Outcomes

Placement Test
Contents

Introduction ................................................................. 2

Test Administration, Scoring and Results .......................... 3
  Placement Test
  Oral Placement Test
  Writing Test

Personal Data Form ....................................................... 6
Learning Profile Survey .................................................. 7

Placement Test ............................................................ 8

Student Answer Sheet .................................................... 12
Answer Key ................................................................. 13

Oral Placement Test ..................................................... 14
Oral Assessment Guidelines .......................................... 15

Writing Placement Test .................................................. 16
Writing Assessment Guidelines ...................................... 17
INTRODUCTION

The *Outcomes Placement Test Package* has been developed to help course providers place students in the most appropriate level of the *Outcomes* course.

**Prior to testing**

In order to adapt coursework to the needs, expectations and skill levels of students, it is generally advantageous to find out as much as possible about each individual student during the initial assessment process. To this end, the *Personal Data Form* and *Learning Profile Survey* may be photocopied and used as they are, or translated and/or otherwise adapted in order to gather important information about students.

Each student should be asked to fill out a copy of one or both of the forms before taking the test. It is important to explain that this information is being collected both for administrative purposes and so that teachers can better adapt classroom materials and techniques to suit the learners’ needs; students should also be assured that all information on the forms will be kept strictly confidential.

**The Outcomes Placement Test Package**

The *Outcomes Placement Test Package* includes three types of tests. In addition to the core *Placement Test* there are also separate *Oral* and *Writing Placement Tests*.

**Placement Test**

The *Placement Test* consists of 50 items testing grammar and vocabulary presented and practised over the whole range of the *Outcomes* series.

An *Answer Key* to the test is provided.

**Oral Placement Test**

A separate *Oral Placement Test* is included for course providers who want to utilise this form of assessment as part of their placement process. This test consists of an interview based on conversational prompts to be presented by the interviewer, and is accompanied by *Oral Assessment Guidelines* to help interviewers determine the appropriate level of the student.

**Writing Placement Test**

A separate *Writing Placement Test* is included for course providers who want to incorporate writing into their placement process. Students are asked to select a writing task and complete the task using the prompts provided in the rubric. *Writing Assessment Guidelines* are provided to help test evaluators determine the appropriate level of the student.
TEST ADMINISTRATION, SCORING AND RESULTS

The Outcomes Placement Test Package allows course providers to consider a range of options in determining the appropriate level of each student, and it has been designed so that course providers may choose the method that best suits their needs.

The most objective test, and the most straightforward to administer, is the Placement Test. The Oral and Writing Placement Tests are open-ended and, therefore, more subjective in nature. Some course providers may wish to use only the Placement Test in determining the appropriate level for each student, while others may wish to use it in combination with the Oral and/or Writing Placement Tests.

The charts on the following pages show suggested placement levels related to each of the different tests in the Outcomes Placement Test Package. However, depending on the curricular objectives of the course, evaluators may give unequal weighting to scores on the various placement tests. For a course that emphasises speaking skills, for example, they may decide to weight the score on the Oral Placement Test more heavily than that on the Writing Placement Test, while for a course that emphasises writing skills they might consider doing the opposite.

Placement Test

Administration

Each student should be provided with a photocopy of the Placement Test. Test administrators may prefer students to mark their answers on the photocopy of the test itself. Alternatively, each student may be provided with a photocopy of the Student Answer Sheet (page 14) on which to mark their responses.

The test administrator should read the instructions aloud and make sure that students know where and how to record their answers (for instance, whether to mark their answers on the question paper or to use the Student Answer Sheet). Students should then be given 30 minutes to complete the written portion (items 1-50) of the Placement Test.

Scoring

Students are awarded one point for each correct answer, according to the Answer Key provided (page 16).
Results

The chart below suggests which level of the *Outcomes* course would be most appropriate for a particular student, based on that student’s total score on the Placement Test.

