lane

439-55-6624



**AN EQUAL OPPORTUNITY EMPLOYER
APPLICATION FOR EMPLOYMENT**

In order for you to be considered for employment, this application must be filled out in its ENTIRETY. Resumes, though certainly welcome, should not be submitted in lieu of information requested below.

GENERAL

PLEASE PRINT

Date: _____
Month Date Year

Name: _____ Social Security No: _____
First Middle Last / /

Present Address: _____
(If less than 2 years at current address) Street City State Zip

Task Level: Beginning—low

Content: Sight words (office), job titles, signs, measurements, titles, addresses

Micro/Macroskill: Core word recognition and production; word order, class, and systems; scanning and rate of word recognition/filtering

Function: Identify and produce core words, scan text

Form: Word-picture correspondence; Tense: Present continuous and simple present; simple sentence construction; abbreviations

Administrator prompt: Number 3. Circle the correct word. A. Point to the laptop. B. Point to the pens. C. Point to the window. D. Point to the coworkers. E. Point to the light. Number 5. Cover the paragraph with your hand. Look at the words on the street signs. Find and circle the words as quickly as possible. You will be timed. Ready, set, go. Uncover the paragraph. Watch to test-taker to ensure items are found in order from left to right. Time and record the task.



3. Look at the picture. Circle the correct word.



- | | | | | |
|-----------|----------|-----------|------------|---------------|
| A. Laptop | B. Paper | C. Window | D. Pencils | E. Microphone |
| Plant | Pens | Computer | Keyboard | Stapler |
| Book | Light | Mug | Monitor | Light |
| Desk | Chair | Plant | Coworkers | Phone |



3b. Write the **complete form** of the abbreviation.

Mr. _____

Dr. _____

Jr. _____

Ave. _____

Ln. _____

Rd. _____

ft. _____

in. _____

gal. _____



4. **Circle** the correct sentences.

- A. The doctor is examining the patient.
- B. The nurse is taking her temperature.
- C. The firefighter is putting out the fire.
- D. The lawyer is trying the case.



- A. The farmer works on the farm.
- B. The lawyer tries the case.
- C. The teacher teaches the students.
- D. The policewoman arrests the man.

- A. The scientist conducts an experiment.
- B. The CEO holds a meeting
- C. The conductor directs the orchestra.
- D. The accountant calculates the taxes.



5. In the following paragraph, **find** the street sign words in order from **LEFT to RIGHT** and **circle** them as quickly as possible.



Knowing how to read street signs is very important. It could even mean the difference between life and death. Sometimes, when a lane is going to end, a merge sign will tell you to enter nearby traffic. A railroad crossing sign will let you know that you should be aware of trains crossing the road. Sometimes, when there is road construction, a caution sign will tell you to be extra careful. Of course, at a stop sign, it is important to halt completely before proceeding through an intersection, and when you see a yield sign, always give the right-of-way to other vehicles on the road. A dead-end sign lets you know that there is no outlet ahead. Knowing your street signs will help keep you and everyone on the road safe.

Task Level: Beginning—high

Content: Food and restaurant, numbers and money, recipes

Micro/Macroskill: Scanning; core word recognition, production, and reproduction; oral to written word production; order patterns; grammar systems (commands)

Function: Scan; identify, produce, and reproduce core words; produce words from oral to written form

Form: Questions: “How much” and “which;” S-V inversion; Modals: Can and would; Tense: Simple present and future “will”; verb + infinitive, commands; “and/or” conjunctions; negation “not” and “no”

Administrator prompt: **Number 8b.** Listen to the following recipe and fill in the missing words. Heat the oil in a wide skillet. Add the onion and sauté until translucent. Add the garlic and continue to sauté until the onion is golden. Add the chickpeas, garam masala, turmeric, ginger, tomatoes, lemon juice, and about 1/4 cup water. Bring to a simmer, then cook over medium-low heat for 10 minutes, stirring frequently. This should be moist and stew-like, but not soupy; add a little more water, if needed. Stir in the cilantro and season with salt. Serve on its own in shallow bowls or over a hot cooked grain, if desired.

Review the following menu from an Indian restaurant and answer questions 6-8b.

COMBO Two items with basmati rice or salad.		\$8	TANDOORI Tandoori chicken with basmati rice and salad. Includes daal and naan.		\$10	BOWL One item served over basmati rice.		\$6
ALL OF OUR DELICIOUS FLAVORS ARE AVAILABLE IN A BOWL OR COMBO PLATE.								
	CHICKEN TIKKA MASALA Marinated chicken breast served in our popular sauce.		DAAL  Black lentils and kidney beans in a savory tomato onion sauce.		SAAG PANEER  Spinach cooked with herbs, spices and traditional Indian cheese.			
	CHICKEN CURRY Chicken simmered in a savory tomato onion curry.		ALOO GOBI  Potatoes and cauliflower in a savory sauce.		SHRIMP TIKKA MASALA Shrimp Dishes Add \$0.95 Marinated shrimp served in our most popular sauce.			
	CHICKEN SAAG Marinated chicken breast cooked with spinach in herbs and spices.		CHANNA MASALA  Chickpeas, onions and tomatoes flavored with a blend of ginger, garlic and spices.		SHRIMP SAAG Shrimp Dishes Add \$0.95 Marinated shrimp cooked with spinach in herbs and spices.			
SIDES		DRINKS		DESSERTS		NEW Tandoori Chicken Salad \$8		
Plain Naan	\$ 1.95	Mango Lassi	\$ 2.95	Kasi Bread Pudding	\$ 3.50			
Garlic Naan	\$ 1.95	Soft Drinks	\$ 1.89	Mango Cheesecake	\$ 3.50			
Cucumber Raita	\$ 0.95	Bottled Water	\$ 1.00	Pistachio Cheesecake	\$ 3.50			
Samosa	\$ 2.50	Beer & Wine Available		Classic Cheesecake	\$ 3.50			



6. Jose is a vegetarian. He does not eat meat. Which dishes can Jose order? **Check** the correct answers.

- | | | |
|---|--|--|
| ☐ Chicken Tikka Masala | ☐ Daal | ☐ Saag Paneer |
| ☐ Chicken Curry | ☐ Aloo Gobi | ☐ Shrimp Tikka Masala |
| ☐ Chicken Saag | ☐ Channa Masala | ☐ Shrimp Saag |



7. **Circle** the proper response to fill in the blanks.

JOSE: I would like to order the combo with saag paneer and daal.

WAITER: Would you like rice or salad?

JOSE: (1) _____.

WAITER: And for your drink?

JOSE: (2) _____.

WAITER: Perfect. I will have that



- A. (1) Salad, please (2) Just bottled water.
- B. (1) Rice, please (2) Naan would be great.
- C. (1) Garlic naan, please (2) A mango lassi, thank you.
- D. (1) Mango cheesecake (2) Bottled water, please.



