

## The Framingham Test of Oral English Proficiency

The Framingham Test of Oral English Proficiency is a placement tool that has evolved over two decades of use at Framingham Adult English as a Second Language *Plus*. Based on the now defunct and unavailable Test of English Proficiency Level, we have adapted this tool and linked it to our curriculum.

It is a one-on-one interview, containing 30 items and a rubric aligned to our level. It takes about 10 minutes to administer (far less for beginning learners); we have given it approximately 10,000 times and its reliability places students over 95% of the time.

If you have questions, please visit our website at [www.faesl.org](http://www.faesl.org) or contact Kevin O'Connor at [koconnor@framingham.k12.ma.us](mailto:koconnor@framingham.k12.ma.us).

Framingham Adult ESL  
ESOL Assessment of Oral  
English 8/2002

The Oral History of an Oral Test.

Sometimes experiments become solutions. When this program started to use the first version of our Test of Oral English 15 years ago it was an experiment. Now, after many revisions, it has become a reliable and valid solution to the problem of how to quickly and accurately place new students. All of our teachers use it and it works very well for us, but few of us knew where it came from. Recently I decided to look for its origins. I traced it back through several veteran teachers and found the truth.

Allow me to give you some background. The Framingham Adult ESL Program started out in 1985 with one class, one teacher and 20 students. When it grew to two classes there was a need for an initial assessment tool. At first, they used the "John Test". In case you are not familiar with it, the "John Test" involves a series of cartoons that follow a day in the life of- you guessed it- John. The interviewer asks questions that are aimed at uncovering the students' oral mastery of English grammar and vocabulary. However, they found it too puerile- very "Dick and Jane". Besides that, they got sick of talking about John- it became "too creepy" to voyeuristically follow John throughout his day.

Enter the Test. Someone had purchased a few copies of the TEPL- Test of English Proficiency- from a company in California. They looked at it now and found it interesting. It did a good job of asking very specific questions, its pictures were less crowded with information than the John Test's and it had the advantage of not stalking the same subject in every picture. Unfortunately when they tried to buy more copies they found that the company had gone out of business and every attempt to track them down led to a dead end. Therefore, they kept using the few copies they had.

As the program grew, the test grew with it. Some of the questions were aimed at grammar points, vocabulary and levels of expression that did not jibe with the curriculum, so they were adjusted, rewritten or dropped. As the program expanded and added levels, the test was revisited to decide where to put the "cutoff" questions that mark the change from one level to the next. When we rewrote our curriculum we did some more "revamping" to make the test match. After a while, some of our students had

memorized the answers, so one of our teachers made a second version modeled closely on the first. As problems have arisen with either version, we have revised them.

We have lent it out to several companies, including a workplace program that needed to test for oral proficiency. They reformatted it, separating the four pictures that were on each page. This was a great improvement in reducing visual distractions, so we adopted it. We put one picture per page on a half sheet of paper, then laminated it and bound it together to make a flipbook. Now a tester opens this handy book to find the visual prompt facing the subject, and the questions and answers facing them.

There are some real advantages to this test. First, it is malleable. Programs of any size can use it. They can change the order or content of the questions and they can tweak the format or the pictures to match their curriculum and setting. Second, it is easy to use, and allows a brief, directed, face-to-face individual interview. Third, it is reusable and easily scored. Lastly, it is reliable. On our last registration we used it to place almost 200 new people in less than two hours. Now that classes have begun, we have only found two of these new students misplaced- an accuracy rate of 99%! Over the past several years it has been, on average, about 95 percent accurate for us.

Over the years, many people have used this test, in many contexts. We have worked on the pictures, the questions and the prompts. It reflects everyone who has used it and suggested revisions. Of all the testers who have used it and contributed to it, few knew its roots, until now.



ESL 2

ESOL Assessment of ORAL ENGLISH

Version 2

Framingham Adult ESL Program

Tester: I AM GOING TO ASK YOU SOME QUESTIONS. SOME OF THE QUESTIONS GO WITH PICTURES. SOME DO NOT. PLEASE ANSWER IN A SENTENCE. OK?

Example Question: WHAT IS YOUR NAME?

Acceptable: "My name is....." If the student does not answer in a complete sentence, the tester may coach by replying "My name is.....".

Tester: ARE YOU READY? LET'S BEGIN.

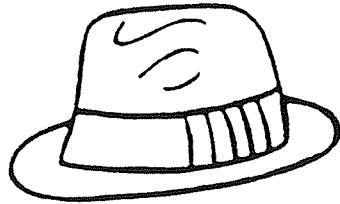
1. Look at the picture.  
WHAT IS THIS?

Acceptable: "It **is** a hat." "That **is** a hat." "This **is** a hat."

2. Look at the picture.  
WHERE IS THE CAT?

Acceptable: "The cat **is on** the hat."  
"It **is on** the hat."

1.



2.



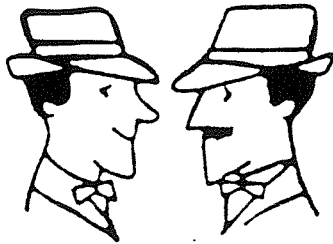
3. Look at the picture.  
HOW MANY HATS ARE  
THERE?

Acceptable: "There are two hats."

4. Look at the picture.  
WHAT ARE THEY  
DOING?

Acceptable: "They are dancing."

3.



4.



5. Look at the picture.  
**WHAT TIME IS IT?**

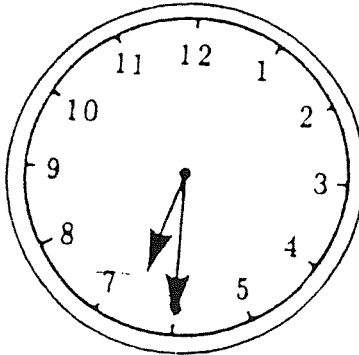
Acceptable: "It is **6:30.**" It is **half past six.**"

6. Look at the picture.  
**WHAT IS THE DATE?**

Acceptable: "It is **February 15 (15<sup>th</sup>).**" "It is the **fifteenth of February.**"

0-3 Correct in first answer column (#1-6) Level 1 PM / 1 AM  
4-6 Correct in first answer column (#1-6) Level 2 PM / 1+ AM

5.



6.

F E B R U A R Y						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

Tester: NOW I WILL ASK YOU SOME QUESTIONS WITHOUT PICTURES. OK?

## 7. HOW OLD ARE YOU?

Acceptable: "I **am**...years old." "I **will be**..." (The student must use part of the verb *to be*.)

## 8. DO YOU LIKE TO WATCH T.V.?

Acceptable: "Yes, I **like to watch**..."  
"No, I **do not like to watch**..." (The student must use *like + to watch*.)

## 9. IS IT SNOWING TODAY?

Acceptable: “Yes, **it is.**” “No, **it is not.**” (If the student gives a response contrary to the fact, ask, “Is it really?” to check understanding of the word *snowing*.)

## 10. WAS YESTERDAY SATURDAY?

Acceptable: “No, **it was not.**”  
“Yesterday was...”