<table>
<thead>
<tr>
<th>Placement Test score (50 items: 1 point per item)</th>
<th>Recommended level of <em>Outcomes</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 18 points</td>
<td><em>Outcomes Elementary</em></td>
</tr>
<tr>
<td>19 – 25 points</td>
<td><em>Outcomes Pre-Intermediate</em></td>
</tr>
<tr>
<td>26 – 32 points</td>
<td><em>Outcomes Intermediate</em></td>
</tr>
<tr>
<td>33 – 39 points</td>
<td><em>Outcomes Upper Intermediate</em></td>
</tr>
<tr>
<td>40 – 46 points</td>
<td><em>Outcomes Advanced</em></td>
</tr>
</tbody>
</table>

Oral Placement Test

Administration

The interviewer should have a separate photocopy of the *Oral Placement Test* for each student interview; this is for the interviewer’s use and is not shown to the student. Each interview should be conducted on a one-to-one basis. The interview should begin with the interviewer presenting the speaking prompts for *Outcomes Elementary*, elaborating on or clarifying the prompts where necessary, and marking an appropriate score in that section (see *Scoring*, below).

The interview continues in the same way for each of the levels, until the student begins to have marked difficulty responding. For example, if a student scores an average of 4 or 5 on the prompts for *Outcomes Elementary*, the interview proceeds to the prompts for *Outcomes Pre-Intermediate*; if the student then scores an average of 3 or 4 on this section, the interview proceeds to the prompts for *Outcomes Intermediate*. If the student’s overall score on the *Outcomes Intermediate* prompts is only 1 or 2, the interviewer should bring the interview to a close.

Scoring

Interviewers should assess the student’s performance on a scale of 1-5 in accordance with the descriptors in the *Oral Assessment Guidelines* (page 18).

Results

When the student is awarded an overall plateau score of 1 or 2 on a given level, this is the suggested level for that student. (If the student scores higher than 4 on the *Outcomes Advanced* prompts, a higher-level series is recommended. Visit [www.heinle.com](http://www.heinle.com) for suggested titles.)
Writing Placement Test

Administration

Each student should be provided with a copy of the Writing Placement Test, or the questions should be written in full on the board. Students choose one of the topics and complete the writing task. Many test administrators may wish to set a time limit and/or a minimum/maximum word count for this section.

Scoring

Each student’s paper should be corrected and then awarded a score on a scale of 0-10 in accordance with the descriptors in the Writing Assessment Guidelines (page 20).

Results

The chart below suggests which level of the Outcomes course would be most appropriate for a particular student, based on that student’s total score on the Writing Placement Test.

<table>
<thead>
<tr>
<th>Writing Placement Test score</th>
<th>Recommended level of Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1 points</td>
<td>Outcomes Elementary</td>
</tr>
<tr>
<td>2 – 3 points</td>
<td>Outcomes Pre-Intermediate</td>
</tr>
<tr>
<td>4 – 5 points</td>
<td>Outcomes Intermediate</td>
</tr>
<tr>
<td>6 – 7 points</td>
<td>Outcomes Upper Intermediate</td>
</tr>
<tr>
<td>8 – 9 points</td>
<td>Outcomes Advanced</td>
</tr>
</tbody>
</table>

Overall Placement Considerations

In cases where a student’s scores on each of the various tests indicate similar levels, placement is relatively straightforward. However, in cases where the student scores significantly higher on one test and lower on another, the evaluator(s) will have to decide how to weight the scores on the various tests to determine the student’s final placement level.

For example, if a student scores at the lower end of Outcomes Intermediate on the Placement Test and near the middle of Outcomes Pre-Intermediate on the Oral or Writing Placement Test, the evaluator(s) should take the objectives of the course into consideration in determining which level the student should be placed in. If the main objective is to develop fluency in conversational skills and the Oral Placement Test score is lower, it might be best to place the student in the lower level.

Ongoing and End-of-Term Assessment in Outcomes

In addition to the Outcomes Placement Test Package, the Outcomes Assessment CD-ROM with ExamView® contains banks of test items that teachers can use to create specialised exams for each course. For more information, see the Outcomes Assessment CD-ROM with ExamView®.
PERSONAL DATA FORM

Today’s Date: __________________________

Name: ___________________________________________________________________
                      Last   First   Middle Initial

Birth Date: __________________________  Age at last birthday: _________
                      Month / Day / Year

School / Work: ____________________________________________________________

Home Address: _____________________________________________________________
                      Number   Street   Apartment Number

                      __________________________  City / Town   State / Province / etc   Postal Code

Telephone: ______________________ ______________________
                      Home     Mobile

For emergencies, call: _____________________________________ ________________
                      Name  Telephone Number

