

English in Mind

Second edition

Placement test

Teacher's guide

This placement test is designed to help teachers decide at which level of *English in Mind* new students should be placed.

The test contains:

- 120 written multiple-choice questions, 20 at each level from Starter to Advanced (covering CEF levels A1 to C1). The questions focus on the language taught across the six levels of *English in Mind*.
- an oral placement test, designed to be used in conjunction with the written test. The questions in this test are linked to the goals in the *English in Mind* coursebooks, which in turn are based on the CEF 'can-do' statements. The oral test is designed to be flexible. This should allow teachers to get an overview of students' speaking ability in order to 'fine-tune' their assessment of the correct level at which to place students.
- keys and tables for interpreting scores.

Written test procedure

- 1 Ask the student to start at the beginning of the written test and stop when the questions become too difficult.
Allow 30–40 minutes for the test.
- 2 Mark the test and use the table below to place the student provisionally at one of the six levels of *English in Mind*.
- 3 Use the oral placement test to confirm or adjust this placement (see Oral test procedure below).

	Starter	Elementary (level 1)	Pre- intermediate (level 2)	Intermediate (level 3)	Upper Intermediate (level 4)	Advanced (level 5)
Written test score	0–20	21–40	41–60	61–80	81–100	101+

Oral test procedure

- 1 Check the student's written test score and provisional placement.
- 2 Ask the student the introductory questions and note the information on the score sheet.
- 3 Ask a minimum of four questions from the question bank that corresponds to the level of the provisional placement.
- 4 Encourage the student to give full answers, by means of prompts rather than direct questions.
Allow 1–3 minutes per question, depending on level.
- 5 Award a score for each question, using the band descriptors below, *interpreted at the relevant level*.

Band descriptors	Score
Insufficient sample of spoken language. Student fails to understand question, even when repeated.	0
Evidence of understanding at a basic level, but frequent inaccuracies in grammar and vocabulary may obscure the message. Significant hesitation and inaccuracies in pronunciation impede understanding. Utterances left unextended.	1
Clear evidence of comprehension. Grammar and vocabulary sufficient to convey intended meaning and extend answers effectively. Utterances are reasonably relevant and coherent with only occasional hesitation. However, complex vocabulary and grammatical structures are avoided (except in obviously well-rehearsed utterances).	2
Questions fully understood. Accurate and appropriate use of a range of simple and complex grammatical forms and vocabulary to develop responses fully. Utterances intelligible and linked coherently and logically without undue hesitation.	3

- 6 Place the student as follows:

Oral score Level

Mainly 1s – One level below written score

Mainly 2s – At same level as written score

Mainly 3s – One level above written score

- 7 Where there is a significant discrepancy between the student's written score and oral performance, teachers should use their professional judgement to place the student at the correct level.
- 8 Teachers may like to ask students for their own assessment of their level of English, bearing in mind, however, that this judgement is likely to be very subjective.