8. Based on your response to question 7, how much will Jose's meal cost? (no tax or tip)

- A. Eight dollars
- B. Nine dollars and ninety-five cents
- C. Twelve dollars and fifty cents
- D. Nine dollars



8b. Jose is going grocery shopping. He wants to make **channa masala** at home. **Create** a grocery list based on the restaurant menu.

Grocery List

_____	_____	_____
_____	_____	_____



8c. **Listen** to the following recipe and **fill in** the missing words.

Channa Masala

Recipe

Preparation

1. _____ the oil in a wide skillet. Add the onion and sauté until translucent. _____ the garlic and continue to sauté until the onion is golden.
2. Add the chickpeas, garam masala, turmeric, ginger, tomatoes, lemon juice, and about 1/4 cup water. _____ to a simmer, then _____ over medium-low heat for 10 minutes, stirring frequently. This should be moist and stew-like, but not soupy; add a little more water, if needed.
3. _____ in the cilantro and season with salt. _____ on its own in shallow bowls or over a hot cooked grain, if desired (Atlas, 2011).

Task Level: Intermediate—low

Content: Pharmacy

Micro/Macroskill: Word classes and rules, Guessing the meaning of words in context.

Function: Interpret, Infer

Form: Questions: How, how often, how many, wh-, and why; adverbial prepositions of time and place;

Modal: should; Adverbial clause of reason: because; direct speech; verb series; commands; Tense: present perfect

Review the prescription label and answer questions 9-11.





9. When should the patient take this medication?

- A. Before bed
- B. After breakfast
- C. During meals
- D. Every eight hours



10. How should the patient take this medication?

- A. intravenously
- B. topically
- C. orally
- D. sublingually



11. How many pills should the patient take per dosage?

- A. Three
- B. Thirty
- C. One
- D. Five



11b. Rewrite the following sentences using the **present perfect** tense.

Example: **My mother eats breakfast every day.**

My mother has eaten breakfast every day.

I take my medication consistently.

_____.

You must drink one cup of herbal tea.

_____.

The pharmacist screws the cap on the bottle.

_____.

Read the following paragraph and answer questions 12-13.

Cynthia went to the doctor because her back was hurting. The doctor prescribed a pain medication. She went to the pharmacy to pick up her prescription. The pharmacist said, "Take one tablet each day for pain. It is best to take this medicine with food." Cynthia went home, ate lunch, and took one tablet. Before bed, she ate a snack and took another tablet. The next day, Cynthia ate breakfast and took another tablet. Cynthia started to feel terrible. She called her doctor for another appointment.



12. What is the doctor likely to tell Cynthia?

- A. Take your medication with food.
- B. Be patient. The medicine needs time to work.
- C. Take only one pill per day.
- D. Get some rest.



13. Why was Cynthia taking medication?

She was taking medication _____.

- A. because she had a backache.
- B. when she had a backache.
- C. that she had a backache.
- D. where she had a backache.

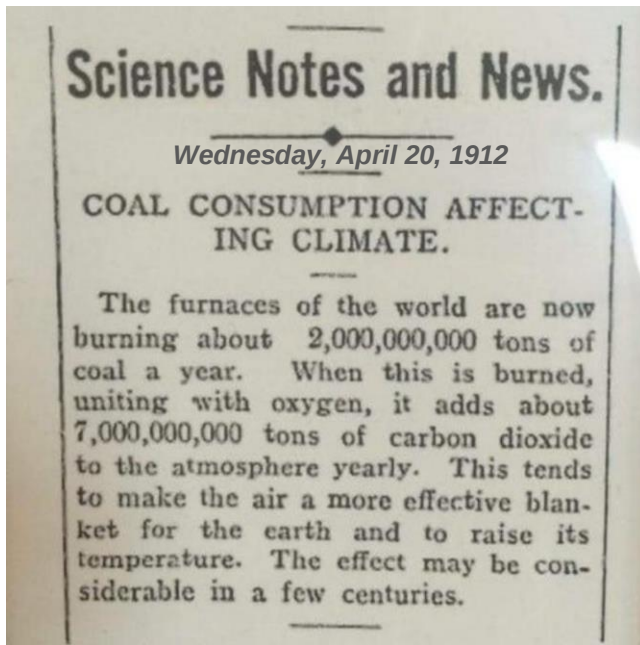
Task Level: Intermediate—high

Content: Physical science in current events

Micro/Macroskill: Schemata activation, main idea detection, contextual word meaning, grammar systems and word order

Function: Interpret main ideas, guess from context, interpret simple authentic material, produce complex sentences

Form: PN-V agreement, Adjectival clauses: who and which; Tense: past perfect, past perfect continuous, passive simple present, and passive simple past; conjunctive adverbs



14. What is the **main idea** of this news article?

- A. Burning coal for fuels is clean and healthy for the environment.
- B. Excessive use of coal for fuel could negatively impact the environment in near centuries.
- C. The world uses 2,000,000,000 tons of coal every year.
- D. People are using a nonrenewable resource excessively and the world's supply may become depleted.



15. Match the vocabulary with the correct picture.

_____ Furnace

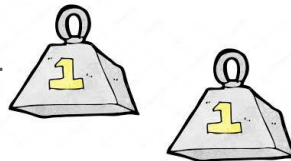
_____ Coal

_____ Tons

_____ Oxygen and Carbon Dioxide

_____ Atmosphere

A.



B.



D.



E.



C.





- 15b. Rearrange the words to create a complete sentence compliant with standard English rules of grammar and punctuation.



in clean energy

therefore

of fossil fuels

leads

must invest

The burning

to pollution

we

Read the following article and answer question 16 by filling in the blanks with the missing words provided in the answer choices.

From Leyte Island in the Philippines



Gerardo Amantillo (74) and Jovita Amantillo (74) from Basey, a coastal region of Leyte island close to Tacloban. When water rushed into their home, Gerardo and Jovita _____ A _____ out of the house and had to grab onto a neighbour's roof for safety. They clung to the roof for two hours until the storm eased.

It only took a few seconds to destroy a lifetime's work.

Gerardo and Jovita Amantillo were both at home when Typhoon Haiyan struck on November 8th, 2013. The couple, both aged 74, had been warned that a bad storm was on its way but nothing _____ B _____ them for the intensity of what they faced.

The winds _____ **C** _____ their home for several hours when suddenly the waves crashed down all around them, destroying their home and leaving Gerardo and Jovita fighting for their lives.

The strength of the waves carried Gerardo and Jovita out of their home. They survived only by clinging to the neighbour's roof – almost three metres off the ground.

"We held on to the roof," says Gerardo. "The only reason the roof _____ **D** _____ was because there were so many of us lying on it. After around two hours the winds died down and the water receded. Our house was completely gone."

Miraculously, they received only superficial wounds to their legs but _____ **E** _____. However, sitting on Ormoc pier waiting for a boat to take them off Leyte island, _____ **F** _____ was the worst affected region of the Philippines, the couple has just one small bag of possessions. Everything else _____ **G** _____.

"We stayed with neighbours for a few nights but we plan on living with our son for the next few months," says Gerardo. "I do not know when we will be able to move back."