Signature of Student: _______________________________________________________

The student completed this form: (Circle one)   Alone        With assistance

Signature of person helping student provide information: __________________________
# LEARNING PROFILE SURVEY

1. In your language, are reading and writing easy or difficult for you? _______________

2. How did you learn to read and write? (Circle one.) school family tutor other

3. Years of education: (Circle last year completed.)  5  6  7  8  9  10  11  12  13  14  15  16
   (elementary)  (secondary)  (university)

4. Other languages you speak: ____________________________

5. Other languages you read or write: ____________________________

6. What type of materials do you like to read in your language? _______________
   _______________

7. What do you write in your language? (Circle one.)
   emails stories lists notes other

8. Have you studied English before? Yes / No  Where? ____________________________

9. How long have you studied English? ____________________________

10. Describe your ability in English: (Circle the best description.)
    **Understanding** is ... always difficult sometimes difficult never difficult
    **Speaking** is ... always difficult sometimes difficult never difficult
    **Reading** is ... always difficult sometimes difficult never difficult
    **Writing** is ... always difficult sometimes difficult never difficult

11. Why do you want to learn English? ____________________________

12. What is the most important thing you want to learn? ____________________________
   ____________________________

13. What questions do you have about this course? ____________________________
   ____________________________

The student completed this form: (Circle one)  Alone      With assistance

Signature of person helping student provide information: ____________________________
PLACEMENT TEST

Circle the correct letter.

1 I’m 18 and my brother is 20, so he’s .......... me.
   a the oldest of
   b older than
   c as old as

2 Carl’s very .......... . He’s never late, and he never forgets to do things.
   a reliable
   b patient
   c strict

3 We stayed in a lovely villa .......... the sea.
   a it overlooks
   b overlooked
   c overlooking

4 Not until the 1980s .......... for the average person to own a computer.
   a it was possible
   b was it possible
   c was possible

5 Jan .......... her arm on a hot iron.
   a broke
   b burned
   c sprained

6 Tomorrow’s a holiday, so we .......... go to work.
   a have to
   b mustn’t
   c don’t have to

7 I usually .......... swimming at least once a week.
   a go
   b do
   c play

8 My friend Siena .......... to Russia last year.
   a went
   b has gone
   c has been

9 This is .......... area, with a lot of factories and warehouses.
   a an agricultural
   b an industrial
   c a residential

10 If I .......... well in my exams, I .......... to university.
    a will do; will go
    b will do; go
    c do; will go

11 She was so upset that she burst .......... tears.
    a into
    b out
    c with

12 Where did you go .......... holiday last year?
    a for
    b on
    c to

13 Ocean currents .......... play an important part in regulating global climate.
    a are known to
    b thought to
    c are believed that they

14 My cousin .......... getting a job in Bahrain.
    a would like
    b is planning
    c is thinking of
15 I can’t .......... your hair, because I haven’t got any scissors.
   a brush
   b cut
   c wash

16 I wish I .......... have an exam tomorrow!
   a don’t
   b didn’t
   c won’t

17 The government plans to .......... taxes on sales of luxury items.
   a increase
   b expand
   c go up

18 When I first moved to Hong Kong, life in a different country was very strange, but now I’m used ........ here.
   a living
   b to live
   c to living

19 There .......... milk in the fridge.
   a is some
   b are some
   c is a

20 Criminals are people who are guilty of .......... the law.
   a breaking
   b cheating
   c committing

21 Why on earth isn’t Josh here yet? .......... for him for over an hour!
   a I’m waiting
   b I’ve been waiting
   c I’ve waited

22 “It’s pouring down, and it’s freezing.” What are the weather conditions?
   a high winds and snow
   b heavy rain and cold temperatures
   c thick cloud but quite warm

23 .......... feeling OK? You don’t look very well.
   a Do you
   b You are
   c Are you

24 Daniel’s hair is getting far too long; he should .......... soon.
   a cut it
   b have cut it
   c have it cut

25 Mandy works for a computer software company. She got .......... recently, and so now she’s an area manager.
   a made redundant
   b promoted
   c a raise

26 I can’t hear you – it’s .......... noisy in here.
   a too
   b too much
   c too many

27 Jamal has just sent me .......... to arrange plans for this weekend.
   a a blog
   b an email
   c a website

28 I promise I’ll call you as soon as I ...........
   a I arrive
   b I arrived
   c I’ll arrive
29 Photographers and designers need to be very .......... .
   a creative
   b fit
   c annoying