# 11. WHOSE PENCIL (PEN) IS THIS?

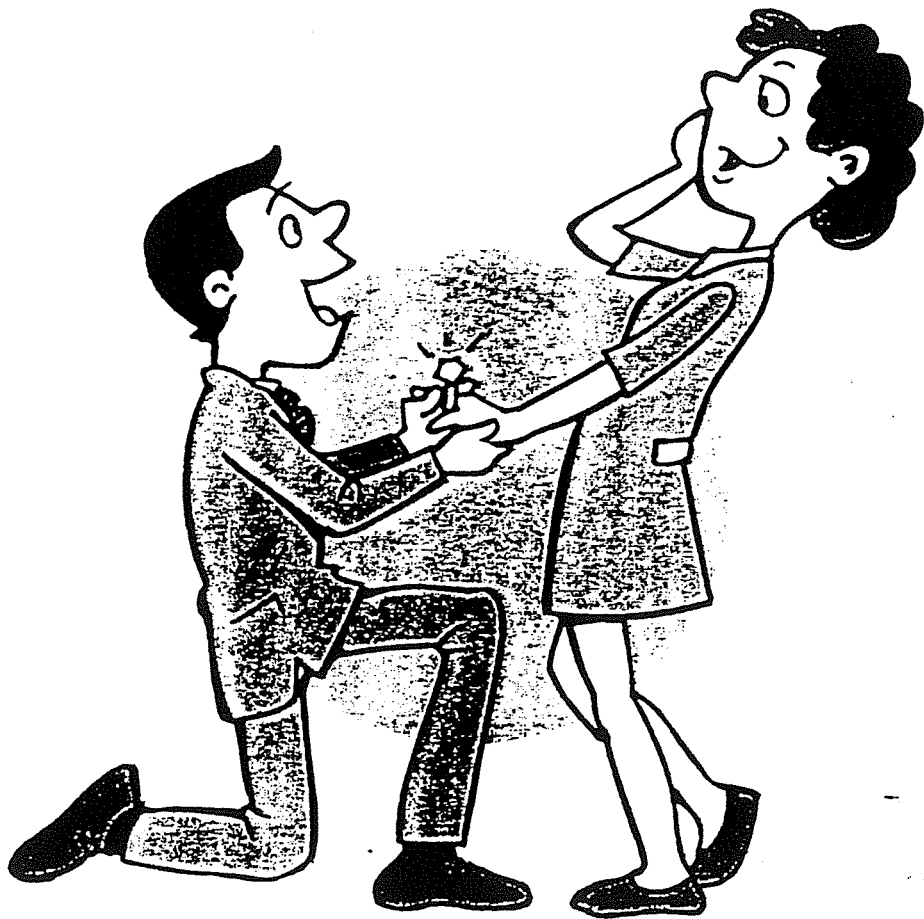
Acceptable: "It is **your** pencil (pen)."  
"It is **yours**."

Tester: LET'S LOOK AT MORE PICTURES, OK?

# 12. Look at the picture. WHAT DOES THE MAN WANT?

Acceptable: Any answer with "**wants**" and  
an infinitive verb, ex. "**to marry**"...

1-3 Correct in second answer column (#7-12) Level 2+PM / 2 AM  
4-6 Correct in second answer column (#7-12) Level 3 PM / 2+AM

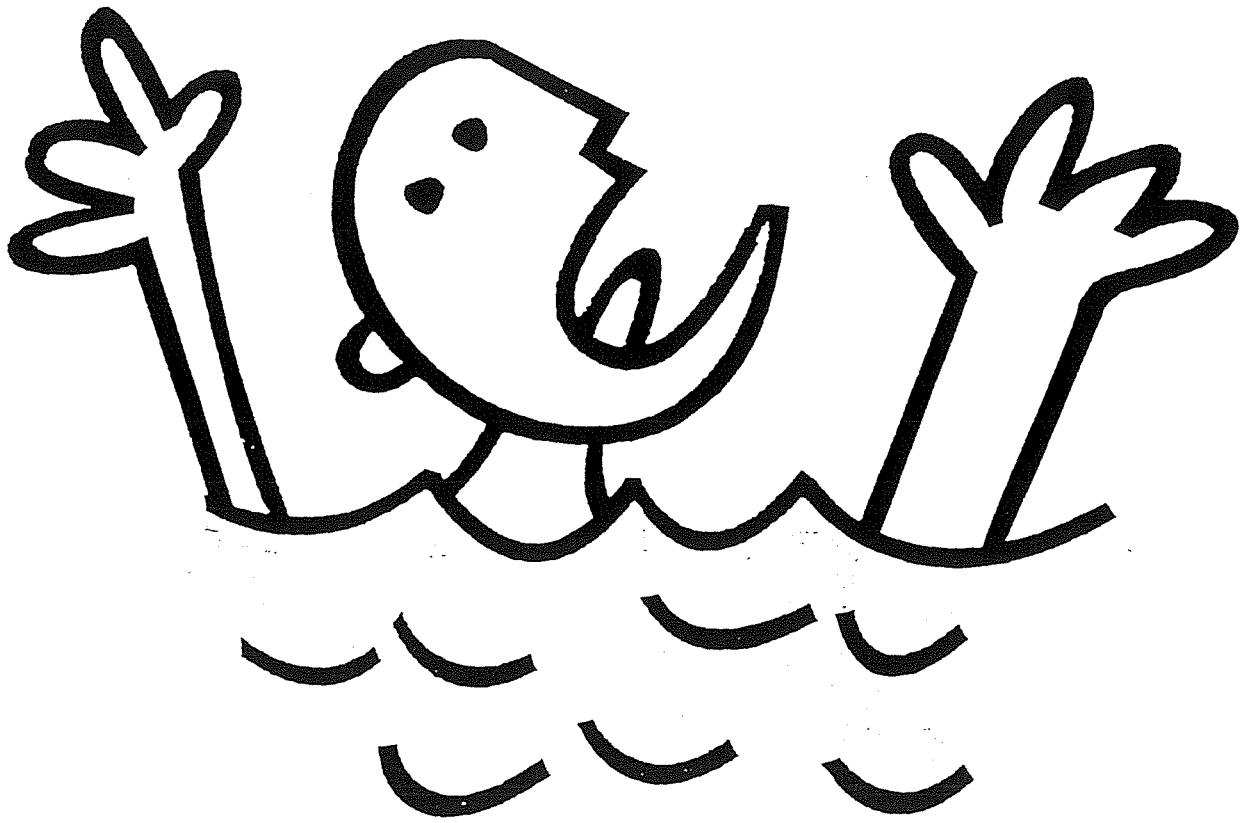


13. Look at the picture.  
WHAT'S WRONG?  
WHY IS HE  
DROWNING?

Acceptable: Any answer with the word  
“can't” or “cannot”

14. Look at the picture.  
WHAT'S THE  
PROBLEM?

Acceptable: “They are too big  
(long).” “The pants are too big  
(long).” “His pants are too big  
(long).”



14.



15. Look at the picture.  
WHO IS TALLER, THE  
MAN OR THE  
WOMAN?

Acceptable: "The man **is taller than**  
the woman."

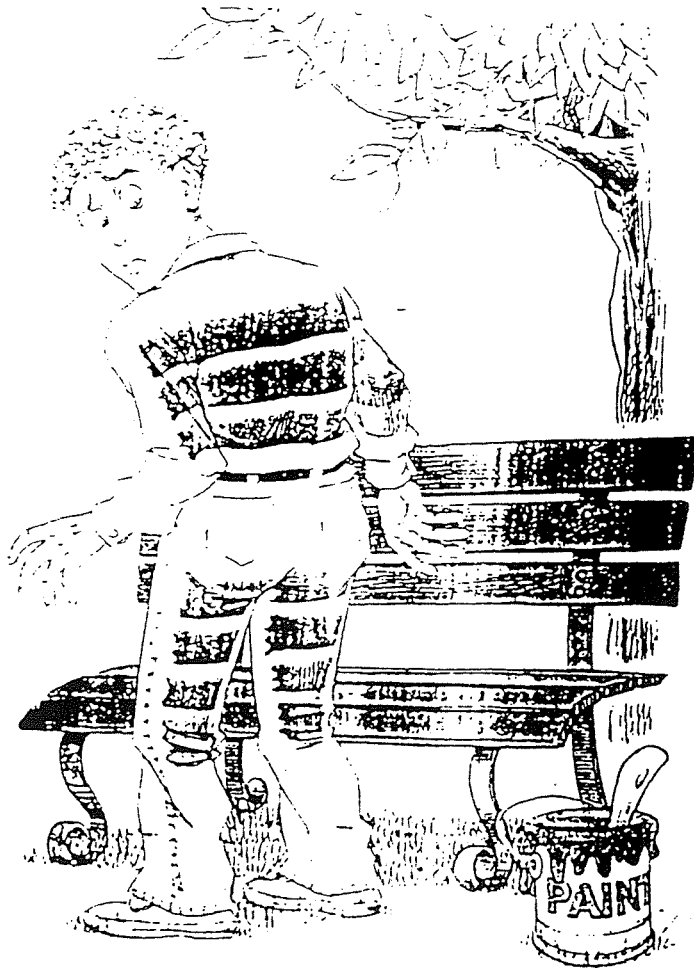
16. Look at the picture.  
DID THE MAN SIT ON  
THE BENCH?

Acceptable: "Yes, he **did.**" "Yes, he  
**sat** on the bench." (The student  
must use the past tense correctly.)

15.



16.