Across the Philippines over 4 million people _____ **H** _____ by Typhoon Haiyan. Approximately 400,000 are living in evacuation centres, with the rest sheltering with friends or family.

Trócaire is offering shelter and food to people _____ **I** _____ lost their homes, but also rebuilding affected areas so Gerardo and Jovita can look forward to the day when they can return home (Stories from a changing climate, n.d.).



16. Choose the best option to fill in the blanks.

A. has swept
were swept
is swept
are swept

B. has prepared
have prepared
had prepared
was prepared

C. had been battering
has been battering
are been battering
have been battering

D. were not blown away
was not blown away
are not blown away
is not blown away

E. were otherwise unharmed
was otherwise unharmed
are otherwise unharmed
is otherwise unharmed

F. who
when
where
which

G. is lost
were lost
was lost
are lost

H. are displaced
were displaced
had been displaced
is displaced

I. whom
whose
which
who

Task Level: Advanced—low

Content: Business, coffee shop, texting slang

Micro/Macroskill: Language systems, patterns, and rules proofreading; grammar systems; communication function within a specific genre (texting)

Function: Detect errors; interpret, infer, and produce texting language

Form: Causative verb forms, past event modals



17. Read the passage below and cross out the words that do not belong.

Welcome to Your New Office!

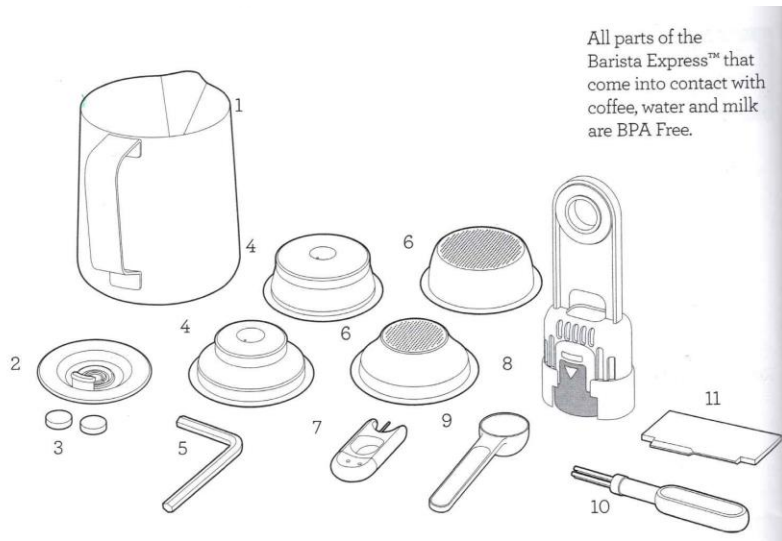


The Office Coffee Shop provides because a business hub where professionals in all industries can but come to grab some coffee, hold a meeting, meet for lunch or therefore put in a full day of work. Our experienced baristas, professional support staff and convenient location in downtown Royal Oak lends an energetic however atmosphere to your day-to-day business needs. And not only can you work, print, scan and meet in a should comfortable environment — we also offer IT, business development and marketing assistance.

But while our primary goal might is to create a place for small business to thrive and collaborate, The Office Coffee Shop is also dedicated to therefore a “pay it forward” philosophy. A portion of all our proceeds will must be donated to charities that strive to improve others’ lives everyday (Keith & Keith, n.d.).

Review following information and answer questions 18-20.

Espresso Machine Accessories



ACCESSORIES

1. Stainless steel milk jug.
2. Cleaning disc.
3. Cleaning tablets
4. Dual Wall filter baskets (1 cup & 2 cup). Use with pre-ground coffee.
5. Allen key
6. Single Wall filter baskets (1 cup & 2 cup). Use when grinding fresh whole coffee beans.
7. Cleaning tool.
8. Water filter holder and filter.
9. Coffee scoop. Measures the amount of pre-ground coffee when using dual wall filter baskets.
10. Cleaning brush
11. The Razor™ precision dose trimming tool.

(The Barista Express™, n.d.)



18. Which accessories are specifically designed for coffee that is already ground?



19. My espresso machine stopped working properly, so I had the machine _____.

- A. fix
- B. fixed
- C. fixen
- D. fixes



20. I _____ my espresso machine more regularly _____ it would be so expensive to repair.

- A. would have cleaned...had I known
- B. should have cleaned...had I known
- C. might have cleaned...because
- D. would have cleaned...because



20b. Rewrite the text dialogue with complete sentences using standard English rules of grammar and punctuation.

[1] sup

[2] hey how r u

[3] gr8 been long time

[4] yeah wanna grab some coffee

[5] sure starbucks tmrw @ 1 good?

[6] yeah sounds good

[7] awsm

[8] c ya there

[9] k ttyl

[1] _____

[2] _____

[3] _____

[4] _____

[5] _____

[6] _____

[7] _____

[8] _____

[9] _____

Task Level: Advanced—high

Content: Legalese and civil rights

Micro/Macroskill: Contextual inference of main idea and details within a culturally specific genre, guessing meaning based on context, grammatical systems

Function: Guess meaning, infer

Form: Noun clause and S-V agreement



21. Choose the correct answers based on the *Brown v. Board of Education* paragraph below.

1, 2, 4 & 10

BROWN v. BOARD OF EDUCATION. 11

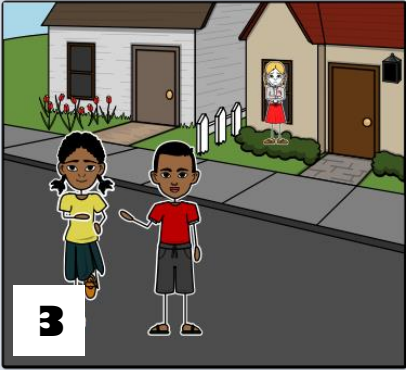
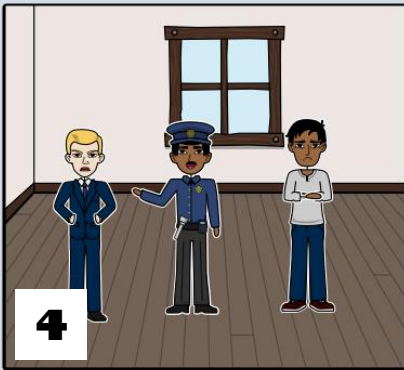
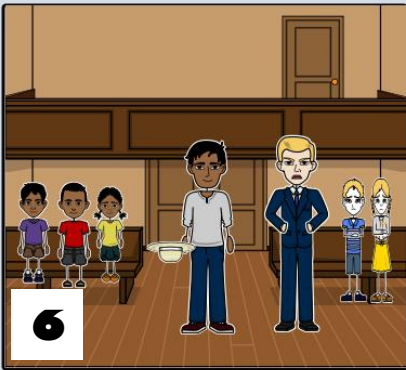
guage in *Plessy v. Ferguson* contrary to this finding is rejected.

