

FAIRFAX COUNTY PUBLIC SCHOOLS
OFFICE OF ESOL SERVICES
ORAL LANGUAGE PROFICIENCY ASSESSMENT
Student Information Summary

Student's Name: _____

School: _____

ESOL Teacher: _____

Type(s) of Oral Assessment:

☐ Fresh Start _____ date(s)	☐ Wordless Books _____ date(s)	☐ Role Plays _____ date(s)
☐ Interview _____ date(s)	☐ Re-tell _____ date(s)	☐ Book Talk _____ date(s)
☐ Picture-cued Descriptions _____ date(s)	☐ Oral Reports w/Graphic Organizers _____ date(s)	☐ Debate _____ date(s)
☐ Show & Tell _____ date(s)	☐ Think, Pair, Share _____ date(s)	☐ Small Group Discussion _____ date(s)
☐ Oral KWL _____ date(s)	☐ Information Gap _____ date(s)	☐ Other _____ date(s)

Fall Oral Sample

Date: _____

Oral Level: _____

Comments: _____

Spring Oral Sample

Date: _____

Oral Level: _____

Comments: _____

Score Level 6	Speaking - Communicates effectively on social and content area topics; demonstrates awareness of audience and purpose, and adjusts speech accordingly (Grades 4 and up). - Uses precise social and content area vocabulary specific to context. - Uses clear pronunciation; varies intonation to communicate effectively.* - Makes consistent use of standard English grammar and syntax with almost no grammatical errors. - Speaks at length easily on content area topics LISTENING - Responds appropriately in social and classroom settings with no prompting.
5	Speaking - Communicates effectively on social and content area topics; demonstrates some awareness of audience and purpose (Grades 4 and up). - Uses varied social and content area vocabulary specific to context. - Uses pronunciation that does not interfere with comprehensibility; varies intonation at times.* - Makes consistent use of standard English grammar and syntax with few grammatical errors. - Speaks at length on content area topics. LISTENING - Responds appropriately in social and classroom settings with occasional or no prompting.
4	Speaking - Communicates effectively on social topics and less effectively on content area topics with some lapses in meaning. - Uses social and/or content area vocabulary that is usually specific to context. - Uses pronunciation that sometimes interferes with comprehensibility.* - Uses predominantly simple and compound sentences with inconsistent use of verb tenses; makes some grammatical errors. - Speaks easily on familiar topics; elaborates minimally on content area topics. LISTENING - Responds appropriately in social and classroom settings with prompting.
3	Speaking - Communicates on familiar social and content area topics with frequent lapses in meaning. - Uses repetitive and/or high frequency vocabulary with circumlocution or awkward word choice. - Uses pronunciation that often interferes with comprehensibility.* - Uses simple and some compound sentences, simple verb tenses, and makes frequent grammatical errors. - Speaks on familiar topics with hesitation. LISTENING - Responds appropriately in social and classroom settings through predominantly verbal responses with some prompting.
2	Speaking - Communicates on familiar topics with some lapses in meaning. - Uses limited functional/survival vocabulary; uses vocabulary for concrete objects. - Uses pronunciation that interferes with comprehensibility.* - Uses phrases and simple sentences in the present tense; makes frequent grammatical errors that interfere with meaning. - Speaks in single word utterances, pattern sentences, and/or simple sentences; responds to simple questions and comments. LISTENING - Responds appropriately to simplified language in social and classroom settings using verbal and nonverbal responses with repeated prompting.
1	Speaking - Communicates in home language; relies primarily on gestures and other non-verbal language. - Uses home language or echoes words and phrases. - Uses pronunciation that prevents comprehensibility.* - Uses single words and phrases. - Speaks in single word utterances. LISTENING - Makes nonverbal or home language responses or does not respond.
*Note: Students learning English may maintain an accent, depending upon the age at which they started learning English. The presence of an accent should not influence the oral proficiency rating unless the accent affects the speaker's comprehensibility. <i>Italicized terms are defined in Glossary.</i> Score Level Range: A scoring level indicates that students are capable of demonstrating skills in speaking or listening at that level as well as at the levels below it. For example, a student scoring at a Level 4 is assumed to have the oral skills described at that level as well as skills described in Levels 1, 2 and 3.	