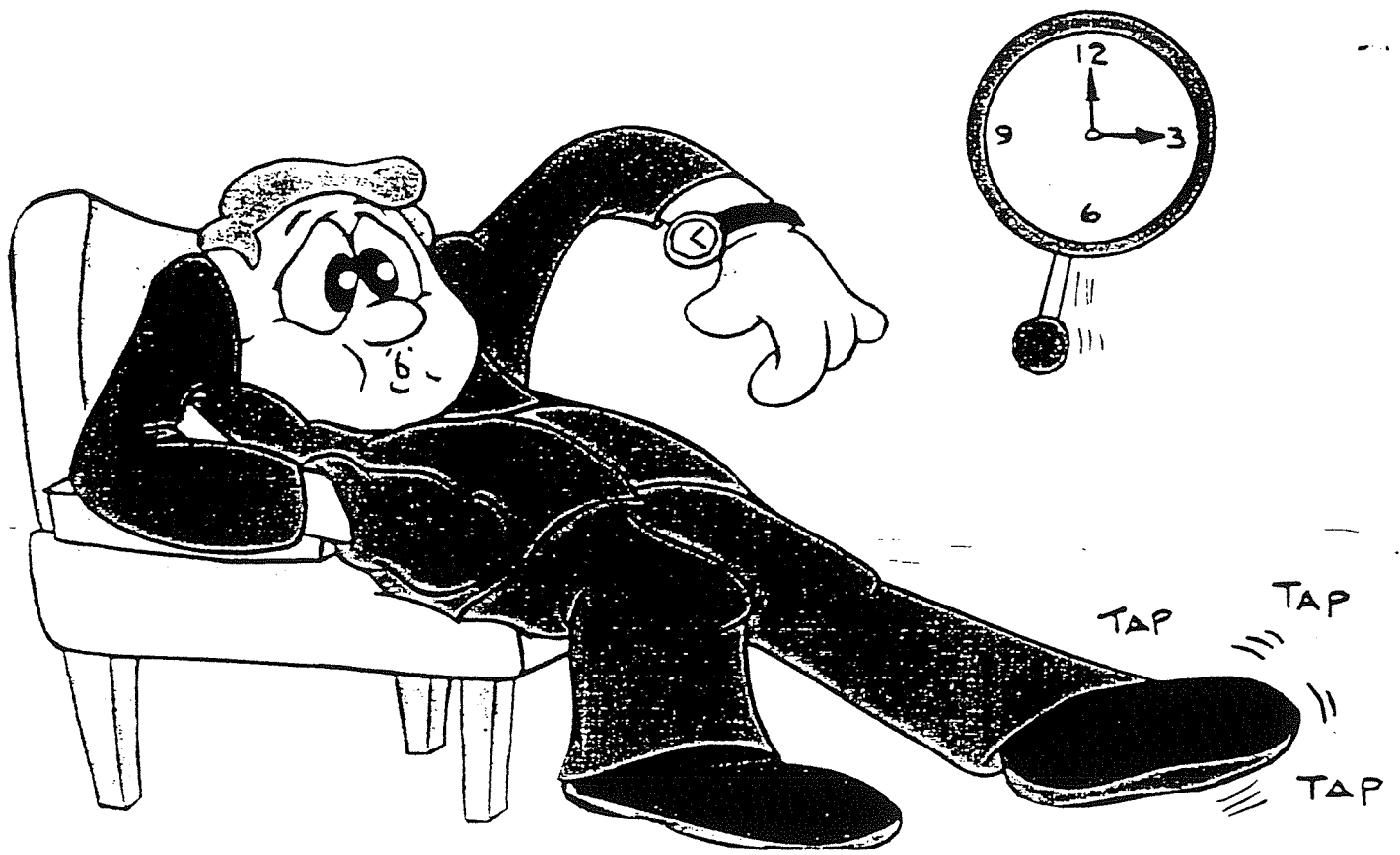
17. Look at the picture. THIS  
MAN HAS AN APPOINTMENT  
AT 3:30. HOW LONG WILL  
HE HAVE TO WAIT?

Acceptable: "for 30 minutes/a half an  
hour." "He has to wait for 30 minutes/a  
half an hour." "He will have to wait for  
30 minutes/a half an hour."

18. Look at the picture.  
IS THERE SOME  
PEANUT BUTTER IN  
THE JAR?

Acceptable: "Yes, **there is.**" "Yes,  
**there is** still (some) peanut butter in  
the jar."

1-3 Correct in third answer column (#13-18) Level 3+PM / 3 AM  
4-6 Correct in third answer column (#13-18) Level 4 PM / 3+AM



18.



19. SUPPOSE YOU  
COME HOME LATE AT  
NIGHT AND IT IS DARK  
IN THE HOUSE. WHAT  
WILL YOU DO SO  
THAT YOU CAN SEE?

Acceptable: "I will **turn on** a light."

20. WHY IS IT  
DANGEROUS FOR  
CHILDREN TO PLAY  
BALL ON A BUSY  
STREET?

Acceptable: "It is dangerous  
because the children **might (could)**  
get hit by a car and be hurt."

21. YOU ASK ME A  
QUESTION. ASK ME  
WHAT TIME I WOKE  
UP TODAY.

Acceptable: "What time **did you**  
wake up today?"

22. HOW LONG HAVE  
YOU BEEN STUDYING  
ENGLISH?

Acceptable: "I **have been studying**  
English for..." "I **have been**  
**studying** English since..."

## 23. WHEN DO YOU TALK TO YOURSELF?

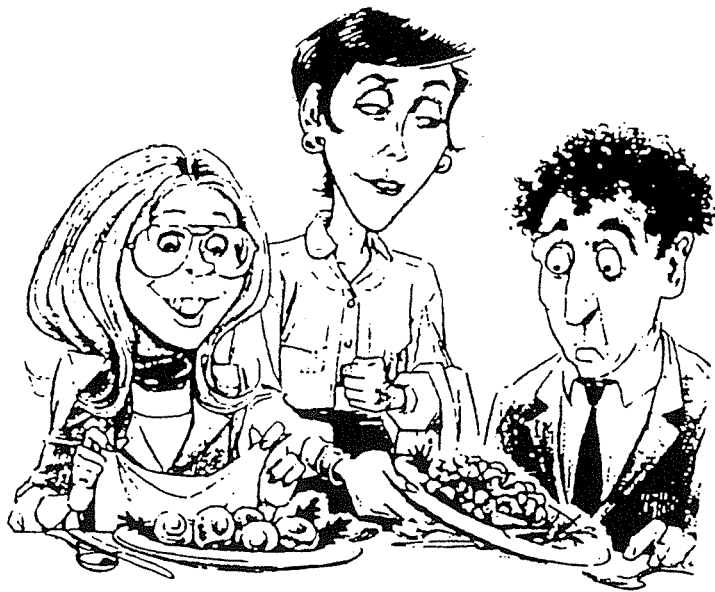
Acceptable: "I talk to **myself**  
when..."

## 24. Look at the picture. DO YOU THINK THAT THE MAN HAS EATEN THIS FOOD BEFORE? WHY?

Acceptable: "I do not think he **has**  
**eaten** it before because he looks  
surprised (afraid, confused, etc.)."

1-3 Correct in fourth answer column (# 19-24) Level 4+ PM / 4 AM  
4-6 Correct in fourth answer column (# 19-24) Level 5 PM / 4 AM

24.



25. Look at the picture.  
WHOSE JACKET IS  
TOO BIG?

Acceptable: "The bald **man's** jacket is too big." "The man on the right's jacket is too big." This **man's** (pointing) jacket is too big."

26. Look at the picture. IT IS THE LAST ENGLISH CLASS FOR THE SEMESTER. THE TEACHER WILL GIVE A PRIZE (GIFT, AWARD...) TO A STUDENT. WHICH STUDENT SHOULD RECEIVE THE PRIZE?

Acceptable: "The student **who studied** the hardest." "The student **that came** to every class." "She should give it to **whoever did** all their homework." (The student should use *who*, *whoever*, or *that* + verb. If the student replies, "...to the best student.", ask, "Who is the best student?")

25.

BILL



Bob

26.