30 The global financial crisis, .......... is forcing lots of small businesses to close, does not look set to end soon.
   a it
   b that
   c which

31 There .......... a terrible accident if the pilot hadn’t reacted so quickly.
   a had been
   b was
   c would have been

32 “Are you ready to order?”
   “Not yet – I’m still looking at the .......... .”
   a bill
   b menu
   c service

33 “My job is never boring.”
   The speaker’s job is always .......... .
   a interesting
   b popular
   c difficult

34 I’ve been working here .......... about the last two years.
   a during
   b for
   c since

35 “It leaves from Platform 2 at 4.15.”
   The speaker is talking about .......... .
   a an airline flight
   b a train
   c a taxi

36 I went to a lovely .......... last Saturday.
   The bride was my best friend when we were at school.
   a anniversary
   b marriage
   c wedding

37 “I’ve got a headache.”
   “Maybe you .......... to take an aspirin.”
   a should
   b ought
   c don’t

38 The patient had an .......... to insert metal pins in his broken leg.
   a injection
   b operation
   c X-ray

39 She won a seat in parliament at the last .......... .
   a general election
   b opinion poll
   c referendum

40 I’m surprised you didn’t get upset. If someone said that to me, .......... really angry.
   a I’m
   b I was
   c I’d be
41 This used to be ______ part of the city, but since the old buildings were renovated it’s become a very fashionable area.
   a an affluent
   b a run-down
   c a trendy

42 Cassie went to bed early because she was ______.
   a tired
   b stressed
   c relaxed

43 In the 1960s, computers were ______ expensive that ordinary people couldn’t afford them.
   a so
   b such
   c too

44 Do you want ______ the match tonight?
   a watching
   b watch
   c to watch

45 Researchers claim the new discovery is a major ______ in the fight against malaria.
   a breakthrough
   b investigation
   c progress

46 The Maths problem was really difficult and I just couldn’t ______ the answer.
   a check in
   b set off
   c work out

47 When I was a child, I never ______ about the future.
   a have worried
   b used to worry
   c was worrying

48 A local politician has ______ charges of corruption made by the opposition party.
   a accused
   b blamed
   c denied

49 ______ worries me about society today is how completely we have come to depend on technology.
   a That
   b What
   c Which

50 Cats and dogs are usually kept as ______.
   a farm animals
   b wild animals
   c pets
STUDENT ANSWER SHEET

PLACEMENT TEST

Circle the correct letter.

1  a  b  c  11  a  b  c  21  a  b  c  31  a  b  c  41  a  b  c
2  a  b  c  12  a  b  c  22  a  b  c  32  a  b  c  42  a  b  c
3  a  b  c  13  a  b  c  23  a  b  c  33  a  b  c  43  a  b  c
4  a  b  c  14  a  b  c  24  a  b  c  34  a  b  c  44  a  b  c
5  a  b  c  15  a  b  c  25  a  b  c  35  a  b  c  45  a  b  c
6  a  b  c  16  a  b  c  26  a  b  c  36  a  b  c  46  a  b  c
7  a  b  c  17  a  b  c  27  a  b  c  37  a  b  c  47  a  b  c
8  a  b  c  18  a  b  c  28  a  b  c  38  a  b  c  48  a  b  c
9  a  b  c  19  a  b  c  29  a  b  c  39  a  b  c  49  a  b  c
10 a  b  c  20 a  b  c  30 a  b  c  40 a  b  c  50 a  b  c
# ANSWER KEY

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<td>c</td>
<td>40</td>
<td>c</td>
<td>50</td>
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</table>
# ORAL PLACEMENT TEST

