

Assessments of language proficiency

The assessments given in the in-home interviews (years 1-3) were the BEST Plus (listening comprehension) and the Peabody Picture Vocabulary Test (PPVT). In addition, in the classroom, students were given the BEST Literacy test and the CASAS (Comprehensive Adult Student Assessment System).

		2002	2003	2004	2005
			3/23/2003	4/28/2004	7/2/2005
BEST Plus (listening/speaking)			551 (advanced-SPL 7)	744 (advanced-SPL 9)	842 (advanced-SPL 10)
PPVT	Raw score		133	129	155
vocabulary	Age equivalence		10.75	10	14
BEST literacy		10/22/2002			
		SPL* VI (advanced)			
CASAS (listening)		7/1/2002			
		183 (low beginning)			
*SPL= Student performance level					
VI= "Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors."					

Jorge's standardized assessments show remarkable progress over the course of three years. While his literacy assessment was quite high from seven months after arrival, his listening score showed that aurally, he was at the beginning stages of learning. After that initial test in 2002, however, his aural/oral proficiency (BEST Plus) and vocabulary knowledge (PPVT) showed great progress through 2005.

	2003	
Reading in English	For obligation	For pleasure
Minutes per week	30	0

2004	
For obligation	For pleasure
210	15

2005	
For obligation	For pleasure
210	0

Jorge reported that he had not studied English before coming to Portland in 2002. In an interview (in Spanish) from 2006, when asked about significant changes in his life since immigrating to the U.S. four years previously, his roommate prompted him to say that he didn't know English when he arrived and had since learned. In the classroom, four years before that interview and seven months after immigrating to the U.S. we see a student construct Jorge as a talented English language learner ([JoA1](#)) (Requires Internet Explorer).

D: I think you- you knows uh English very much- very well you know?

Jorge: ((gestures and writes)) (I'm sorry?) (1) what?

D: I think you know English very well.

(1)

Jorge: ([])

D: [you write and you listen-

Jorge: (thank you)

D: you speak very well.

Jorge: so so.

D: so so?

Jorge: [so so

D: [how long you come here?

Jorge: seven months.

D: seven month?

Jorge: eigh- eigh- eight months.

D: eight month. oh

Jorge: and you?

D: seven month.