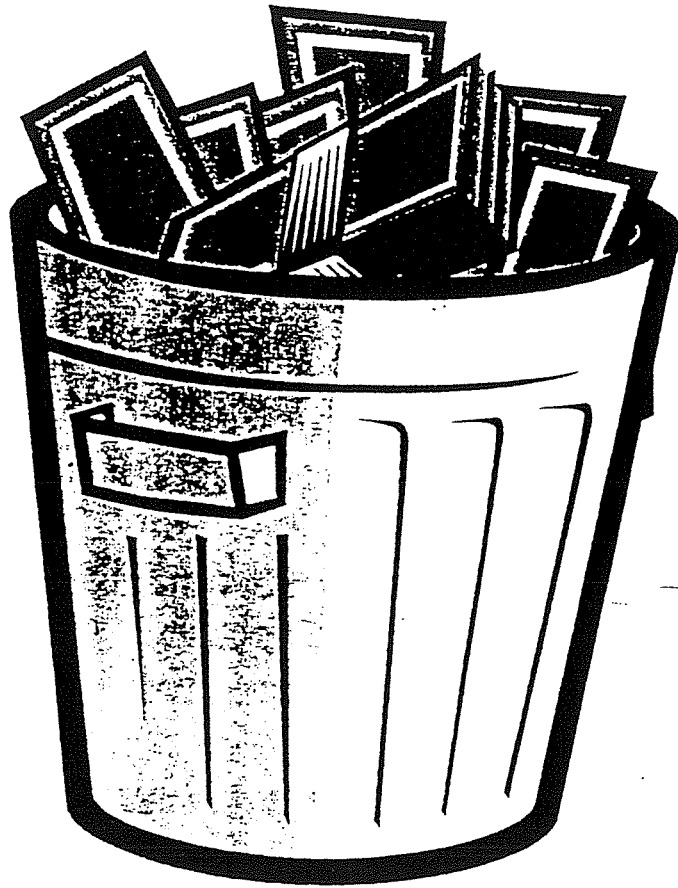


27. Look at the picture and finish this sentence: "IF I HAD A MILLION DOLLARS..."

Acceptable: Any answer with "I would..." or "I could..."

28. Look at the picture.  
WHAT DO YOU THINK  
THESE TOURISTS  
WANT TO KNOW?

Acceptable: "The **tourists want to know** about the city (where to stay, where to eat, what to see, etc.)."



28.



29. Look at the picture. THIS MAN IS GOING TO ANOTHER COUNTRY. HE IS IN A HURRY. WHICH ONE WILL HE TAKE? WHY?

Acceptable: Any answer using the superlative, ex. "the fastest"...

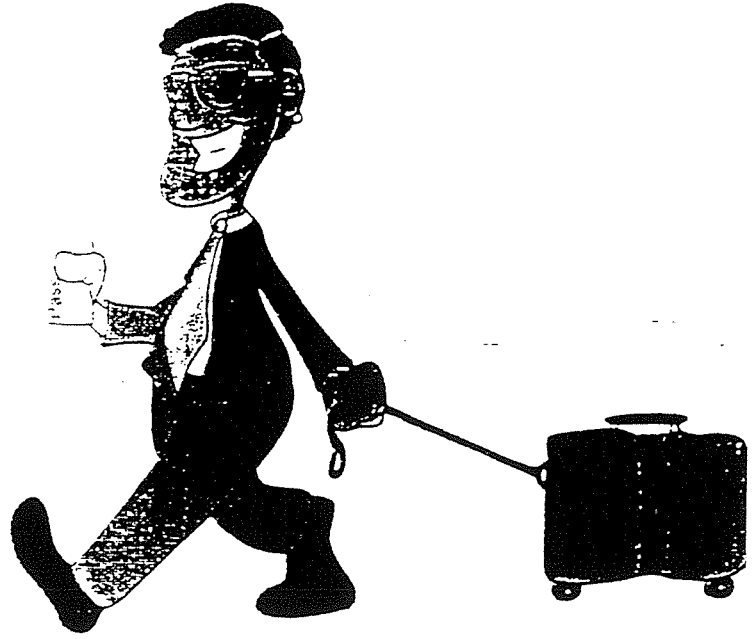
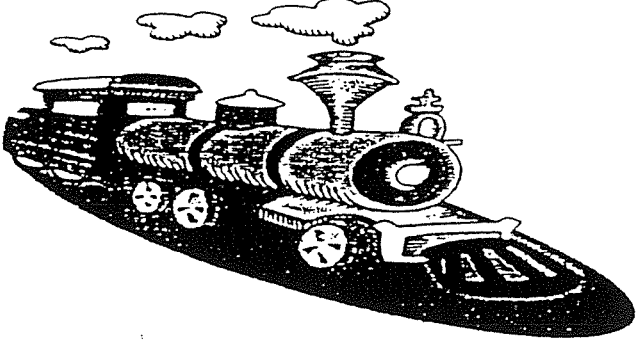
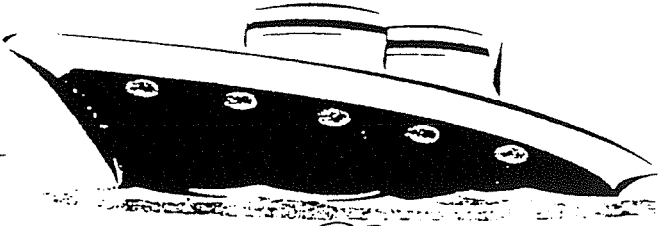
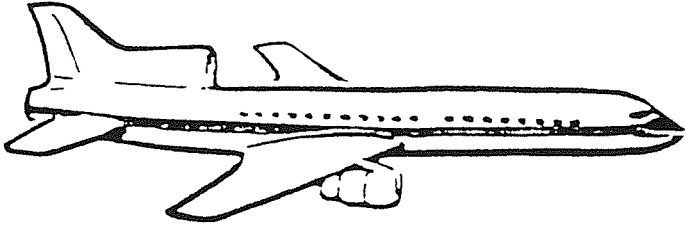
ONE LAST QUESTION FOR YOU TO THINK ABOUT.

30. HOW ARE MACHINES DIFFERENT FROM PEOPLE?

Acceptable: "Machines are not living. People are alive." "Machines do not have feelings. People do." Etc.

1-3 Correct in fifth answer column (# 25-30) Level 5+ PM / 5 AM

4-6 Correct in fifth answer column (# 25-30) Level 6 (Oral) or 7 (Writing) PM / 5 AM



## Testing points for Oral Test 1

1. Looking for subject/verb agreement using verb "*to be*"
2. Looking for plural subject/verb agreement with "*to be*"; using preposition "*on*".
3. Looking for plural subject/verb agreement using verb "*to be*". And demonstrative adjective "*there*".
4. Present continuous; Third person subject pronoun **must** match verb form of "*to be*" and **must** use progressive/continuous form of the verb.
5. Pronoun "*it*" must agree with the verb "*to be*". Look for time expressions, such as "*11:30*" or "*half-past eleven*".
6. Subject/verb agreement. Verb and expressions of date- hopefully you will hear "*seventeenth*", but it can be hard to hear (and say).
7. Students must use correct form of "*to be*", either present or future, *NOT* "*I have...*"
8. Using the infinitive with like: "*like to go...*", "*I don't like to go...*".
9. Short answers with "*to be*"; understanding of weather vocabulary.

10. Use of possessive pronouns.
11. Negative past tense form of verb "to be".
12. This question is looking for present or future tense. The word "bathtub" is usually difficult, but it is okay to give it as a prompt and shorten it to "bath". Student must correctly use second person subject/verb agreement, plus an infinitive.
13. Use of the contraction "can't" (negative ability).
14. Using the adjective "too..." Student can't use "bigger" unless it's used successfully in a comparative, like "bigger than he needs" or "bigger than he is".
15. Making a comparison - "taller than", not "...the tallest", not just "...taller..."
16. Past tense form of the irregular verb "write". (Some students may get may think that you are asking what is the date today, or whether or not it is today's date written on the board.)

17. Expressing actions in the future- "*He will have to wait for...*" Look for problems with **for/since**. "*He will wait for...*", "*He will wait until...*".
- NOTE-** If the student uses a good construction without for/since, such as "*He must wait...*" just keep it in mind for # 22 which uses **for/since** with the present perfect.
18. Using quantities (*some/any/none*) with the non-count noun "milk".
19. Using two-word verbs.
20. Students must show a conditional nature using might, could or, arguably, can. **Prompt:** If they don't use the conditional you can prompt them by saying "*Will they **always** get hurt?*" If they say "*Matches burn.*" Say "*Why is that dangerous?*".  
( You will often need to **explain what matches are.**)
21. Student must use irregular form of past tense with either "do" or "eat". Ask the question slowly but do not prompt.
22. Present perfect continuous. how well does the student use "*have been studying*" with "*for/since*". Usually, if a student is familiar with this form they can cue from your question if said slowly and clearly.