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.¹²

- A. The topic of the case finding is best related to which historical event?
- Internment camps during WWII
 - The American Civil Rights movement
 - The American Constitution and the Bill of Rights
 - Slavery in the United States
- B. One can infer the Fourteenth Amendment contains language related to what subject?
- Women's rights to suffrage
 - Citizens' rights to bear arms
 - Citizens' rights to free speech, press, and assembly
 - People's rights to equal treatment under the law
- C. Which is not an example of "separate but equal"?
- Requiring Black and White children to attend separate schools.
 - Providing separate water fountains and restrooms for people of different races.
 - Sectioning people of different color on a bus.
 - Restricting women from voting in national elections.
- D. _____ is that "separate but equal" is unconstitutional.
- What the case finding states
 - The case findings state
 - The case findings states
 - What the case findings states



21b. Create a short story by writing one complete sentence for each picture.

MY FATHER GOES TO COURT	EXPOSITION	RISING ACTION
 1	 2	 3
CLIMAX	FALLING ACTION	DENOUEMENT
 4	 5	 6

- 1) _____

- 2) _____

- 3) _____

- 4) _____

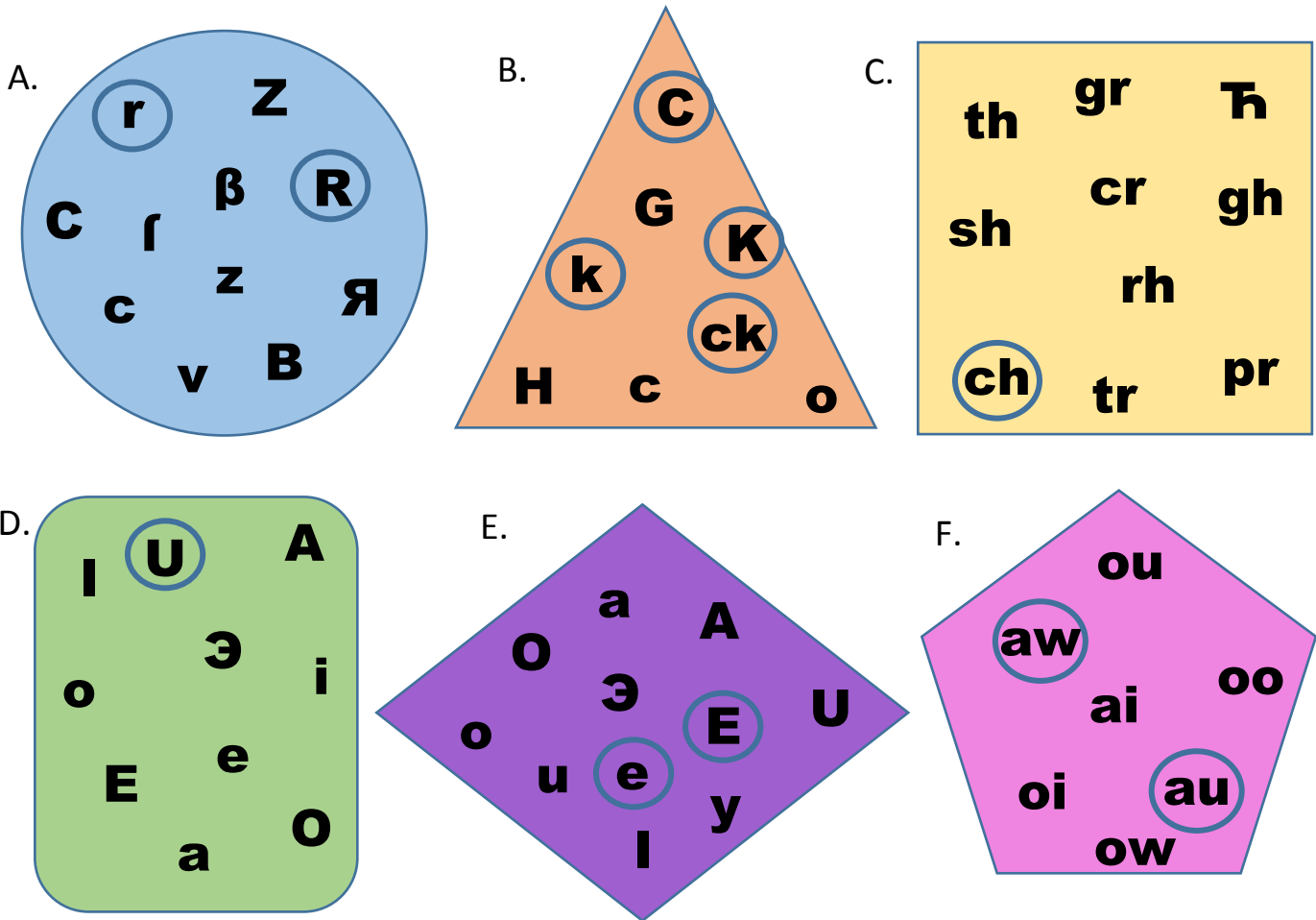
- 5) _____

- 6) _____

Reading Answer Key

Listening and writing proficiency levels are determined by the test-taker's ability or inability to progress to subsequent task levels. Once a test-taker begins to significantly struggle, missing multiple tasks or exhibiting an inability to complete tasks, the test should be discontinued and the prior proficiency level assigned.

1.



2. C D C

3. laptop, pens, window, coworkers, light

4. C B C

5. Time: _____

Full Credit: 0 to 1'29"

Partial Credit: 1'30 to 1'59"

No Credit: 2'00" or more

6.

_____ Chicken Tikka Masala
_____ Chicken Curry
_____ Chicken Saag

☒ _____ Daal
☒ _____ Aloo Gobi
☒ _____ Channa Masala

☒ _____ Saag Paneer
_____ Shrimp Tikka Masala
_____ Shrimp Saag

7. A

8. D

9. D

10. C

11. C

12. C

13. A

14. B

15. D B A C E

16. A: were swept
B: had prepared
C: had been battering
D: was not blown away
E: were otherwise unharmed
F: which
G: was lost
H: were displaced
I: who

17. The Office Coffee Shop provides **because** a business hub where professionals in all industries can **but** come to grab some coffee, hold a meeting, meet for lunch or **therefore** put in a full day of work. Our experienced baristas, professional support staff and convenient location in downtown Royal Oak lends an energetic **however** atmosphere to your day-to-day business needs. And not only can you work, print, scan and meet in a **should** comfortable environment — we also offer IT, business development and marketing assistance.

But while our primary goal **might** is to create a place for small business to thrive and collaborate, The Office Coffee Shop is also dedicated to **therefore** a “pay it forward” philosophy. A portion of all our proceeds will **must** be donated to charities that strive to improve others’ lives everyday.

18. (4) Dual Wall filter baskets and (9) Coffee scoop

19. B

20. A

21. A: ii
B: iv
C: iv
D: i

Writing Score Sheet

2b. 1 point per entry

_____/8 pts.

Each entry must be spelled correctly for credit.



AN EQUAL OPPORTUNITY EMPLOYER APPLICATION FOR EMPLOYMENT

In order for you to be considered for employment, this application must be filled out in its ENTIRETY.
Resumes, though certainly welcome, should not be submitted in lieu of information requested below.