<table>
<thead>
<tr>
<th>Topic</th>
<th>Speaking Prompts</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal information</td>
<td>What’s your name? How do you spell it? Where do you live? What’s your phone number? What’s your email address?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Family</td>
<td>How many people are there in your family? Tell me about your parents / brothers or sisters / children. What are their names, ages, etc?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Studies</td>
<td>What do (or did) you study? Is (or was) it: – interesting? – difficult? What will you do (or did you do) after finishing your studies?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Work</td>
<td>What job do you do (or want to do)? When did (or will) you start working? Why did (or do) you want to do this job?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Pre-Intermediate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance &amp; character</td>
<td>Tell me about your best friend. Describe his/her appearance (e.g. colour of hair/eyes, height) and character (e.g. kind, funny). When did you meet?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Weather</td>
<td>What’s the weather like today? Which is your favourite season? What is the weather like then? What weather makes you feel happy/sad/etc?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Shopping</td>
<td>Do you enjoy shopping? How often do you go shopping? Do you go shopping alone or with friends? What sort of things do you usually buy?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Do you usually eat healthy meals? What is some of your favourite food? Do you like eating out (e.g. restaurants)? Why (not)? Do you like cooking?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Animals</td>
<td>Do you like animals? What are some of your favourite animals? What pet(s) do you have (or would you like to have)? How do animals help people?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Computers &amp; gadgets</td>
<td>Do you often use computers, mp3 players, games consoles, etc? What do you mainly use the Internet for? What problems can computers/etc cause?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Languages</td>
<td>What languages do you speak? Is it important to speak several languages? Why (not)? Is it a good or bad thing that most people in the world learn English?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Upper Intermediate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>Do you like to travel? Why (not)? What place would you most like to visit? Why? What’s your (least) favourite way to travel? Does travel really “broaden the mind”?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Crime</td>
<td>Is crime a problem in this (or your) country? What can be done to reduce crime? Are the laws in this (or your) country generally too strict, or not strict enough?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Careers</td>
<td>What sort of career do you want? What do you want most from it (e.g. money, creativity, etc)? Should a career be the most important thing in someone’s life?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Art, books, music etc.</td>
<td>How often do you listen to music, read a book, visit an exhibition? Do you play an instrument/paint/write/etc? Are art/music/etc important to society? Why (not)?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News &amp; the media</td>
<td>How closely do you follow the news? Which media (e.g. TV, newspapers, online) cover the news best? Give examples. What will news media be like in the future?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Cities</td>
<td>Why do people choose to live in cities? What are the (dis)advantages of city life, compared to living in the countryside? Which do/would you prefer?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Man &amp; nature</td>
<td>How do we affect nature (e.g. rainforests)? How does nature affect us (e.g. floods)? Will problems such as pollution or endangered species ever be solved?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Society &amp; culture</td>
<td>Do you often mix with people from a different culture to yours? Do you like or dislike this? What are the benefits and/or problems of a multicultural society?</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
## ORAL ASSESSMENT GUIDELINES

Use the following guidelines to score each learner’s speaking ability for the Oral Placement Test (p. 17).

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 1 Low | Speaks with frequent hesitation; occasionally does not respond verbally.  
Rarely responds with confidence; frequently reluctant to use the language.  
Speech and pronunciation are usually not easily understood.  
Rarely uses complete sentences and phrases appropriately.  
Rarely or never uses colloquial expressions appropriately.  
Rarely uses appropriate and varied vocabulary.  
Makes numerous errors in form or function. |
| 2 Fair | Speaks with frequent hesitation.  
Rarely responds with confidence; often reluctant to use the language.  
Speech and pronunciation are frequently not easily understood.  
Occasionally uses complete sentences and phrases appropriately.  
Uses very few colloquial expressions appropriately.  
Occasionally uses appropriate and varied vocabulary.  
Makes frequent errors in form or function. |
| 3 Good | Speaks fluently with a little hesitation.  
Usually responds with confidence.  
Speech and pronunciation may not always be easily understood.  
Generally uses complete sentences and phrases appropriately.  
Uses a few colloquial expressions appropriately.  
Uses appropriate and varied vocabulary on most occasions.  
Makes occasional errors in form or function. |
| 4 Very Good | Speaks fluently without much hesitation.  
Almost always responds with confidence.  
Speech and pronunciation are almost always clear and easily understood.  
Almost always uses complete sentences and phrases appropriately.  
Uses a number of colloquial expressions appropriately.  
Almost always uses appropriate and varied vocabulary.  
Makes few errors in form or function. |
| 5 Excellent | Speaks fluently without hesitation.  
Consistently responds with confidence.  
Speech and pronunciation are always clear and easily understood.  
Consistently uses complete sentences and phrases appropriately.  
Uses a wide range of colloquial expressions appropriately.  
Consistently uses appropriate and varied vocabulary.  
Makes very few or no errors in form or function. |
WRITING PLACEMENT TEST

Choose ONE of these topics and write about it.