23. Reflexive "*myself*", or possessive "*my*". You may need to **explain what a mirror is.**
24. Present perfect. This is a hard one because it is so wordy, I often reword it to "Has he ridden a horse before?". "Ridden" is a hard word to hear, sounds like "written", "riven", "ribbon", so say it clearly. Again, if heard clearly this question will cue the student if they are familiar with this verb tense.
25. Look for good usage of possessives pronouns.
26. Adverbial clauses "*...the person who...*", "*...the person that...*", "*...whoever...*"
27. Students must use an unreal conditional. "*...I would...*", "*...I could...*", "*...I might...*", not "*I will*", "*I can*" or "*I may*".
28. Comparative/ superlative; "*...cheaper than...*", "*the cheapest...*".
29. Infinitive; use the verb "want" plus the infinitive form: "*...to know...*", "*...to tell...*", "*...to get...*", etc
30. Using count/non-count nouns and the articles that go with them..

## Testing points for Oral Test 2

1. Looking for correct usage of the verb "*to be*". Must agree with subject in number and tense.
2. Looking for subject/verb agreement using "*to be*" and the preposition "on".
3. Looking for plural form of the verb "*to be*" and demonstrative adjective "there".
4. The 3<sup>rd</sup> person plural pronoun "*they*" MUST agree with verb form of "*to be*" and MUST form present continuous.
5. Pronoun "*it*" must agree with verb form of "*to be*". Look for expressions of time, such as "*six-thirty*" or "*half-past six*".

6. Subject/verb agreement between "it" and "to be". Look for expressions of date, *hopefully* you will hear "the fifteenth of February", but it can be hard to hear (and say).
7. Expressing age- "I am 27..." or "I will be 27..." but NOT "I have 27 years..."
8. Using the infinitive with "like": "*Yes, I like to/ don't like to watch...*"
9. Short answers with "to be". Weather terminology.
10. Past tense of the verb "to be"; must agree in number.
11. Using the possessive pronoun.
12. Third person simple present "*He wants...*" plus infinitive.
13. Use of the contraction "can't" (negative ability); he can't swim.

14. Using the adjective “*too...* ”. They can’t use “*bigger*” unless used successfully in a comparative, like “*bigger than he needs*” or “*bigger than he is*”.

15. Making a comparison “*...taller than...* ”.

16. Using an irregular verb in the past tense- “*sat*” or “*did*”.

17. Expressing actions in the future- “*He will have to wait for...* ” Look for problems with **for/since**. “*He will wait for...* ”

**NOTE-** If the student uses a good construction without for/since, such as “*He must wait...* ” just keep it in mind for # 22 which uses **for/since** with the present perfect.

18. Using quantities (*some/any/none*) with the non-count noun “Peanut butter”.

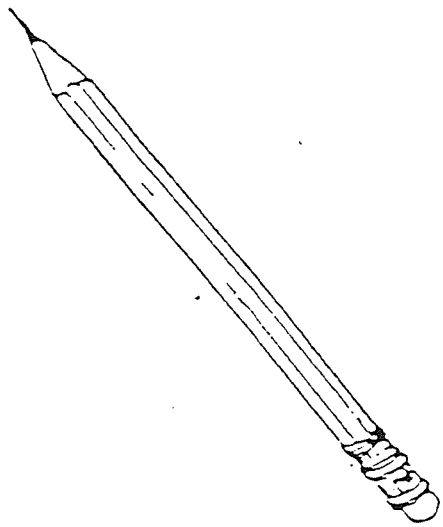
19. Using two-word verbs “*turn-on*”.

20. Students must show a conditional nature using might, could or, arguably, can. **Prompt:** If they don’t use the conditional you can prompt them by saying “*Will they always get hurt?*” If they say “*There are cars in the street, and traffic.*” Say “*Why is that dangerous?*”

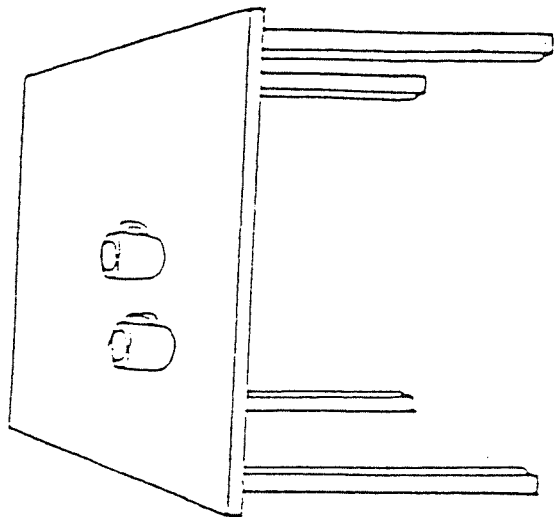
21. Question must be in the correct form of the past tense. “*What time did you wake up?*”; **not** “*What time did you woke up?*”.

22. Present perfect continuous- how well does the student use "*have been studying*" with "*for/since*". Usually, if a student is familiar with this form they can cue from your question if said slowly and clearly.
23. Reflexive pronoun "*myself*" and adjectival clause "*when...*".
24. Past perfect- "*...he hasn't eaten...*". Again, if heard clearly this question will cue a student who is familiar with this verb tense.
25. Possessive pronouns. I find it useful to write names next to the two men in the picture, then ask. Any answer with a possessive "'s", like "*man's*", "*Bill's*", etc
26. Adverbial clauses- "*The student who did...*" "*...the student that came...*" "*...whoever did...*"
27. Students must use an unreal conditional. "*...I would...*", "*...I could...*", "*...I might...*", not "*I will*", "*I can*" or "*I may*".
28. Infinitive; use the verb "want" plus the infinitive form of another verb "*...to know...*", "*...to tell...*", "*...to get...*", etc
29. Comparative/ superlative; "*...faster than...*", "*the fastest...*".
30. Using count/non-count nouns and the articles that go with them.