GENERAL

PLEASE PRINT

Date: March 14 2019
Month Date Year

Name: Tamika Pearl Andrews Social Security No: 439 / 55 / 6624
First Middle Last

Present Address: 82 Mockingbird Lane Newmarket NH 03857
(If less than 2 years at current address) Street City State Zip

3b. 1 point per response

_____/9 pts.

Each response must be spelled correctly for credit. Ignore initial capitalization variances.

mister, doctor, junior, avenue, lane, road, foot/feet, inch/inches, gallon/gallons

8b. 1 point per response

_____/6 pts.

Each response must be spelled correctly for credit. Ignore initial capitalization variances.

chickpeas, onions, tomatoes, ginger, garlic, spices (any order)

8c. 1 point per response

_____/6 pts.

Each response must be spelled and capitalized correctly for credit.

Heat, Add, Bring, cook, Stir, Serve

11b. 1 point per response

_____/3 pts.

Each response must be spelled, capitalized, and punctuated correctly for credit.

I **have taken** my medication consistently.
You must **have drunk** one cup of herbal tea.
The pharmacist **has screwed** the cap on the bottle.



15b. See rubric.

/3 pts.

Spelling & Capitalization	Word Order	Punctuation	
Incorrect	Incorrect/Correct	Incorrect/Correct	0
Correct	Incorrect	Incorrect	1
Correct	Correct	Incorrect	2
Correct	Incorrect	Correct	2
Correct	Correct	Correct	3

The burning of fossil fuels leads to pollution; therefore, we must invest in clean energy.

20b. 2 points per line of text

/18 pts.

Some variation is acceptable if in accordance with standard English rules of grammar and punctuation.

Complete Sentence	Transcription	Punctuation	
Incorrect	Incorrect/Correct	Incorrect/Correct	0
Correct	Incorrect	Incorrect	0
Correct	Correct	Incorrect	1
Correct	Incorrect	Correct	1
Correct	Correct	Correct	2

- [1] What's up?
- [2] Hey, how are you?
- [3] I'm great! It's been a long time.
- [4] Yeah, do you want to grab some coffee?
- [5] Sure, is Starbucks tomorrow at 1:00 good?
- [6] Yeah, that sounds good.
- [7] Awesome!
- [8] I will see you there.
- [9] Okay, I will talk to you later.



21b. See rubric.

/5 pts.

Some variation is acceptable if in accordance with standard English rules of grammar and punctuation.

Grammar	Content	Transitions	
Incorrect	Inaccurate	No/Incorrect Usage	0
Somewhat Correct	Somewhat Accurate with Minimal Details	No/Incorrect Usage	1
Somewhat Correct	Somewhat Accurate with Minimal Details	Some Usage with Minor Errors	2
Mostly Correct	Mostly Accurate with Considerable Details	Some Usage with Minor Errors	3
Mostly Correct	Mostly Accurate with Considerable Details	Considerable Usage with Minor Errors	4
Fully Correct	Fully Accurate with Considerable Details	Considerable Usage with No Errors	5

Example Sentences:

- 1) A man is sitting in a courtroom.
- 2) Two children are standing in the road in front of their house.
- 3) A mother is watching her children from the window.
- 4) A man is appointed legal counsel.
- 5) A man takes the stand to testify in a courtroom.
- 6) A man stands with his attorney to receive judgement.

Reading & Writing Tracker

Multiple Test-Takers

The administrator may use the listening and speaking trackers below to assess each test-taker's performance and identify the proficiency levels at which performance is strong, moderate, and weak.

Reading

	BL		B-Low			B-High			I-Low				
Q#	1A-F	2	3	4	5	6	7	8	9	10	11	12	13
Max	6	3	5	3	3	4	1	1	1	1	1	1	1
TT1													
TT2													
TT3													
TT4													
TT5													
TT6													
TT7													
TT8													

	I-High			A-Low	A-High			
Q#	14	15	16	17	18	19	20	21
Max	1	5	9	8	2	1	1	4
TT1								
TT2								
TT3								
TT4								
TT5								
TT6								
TT7								
TT8								

Writing

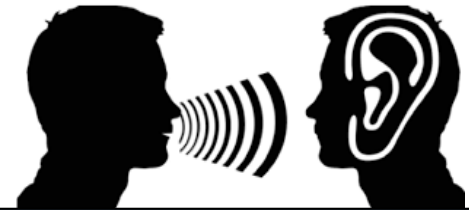
	BL		B-Low			B-High			I-Low				
Q#	1A-F	2	3	4	5	6	7	8	9	10	11	12	13
Max	6	3	5	3	3	4	1	1	1	1	1	1	1
TT1													
TT2													
TT3													
TT4													
TT5													
TT6													
TT7													
TT8													

	I-High			A-Low	A-High			
Q#	14	15	16	17	18	19	20	21
Max	1	5	9	8	2	1	1	4
TT1								
TT2								
TT3								
TT4								
TT5								
TT6								
TT7								
TT8								

ENGLISH PROFICIENCY ASSESSMENT

Adult Non-Native English Speakers

READING & WRITING



TEST-TAKER FORM

Name: _____

Date: _____

EVALUATION

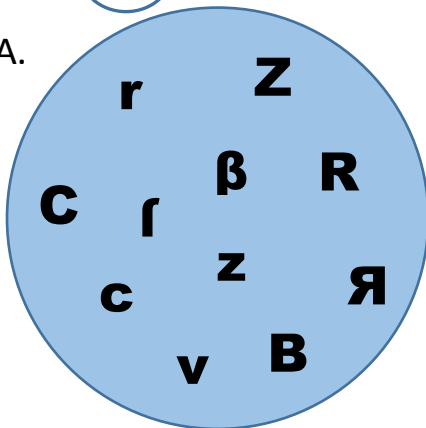
Reading Level: _____

Writing Level: _____

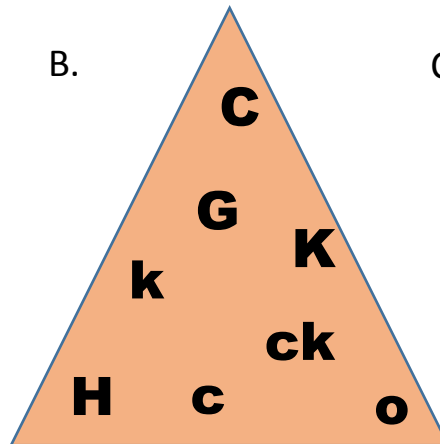


1. Circle the correct letters.

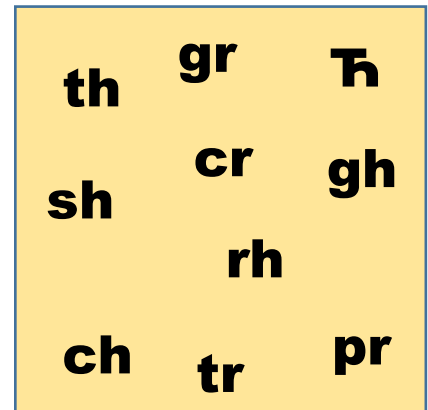
A.