• Write a personal profile about yourself for a website where you can meet new Internet friends. You should answer these questions:
  - What is your name, age, etc?
  - Where you are from, and what do you do?
  - What do you look like, and what sort of person are you?
  - What are your interests and your likes/dislikes?
  - What sort of new friends do you want to meet?

• Write an email to a friend from another part of the world who wants to know more about your country. You can use your own ideas, and/or you can describe some of these things:
  - how big the country is, where it is and what the land is like (forests, mountains, etc)
  - main cities, famous landmarks and tourist attractions
  - the local language(s) and culture
  - what the people are like
  - traditional food, music, dances, etc of your country
You should finish your email by inviting your friend to visit your country some time so that they can see what it is like.

• Write about a strong childhood memory – for example, something that made you very happy or very frightened. Briefly explain how old you were and where you were, and tell the story of what happened. Try to remember details such as sounds, smells, colours and the weather, and describe these in your story. Explain how you felt and why you felt this way. How do you feel now about the event?

• Write a review of your favourite film, play or book. Explain what type of work it is (for example, a comedy film, a romantic novel, etc.) Say where and when the story takes place, and briefly describe what happens. Describe the main characters, and say whether you like or dislike each of them, and why. Try to explain why this work is your favourite.

• Write an article discussing whether you think our world is getting better or getting worse. You can use your own ideas, but you might like to include some of these issues:
  - medicine, scientific research, technology
  - war, conflict between countries/groups
  - freedom and human rights
  - education, knowledge and skills
  - quality of life
You should finish your article with a short conclusion summarising the main argument.
**WRITING ASSESSMENT GUIDELINES**

Use the following guidelines to score each learner’s writing ability for the **Writing Placement Test** (p. 19).

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>0 - 1</strong> Beginner</td>
<td>The topic is not developed at all, and writing seems to take enormous effort. The purpose of the text and the writer’s aim are entirely unclear. The text is not organised at either the paragraph or sentence level. There is insufficient language control to express even very simple ideas. There are very many errors in the use of language and standard writing conventions. There is little or no use of appropriate vocabulary and structures.</td>
</tr>
<tr>
<td><strong>2 - 3</strong> Low</td>
<td>The topic is not well developed, and writing seems to take considerable effort. The purpose of the text and the writer’s aim are generally unclear. The text is not well organised at either the paragraph or sentence level. There is insufficient language control to express relatively simple ideas. There are many errors in the use of language and standard writing conventions. There is very limited use of appropriate vocabulary and structures.</td>
</tr>
<tr>
<td><strong>4 - 5</strong> Fair</td>
<td>The topic is quite well developed, although writing seems to take some effort. The purpose of the text and the writer’s aim are not entirely clear. The text is reasonably well organised, at least at the sentence level. There is usually sufficient language control to express simple ideas. There are some errors in the use of language and standard writing conventions. There is limited use of appropriate vocabulary and structures.</td>
</tr>
<tr>
<td><strong>6 - 7</strong> Good</td>
<td>The topic is well developed, and writing seems to take little effort. The purpose of the text and the writer’s aim are generally clear. The text is reasonably well organised at both the sentence and paragraph level. There is sufficient language control to express simple ideas. There are a few errors in the use of language and standard writing conventions. The text contains a range of appropriate vocabulary and structures.</td>
</tr>
<tr>
<td><strong>8 - 9</strong> Very Good</td>
<td>The topic is very well developed, and writing seems to take very little effort. The purpose of the text and the writer’s aim are clear. The text is well organised at both the sentence and paragraph level. There is sufficient language control to express some quite complex ideas. There are few errors in the use of language and standard writing conventions. The text contains quite a wide range of appropriate vocabulary and structures.</td>
</tr>
<tr>
<td><strong>10</strong> Excellent</td>
<td>The topic is fully developed, and writing seems effortless. The purpose of the text and the writer’s aim are perfectly clear. The text is extremely well organised at both the sentence and paragraph level. There is sufficient language control to express a range of complex ideas. There are almost no errors in the use of language and standard writing conventions. The text contains a wide range of appropriate vocabulary and structures.</td>
</tr>
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