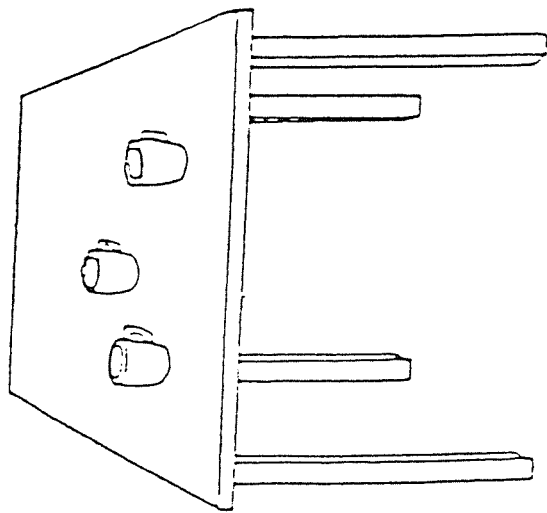
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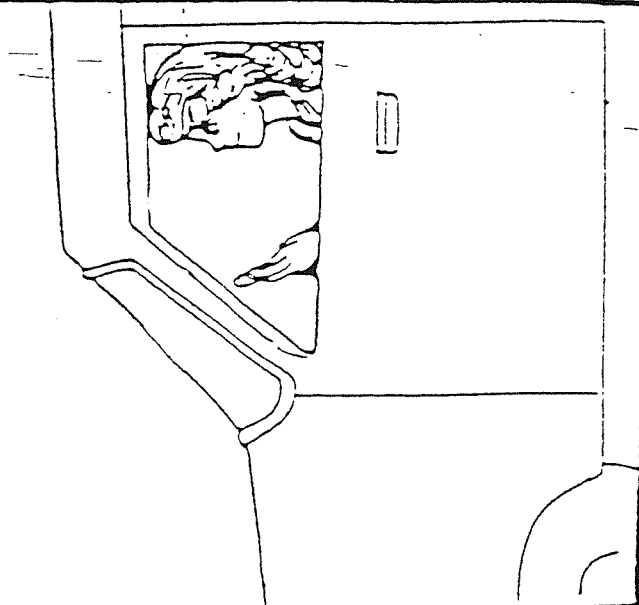
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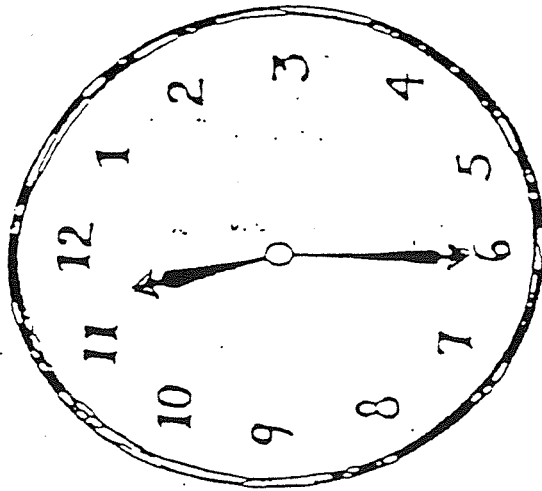
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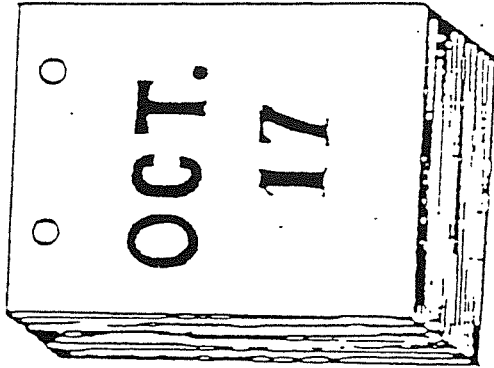
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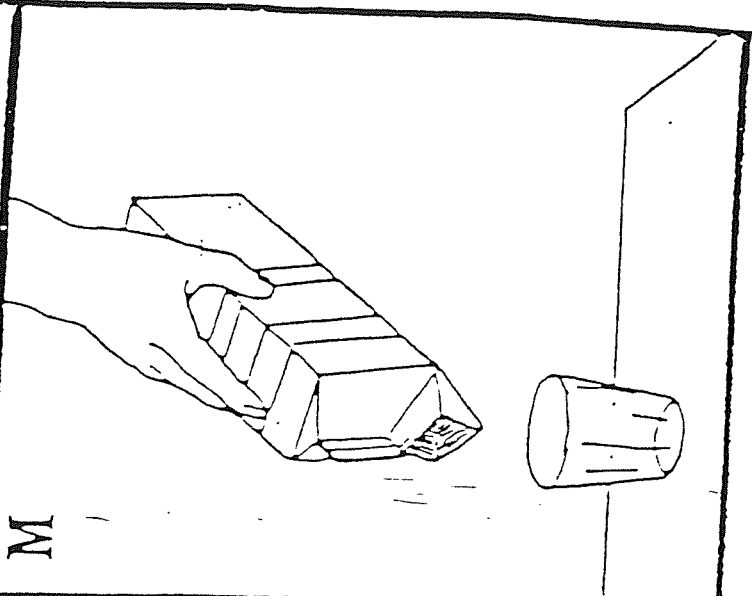


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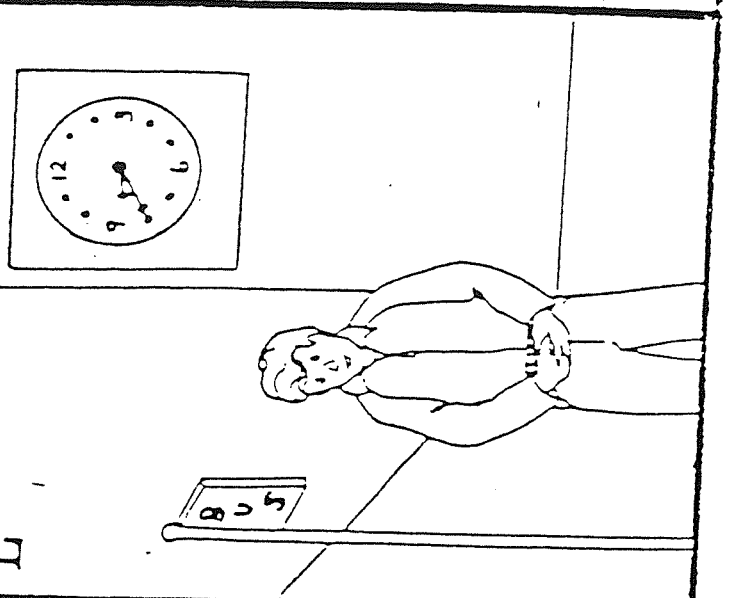


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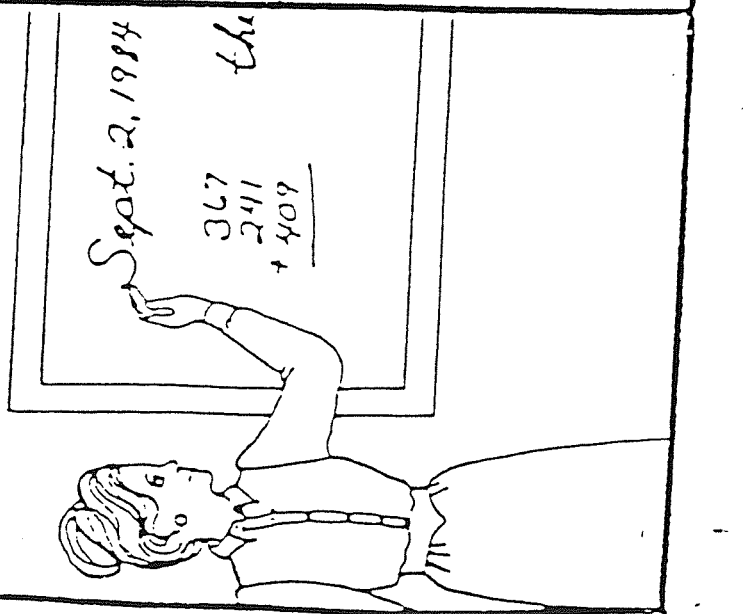




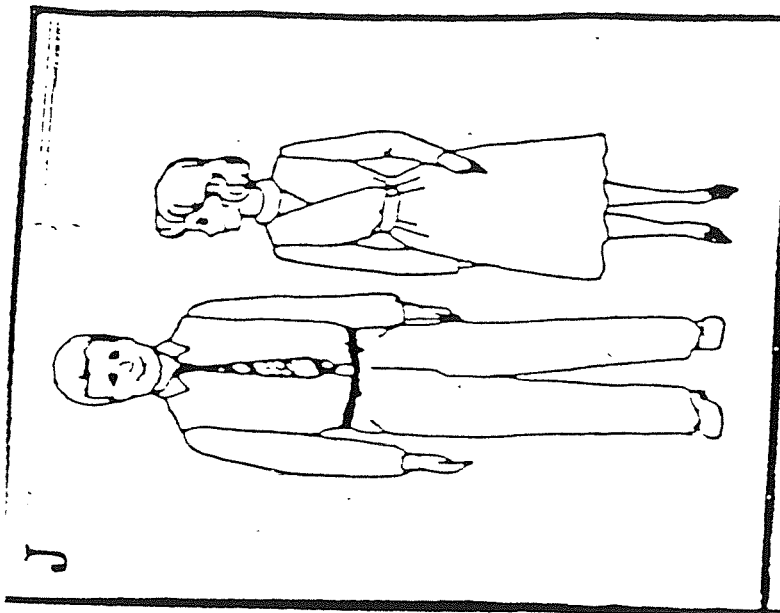
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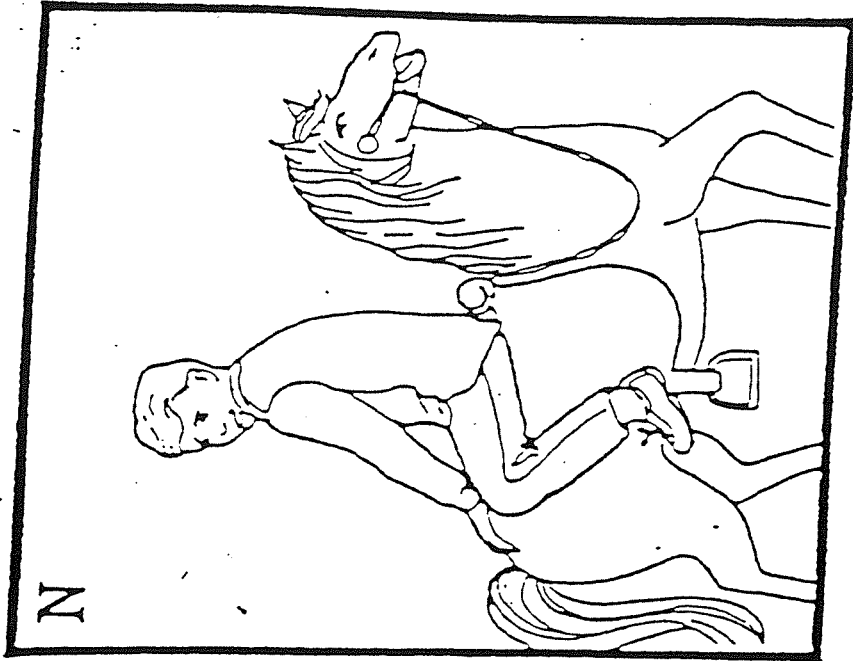