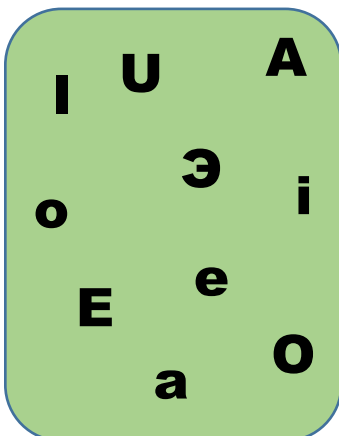
B.



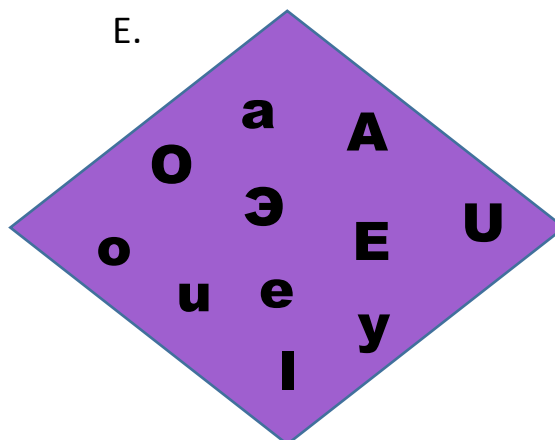
C.



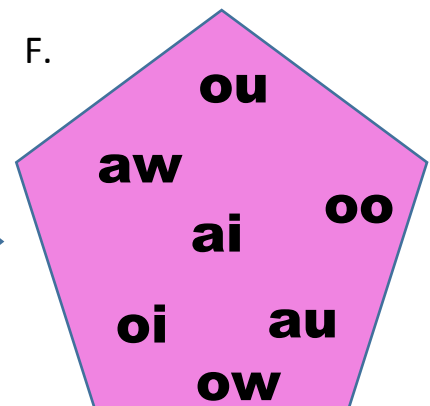
D.



E.



F.



Spring 2019



2. Circle the correct word.

- A. Tree
- B. Tee
- C. Three
- D. Thee



- A. Forty
- B. Fourty
- C. Forten
- D. Fourteen



2, 4, 6, 8, —

- A. Tan
- B. Teen
- C. Ten
- D. Tin



2b. Complete the job application using the **WORD BANK**.

WORD BANK

Tamika Pearl Andrews

2019

March

NH

03857

14

Newmarket

82 Mockingbird Lane

439-55-6624



**AN EQUAL OPPORTUNITY EMPLOYER
APPLICATION FOR EMPLOYMENT**

In order for you to be considered for employment, this application must be filled out in its ENTIRETY. Resumes, though certainly welcome, should not be submitted in lieu of information requested below.

GENERAL

PLEASE PRINT

Date: _____
Month Date Year

Name: _____ Social Security No: _____
First Middle Last / /

Present Address: _____
(If less than 2 years at current address) Street City State Zip





3. **Look** at the picture. **Circle** the correct word.



- | | | | | |
|-----------|----------|-----------|------------|---------------|
| A. Laptop | B. Paper | C. Window | D. Pencils | E. Microphone |
| Plant | Pens | Computer | Keyboard | Stapler |
| Book | Light | Mug | Monitor | Light |
| Desk | Chair | Plant | Coworkers | Phone |



3b. Write the **complete form** of the abbreviation.

Mr. _____

Dr. _____

Jr. _____

Ave. _____

Ln. _____

Rd. _____

ft. _____

in. _____

gal. _____



4. **Circle** the correct sentences.

- A. The doctor is examining the patient.
- B. The nurse is taking her temperature.
- C. The firefighter is putting out the fire.
- D. The lawyer is trying the case.

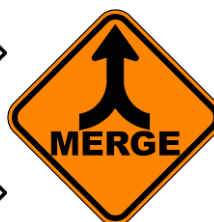


- A. The farmer works on the farm.
- B. The lawyer tries the case.
- C. The teacher teaches the students.
- D. The policewoman arrests the man.

- A. The scientist conducts an experiment.
- B. The CEO holds a meeting
- C. The conductor directs the orchestra.
- D. The accountant calculates the taxes.



5. In the following paragraph, **find** the street sign words in order from **LEFT to RIGHT** and **circle** them as quickly as possible.



Knowing how to read street signs is very important. It could even mean the difference between life and death. Sometimes, when a lane is going to end, a merge sign will tell you to enter nearby traffic. A railroad crossing sign will let you know that you should be aware of trains crossing the road. Sometimes, when there is road construction, a caution sign will tell you to be extra careful. Of course, at a stop sign, it is important to halt completely before proceeding through an intersection, and when you see a yield sign, always give the right-of-way to other vehicles on the road. A dead-end sign lets you know that there is no outlet ahead. Knowing your street signs will help keep you and everyone on the road safe.

Review the following menu from an Indian restaurant and answer questions 6-8b.

COMBO
 Two items with basmati rice or salad.
\$8

TANDOORI
 Tandoori chicken with basmati rice and salad. Includes daal and naan.
\$10

BOWL
 One item served over basmati rice.
\$6

ALL OF OUR DELICIOUS FLAVORS ARE AVAILABLE IN A BOWL OR COMBO PLATE.

 CHICKEN TIKKA MASALA Marinated chicken breast served in our popular sauce.	 DAAL ✓ Black lentils and kidney beans in a savory tomato onion sauce.	 SAAG PANEER ✓ Spinach cooked with herbs, spices and traditional Indian cheese.
 CHICKEN CURRY Chicken simmered in a savory tomato onion curry.	 ALOO GOBI ✓ Potatoes and cauliflower in a savory sauce.	 SHRIMP TIKKA MASALA Shrimp Dishes Add \$0.95 Marinated shrimp served in our most popular sauce.
 CHICKEN SAAG Marinated chicken breast cooked with spinach in herbs and spices.	 CHANNA MASALA ✓ Chickpeas, onions and tomatoes flavored with a blend of ginger, garlic and spices.	 SHRIMP SAAG Shrimp Dishes Add \$0.95 Marinated shrimp cooked with spinach in herbs and spices.

SIDES		DRINKS	
Plain Naan	\$ 1.95	Mango Lassi	\$ 2.95
Garlic Naan	\$ 1.95	Soft Drinks	\$ 1.89
Cucumber Raita	\$ 0.95	Bottled Water	\$ 1.00
Samosa	\$ 2.50	<i>Beer & Wine Available</i>	

DESSERTS	
Kasi Bread Pudding	\$ 3.50
Mango Cheesecake	\$ 3.50
Pistachio Cheesecake	\$ 3.50
Classic Cheesecake	\$ 3.50

NEW

Tandoori Chicken Salad \$8





6. Jose is a vegetarian. He does not eat meat. Which dishes can Jose order? **Check** the correct answers.

_____ Chicken Tikka Masala

_____ Chicken Curry

_____ Chicken Saag

_____ Daal

_____ Aloo Gobi

_____ Channa Masala

_____ Saag Paneer

_____ Shrimp Tikka Masala

_____ Shrimp Saag



7. **Circle** the proper response to fill in the blanks.