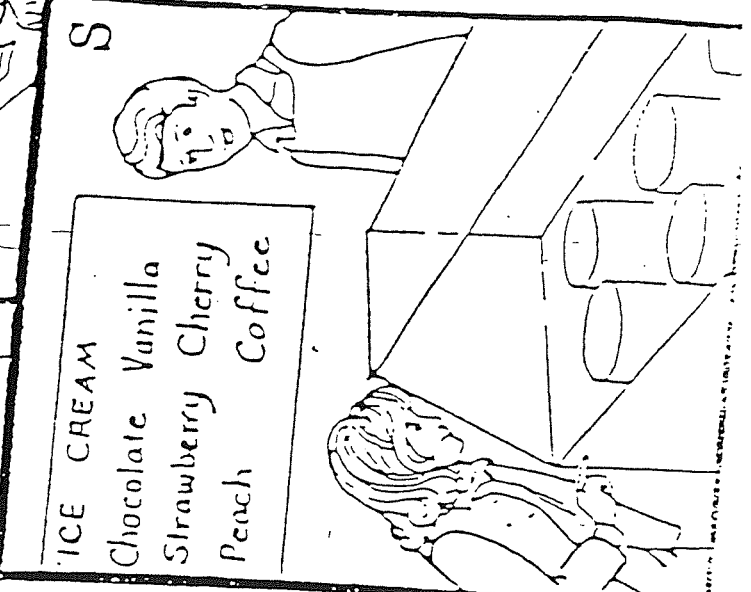
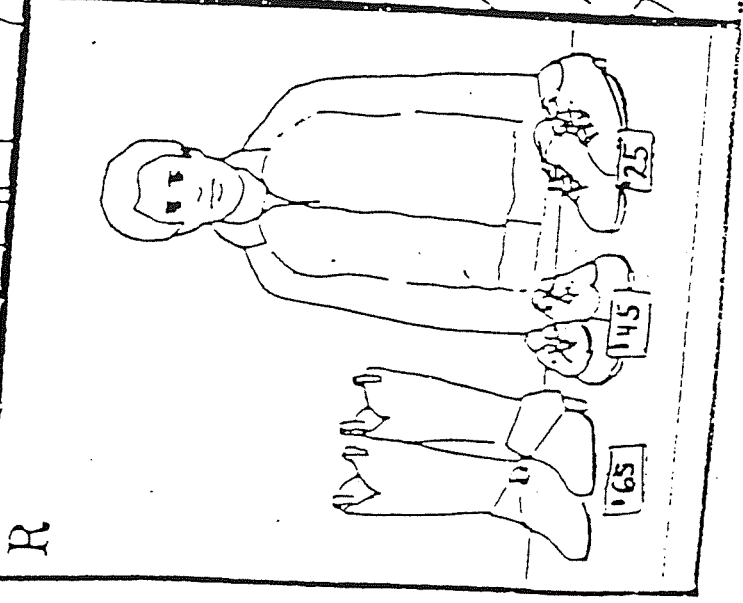
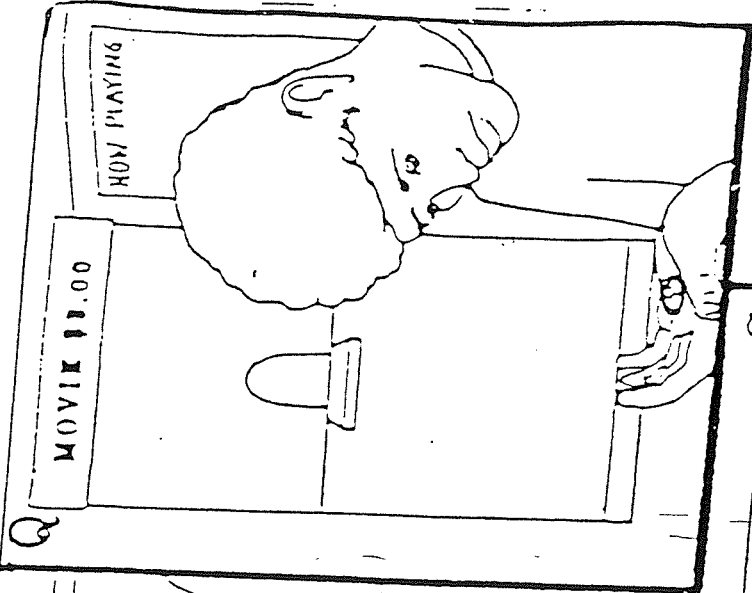
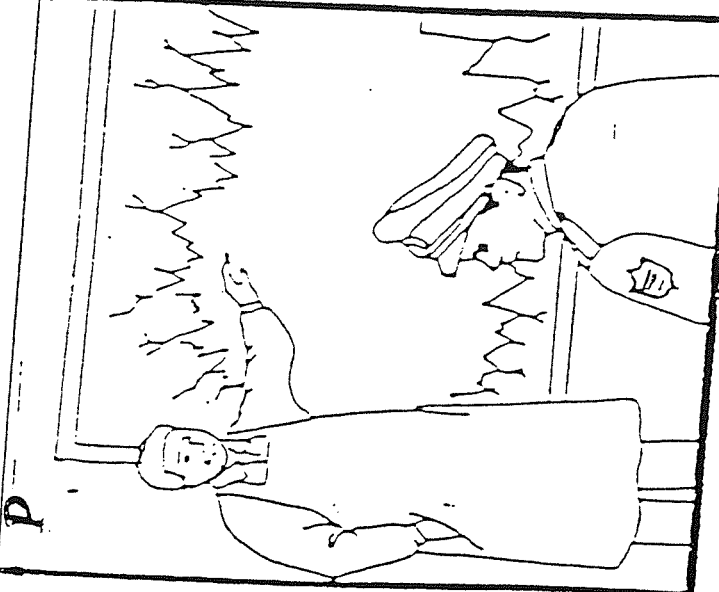
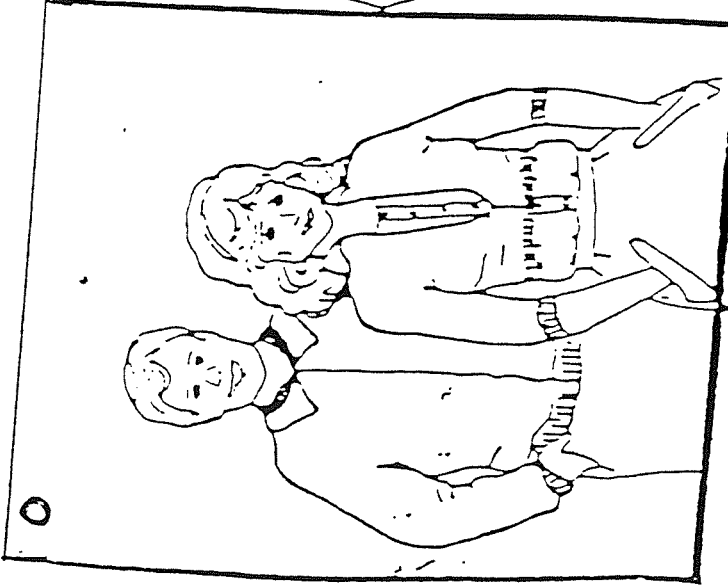
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I







*Framingham Adult ESL Program*

Scoring Guide for ESL Classes Oral Assessment

0 – 3 correct in first answer column (#1 – 6)	Level 1
4 – 6 correct in first answer column (#1 – 6)	Level 2
1 – 3 correct in second answer column (#7 - 12)	Level 2+
4 – 6 correct in second answer column (#7 – 12)	Level 3
1 – 3 correct in third answer column (#13 – 18)	Level 3+
4 – 6 correct in third answer column (#13 – 18)	Level 4
1 – 3 correct in fourth answer column (#19 – 24)	Level 4+
4 – 6 correct in fourth answer column (#19 – 24)	Level 5
1 – 3 correct in fifth answer column (#25 – 30)	Level 6
4 – 6 correct in fifth answer column (#25 – 30)	Level 6/7

Tell Student: "I'm going to ask you some questions, and I need you to answer in a complete sentence. Some of the questions have a picture and other questions don't have a picture. O.K., let's try it."