JOSE: I would like to order the combo with saag paneer and daal.

WAITER: Would you like rice or salad?

JOSE: (1)_____.

WAITER: And for your drink?

JOSE: (2)_____.

WAITER: Perfect. I will have that



A. (1) Salad, please

(2) Just bottled water.

B. (1) Rice, please

(2) Naan would be great.

C. (1) Garlic naan, please

(2) A mango lassi, thank you.

D. (1) Mango cheesecake

(2) Bottled water, please.



8. Based on your response to question 7, how much will Jose's meal cost? (no tax or tip)

A. Eight dollars

B. Nine dollars and ninety-five cents

C. Twelve dollars and fifty cents

D. Nine dollars



8b. Jose is going grocery shopping. He wants to make channa masala at home. **Create** a grocery list based on the restaurant menu.

Grocery List



8c. **Listen** to the following recipe and **fill in** the missing words.

Channa Masala *Recipe*

Preparation

1. _____ the oil in a wide skillet. Add the onion and sauté until translucent. _____ the garlic and continue to sauté until the onion is golden.
2. Add the chickpeas, garam masala, turmeric, ginger, tomatoes, lemon juice, and about 1/4 cup water. _____ to a simmer, then _____ over medium-low heat for 10 minutes, stirring frequently. This should be moist and stew-like, but not soupy; add a little more water, if needed.
3. _____ in the cilantro and season with salt. _____ on its own in shallow bowls or over a hot cooked grain, if desired.

Review the prescription label and answer questions 9-11.



9. When should the patient take this medication?

- A. Before bed
- B. After breakfast
- C. During meals
- D. Every eight hours



10. How should the patient take this medication?

- A. intravenously
- B. topically
- C. orally
- D. sublingually



11. How many pills should the patient take per dosage?

- A. Three
- B. Thirty
- C. One
- D. Five



11b. Rewrite the following sentences using the **present perfect** tense.

Example: **My mother eats breakfast every day.**

My mother has eaten breakfast every day.

I take my medication consistently.

_____.

You must drink one cup of herbal tea.

_____.

The pharmacist screws the cap on the bottle.

_____.

Read the following paragraph and answer questions 12-13.

Cynthia went to the doctor because her back was hurting. The doctor prescribed a pain medication. She went to the pharmacy to pick up her prescription. The pharmacist said, "Take one tablet each day for pain. It is best to take this medicine with food." Cynthia went home, ate lunch, and took one tablet. Before bed, she ate a snack and took another tablet. The next day, Cynthia ate breakfast and took another tablet. Cynthia started to feel terrible. She called her doctor for another appointment.



12. What is the doctor likely to tell Cynthia?

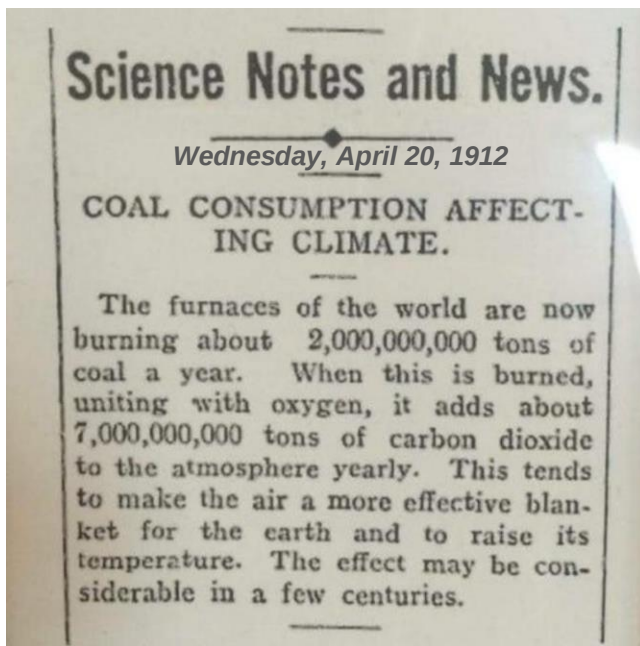
- A. Take your medication with food.
- B. Be patient. The medicine needs time to work.
- C. Take only one pill per day.
- D. Get some rest.



13. Why was Cynthia taking medication?

She was taking medication _____.

- A. because she had a backache.
- B. when she had a backache.
- C. that she had a backache.
- D. where she had a backache.



14. What is the **main idea** of this news article?

- A. Burning coal for fuels is clean and healthy for the environment.
- B. Excessive use of coal for fuel could negatively impact the environment in near centuries.
- C. The world uses 2,000,000,000 tons of coal every year.
- D. People are using a nonrenewable resource excessively and the world's supply may become depleted.



15. Match the vocabulary with the correct picture.

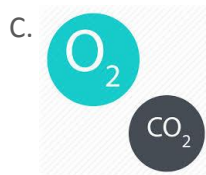
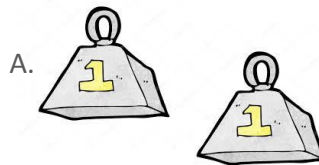
_____ Furnace

_____ Coal

_____ Tons

_____ Oxygen and Carbon Dioxide

_____ Atmosphere





- 15b. Rearrange the words to create a complete sentence compliant with standard English rules of grammar and punctuation.



in clean energy

therefore

of fossil fuels

leads

must invest

The burning

to pollution

we

Read the following article and answer question 16 by filling in the blanks with the missing words provided in the answer choices.

From Leyte Island in the Philippines



Gerardo Amantillo (74) and Jovita Amantillo (74) from Basey, a coastal region of Leyte island close to Tacloban. When water rushed into their home, Gerardo and Jovita _____ **A** _____ out of the house and had to grab onto a neighbour's roof for safety. They clung to the roof for two hours until the storm eased.

It only took a few seconds to destroy a lifetime's work.

Gerardo and Jovita Amantillo were both at home when Typhoon Haiyan struck on November 8th, 2013. The couple, both aged 74, had been warned that a bad storm was on its way but nothing _____ **B** _____ them for the intensity of what they faced.

The winds _____ **C** _____ their home for several hours when suddenly the waves crashed down all around them, destroying their home and leaving Gerardo and Jovita fighting for their lives.

The strength of the waves carried Gerardo and Jovita out of their home. They survived only by clinging to the neighbour's roof – almost three metres off the ground.

"We held on to the roof," says Gerardo. "The only reason the roof _____ **D** _____ was because there were so many of us lying on it. After around two hours the winds died down and the water receded. Our house was completely gone."

Miraculously, they received only superficial wounds to their legs but _____ **E** _____. However, sitting on Ormoc pier waiting for a boat to take them off Leyte island, _____ **F** _____ was the worst affected region of the Philippines, the couple has just one small bag of possessions. Everything else _____ **G** _____.

"We stayed with neighbours for a few nights but we plan on living with our son for the next few months," says Gerardo. "I do not know when we will be able to move back."

Across the Philippines over 4 million people _____ **H** _____ by Typhoon Haiyan. Approximately 400,000 are living in evacuation centres, with the rest sheltering with friends or family.

Trócaire is offering shelter and food to people _____ **I** _____ lost their homes, but also rebuilding affected areas so Gerardo and Jovita can look forward to the day when they can return home.



16. Choose the best option to fill in the blanks.

- | | | |
|--|--|---|
| A. has swept
were swept
is swept
are swept | B. has prepared
have prepared
had prepared
was prepared | C. had been battering
has been battering
are been battering
have been battering |
| D. were not blown away
was not blown away
are not blown away
is not blown away | E. were otherwise unharmed
was otherwise unharmed
are otherwise unharmed
is otherwise unharmed | F. who
when
where
which |
| G. is lost
were lost
was lost
are lost | H. are displaced
were displaced
had been displaced
is displaced | I. whom
whose
which
who |



17. Read the passage below and cross out the words that do not belong.

Welcome to Your New Office!

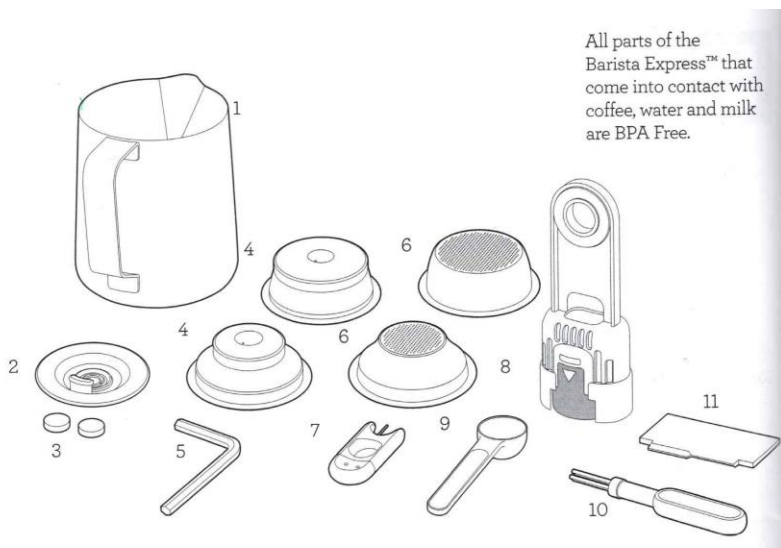


The Office Coffee Shop provides because a business hub where professionals in all industries can but come to grab some coffee, hold a meeting, meet for lunch or therefore put in a full day of work. Our experienced baristas, professional support staff and convenient location in downtown Royal Oak lends an energetic however atmosphere to your day-to-day business needs. And not only can you work, print, scan and meet in a should comfortable environment — we also offer IT, business development and marketing assistance.

But while our primary goal might is to create a place for small business to thrive and collaborate, The Office Coffee Shop is also dedicated to therefore a “pay it forward” philosophy. A portion of all our proceeds will must be donated to charities that strive to improve others’ lives everyday.

Review followng information and answer questions 18-20.

Espresso Machine Accessories



ACCESSORIES

1. Stainless steel milk jug.
2. Cleaning disc.
3. Cleaning tablets
4. Dual Wall filter baskets (1 cup & 2 cup). Use with pre-ground coffee.
5. Allen key
6. Single Wall filter baskets (1 cup & 2 cup). Use when grinding fresh whole coffee beans.
7. Cleaning tool.
8. Water filter holder and filter.
9. Coffee scoop. Measures the amount of pre-ground coffee when using dual wall filter baskets.
10. Cleaning brush
11. The Razor™ precision dose trimming tool.



18. Which accessories are specifically designed for coffee that is already ground?



19. My espresso machine stopped working properly, so I had the machine _____.

- A. fix
- B. fixed
- C. fixen
- D. fixes



20. I _____ my espresso machine more regularly _____ it would be so expensive to repair.

- A. would have cleaned...had I known
 - B. should have cleaned...had I known
 - C. might have cleaned...because
 - D. would have cleaned...because
-



20b. Rewrite the text dialogue with complete sentences using standard English rules of grammar and punctuation.

[1] sup

[2] hey how r u

[3] gr8 been long time

[4] yeah wanna grab some coffee

[5] sure starbucks tmrw @ 1 good?

[6] yeah sounds good

[7] awsm

[8] c ya there

[9] k ttyl

[1]

[2]

[3]

[4]

[5]

[6]

[7]

[8]

[9]



21. Choose the correct answers based on the *Brown v. Board of Education* paragraph below.

1, 2, 4 & 10

BROWN v. BOARD OF EDUCATION. 11

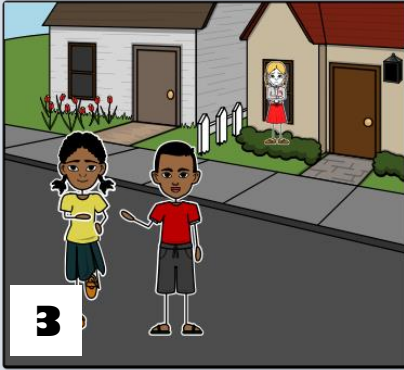
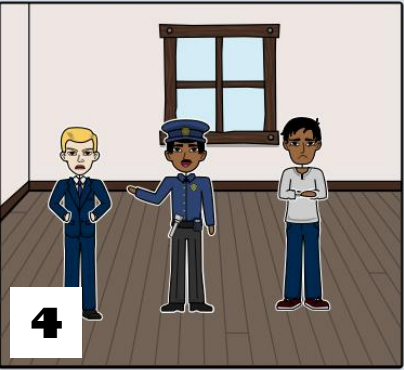
guage in *Plessy v. Ferguson* contrary to this finding is rejected.

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.¹²

- A. The topic of the case finding is best related which historical event?
- Internment camps during WWII
 - The American Civil Rights movement
 - The American Constitution and the Bill of Rights
 - Slavery in the United States
- B. One can infer the Fourteenth Amendment contains language related to what subject?
- Women's rights to suffrage
 - Citizens' rights to bear arms
 - Citizens' rights to free speech, press, and assembly
 - People's rights to equal treatment under the law
- C. Which is not an example of "separate but equal"?
- Requiring Black and White children to attend separate schools.
 - Providing separate water fountains and restrooms for people of different races.
 - Sectioning people of different color on a bus.
 - Restricting women from voting in national elections.
- D. _____ is that "separate but equal" is unconstitutional.
- What the case finding states
 - The case findings state
 - The case findings states
 - What the case findings states



21b. Create a short story by writing one complete sentence for each picture.

MY FATHER GOES TO COURT	EXPOSITION	RISING ACTION
 1	 2	 3
CLIMAX	FALLING ACTION	DENOUEMENT
 4	 5	 6

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

- 6) _____

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