Sample: WHAT IS YOUR NAME?

Acceptable: "My name is . . ." (If student merely gives his/her name, coach by saying, "My name is . . .").

1. LOOK AT PICTURE A. WHAT IS THAT?

Acceptable: "It's a pencil." "That's a pencil." "This is a pencil."

2. LOOK AT PICTURE B. WHERE ARE THE CUPS?

Acceptable: "The cups are on the table." "They're on the table."

3. LOOK AT PICTURE C. HOW MANY CUPS ARE THERE ON THE TABLE?

Acceptable: "There are 3 cups . . ." "Three cups are on the table."

4. LOOK AT PICTURE D. WHERE IS THE WOMAN?

Acceptable: "She is in the car . . ." "The woman is in the car."

5. LET'S GO BACK TO THE PICTURES. LOOK AT PICTURE E. WHAT TIME IS IT?

Acceptable: "It's 11:30." "It's half past 11."

6. LOOK AT PICTURE F. WHAT IS THE DATE?

Acceptable: "It's October seventeen/seventeenth." "It's the seventeenth of October."

7. HOW OLD ARE YOU?

Acceptable: "I am . . ." (Student must use some correct form of be, i.e., "I'll be 16 next week").

8. WE'LL LEAVE THE PICTURES FOR A MINUTE. DO YOU LIKE TO GO TO THE MOVIES?

Acceptable: "Yes, I like to go . . ." "No, I don't like to go to . . ." (If student avoids like + to + verb, i.e., "Yes, but I don't have money;" say, "Give me an answer with like").

9. IS IT RAINING TODAY?

Acceptable: "Yes, it's raining . . ." "No, it's not raining . . ." (If student gives an answer which is grammatically correct but not true, say, "Really? Are you sure?" to determine if student understands the meaning of raining).

10. Show student your pen or pencil WHOSE PENCIL (PEN) IS THIS?

Acceptable: "It's yours." "It's your pencil (pen)."

11. WAS YESTERDAY FRIDAY?

Acceptable: "No, yesterday wasn't Friday." "No, yesterday was . . ." (If test is given on a Saturday, substitute another day for Friday).

12. LOOK AT PICTURE G. WHY IS HE PUTTING WATER IN THE BATHTUB?

Acceptable: An answer with "wants to" "is going to" or "needs to" plus a verb.

13. LOOK AT PICTURE H. THIS GIRL IS AT THE MOVIES. WHY IS SHE ANGRY? WHAT'S THE MATTER?

Acceptable: Any answer with "can't" or "cannot".

14. LOOK AT PICTURE I. WHY CAN'T THE WOMAN PUT THE BOOK IN HER PURSE?

Acceptable: "Her purse is too small." "The book is too big." (If student replies with something like "The book is big and the purse is small;" say, "Yes, so?")

15. LOOK AT PICTURE J. WHO IS TALLER, THE MAN OR THE WOMAN?

Acceptable: "The man is taller than the woman."

16. LOOK AT PICTURE K. DID THE TEACHER WRITE THE DATE ON THE BLACKBOARD?

Acceptable: "Yes, she wrote the date . . ."

17. LOOK AT PICTURE L. THE BUS COMES AT 9 O'CLOCK. HOW LONG WILL THE BOY HAVE TO WAIT?

Acceptable: ". . . for 20 minutes." "He has 20 minutes to wait."

18. LOOK AT PICTURE M. IS THERE SOME MILK IN THE CARTON?

Acceptable: "There isn't any milk . . ." "There's no milk . . ." (If student replies "Yes;" say, "Look again. Do you see some milk?").

19. ALL RIGHT. WE'LL LEAVE THE PICTURES FOR A WHILE. LET'S SAY YOU ARE WATCHING TELEVISION AT HOME AND YOU DECIDE TO GO TO BED. WHAT SHOULD YOU DO TO THE TV?  
Acceptable: "... turn it off." "... turn off the TV."

20. WHY IS IT DANGEROUS FOR CHILDREN TO PLAY WITH MATCHES?  
Acceptable: Any correct response with "might" or "could". (If student replies, "They will start a fire," say, "Would that *always* happen when children played with matches?")

21. ASK ME IF I ATE BREAKFAST TODAY.  
Acceptable: "Did you eat..." "I have you eaten..." "Have you had..."

22. HOW LONG HAVE YOU BEEN IN THE UNITED STATES?  
Acceptable: "I've been here for..." "I've been in the U.S. since..." "I've been in this country  
— months/years."

23. WHAT DO YOU SEE WHEN YOU LOOK IN A MIRROR?  
Acceptable: "... myself." "... my face." " my reflection "

24. LOOK AT PICTURE N. HOW OFTEN DO YOU THINK THAT MAN HAS RIDDEN A HORSE BEFORE?  
Acceptable: "... has never ridden..." "... not ridden very often." "... don't think he has ever ridden..."  
"... has no experience riding a horse." "... first time he's ridden..."

25. LOOK AT PICTURE O. WHOSE JACKET IS TOO SMALL?  
 Acceptable: "... the girl's ..." " ... the woman's ..." (If student says, "Her jacket is too small," say, "Whose jacket?")
26. LOOK AT PICTURE P. SOMEONE BROKE THIS MAN'S WINDOW. WHO IS THE POLICEMAN GOING TO LOOK FOR?  
 Acceptable: "... the person who broke ..." "... the man that broke ..." "... whoever broke ..."
27. LOOK AT PICTURE Q AND FINISH THIS SENTENCE: "IF BILL HAD MORE MONEY ..."  
 Acceptable: "... he would ..." "... he could ..."
28. LOOK AT PICTURE R. THIS BOY DOESN'T HAVE VERY MUCH MONEY. WHICH SHOES DO YOU THINK HE WILL BUY? WHY?  
 Acceptable: "... less expensive than ..." "... the least expensive ..." "... cheaper than ..." "... the cheapest ..." "... don't cost as much as ..." "... cost less than ..."
29. LOOK AT PICTURE S. THE GIRL IS IN AN ICE CREAM STORE. WHAT DOES THE CLERK WANT TO KNOW?  
 Acceptable: "He wants to know what kind of flavor ice cream she wants."
30. HERE'S THE LAST QUESTION. HOW ARE FISH DIFFERENT FROM BIRDS?  
 Acceptable: Any answer which includes "birds" and/or "fish" or "a bird" and/or "a fish."  
 Unacceptable: Answers with "the bird(s)" and/or "the fish."

Tester: \_\_\_\_\_ Date: \_\_\_\_\_

pre post  
ORAL SECTION

1.		7.		13.		19.		25.	
2.		8.		14.		20.		26.	
3.		9.		15.		21.		27.	
4.		10.		16.		22.		28.	
5.		11.		17.		23.		29.	
6.		12.		18.		24.		30.	

placement \_\_\_\_\_

Tester: \_\_\_\_\_ Date: \_\_\_\_\_

pre post  
ORAL SECTION

1.		7.		13.		19.		25.	
2.		8.		14.		20.		26.	
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6.		12.		18.		24.		30.	

placement \_\_\_\_\_

Tester: \_\_\_\_\_ Date: \_\_\_\_\_

pre post  
ORAL SECTION

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6.		12.		18.		24.		30.	

placement \_\_\_\_\_

Tester: \_\_\_\_\_ Date: \_\_\_\_\_

pre post  
ORAL SECTION

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placement \_\_\_\_\_

\_\_\_\_\_ Highest Grade Completed:

\_\_\_\_\_ Native Language:

\_\_\_\_\_ Nationality:

\_\_\_\_\_ Employer's Telephone:

\_\_\_\_\_ Employer:

\_\_\_\_\_ Date of Birth:

\_\_\_\_\_ Telephone:

\_\_\_\_\_ City or Town:

\_\_\_\_\_ Address: Zip Code

M F

\_\_\_\_\_ Name: Soc. Sec. \_\_\_\_\_

LV / YR    LV / YR    LV / YR    LV / YR