

# PLACEMENT TEST – INDIVIDUAL



## GENERAL INFORMATION

The Placement Test for *Confidence and Connections* is designed to test either individual students or groups.

### INDIVIDUAL TESTING

Use the Speaking and Reading Tests. You will need:

- Evaluator Sheet for Individual Placement Test \* We recommend laminating this, as you will use it multiple times.
- Individual Speaking Test (one per student)
- Reading Test (1 per student)

### GROUP TESTING

Use the Listening and Reading Tests. You will need:

- Evaluator Sheet for Group Placement Test \* We recommend laminating this, as you will use it multiple times.
- Evaluator Sheet Listening\* We recommend laminating this, as you will use it multiple times.
- Listening Student Sheet (one per student)
- Student Answer Sheet (one per student)
- Reading Test (1 per student)

**\*INSTRUCTIONS:** You will find instructions for how to implement the testing for individuals or groups on the appropriate "Evaluator Sheets" in the packet.

## EVALUATOR SHEET FOR INDIVIDUAL PLACEMENT TEST

### SPEAKING TEST – DIRECTIONS FOR TEACHER:

1. Begin with the speaking test.
2. Make sure student feels comfortable. Consider your environment and the appropriateness for testing - (Are you likely testing a low level student in a noisy environment? Are you testing a person in front of a friend or relative that might be making them nervous?) Explain that the student should answer every question with a complete sentence.
3. Stop the speaking test when the student
  - cannot answer 2 questions (gets zeros) — *(not necessarily in a row)*.
  - when the student gets only “1” for 3 questions *(not necessarily in a row)*.
4. Score each question as you go as a 0, 1 or 2, according to the following guidelines:
  - 0 = Did not understand the question, did not give an answer, OR answer did not make sense for the question.
  - 1 = Understood question, BUT answered with incorrect grammar and or/an incomplete sentence.
  - 2 = Understood question, answered in a complete sentence AND used correct grammar.
5. Add scores of each question to find your total. Write the total score at bottom of “Individual Speaking Test” page.
6. See level equivalence at bottom of “Individual Speaking Test” page. Write level at top of page after considering reading test score.

### READING TEST – DIRECTIONS FOR TEACHER:

1. All students should attempt to do the reading test.
2. If the student places into levels 1-2 on the speaking test, they should only do the 1<sup>st</sup> column of the reading test (up through question 17, covering material from Intro through level 3). Students who place into 3-5 on the speaking test should do the complete test.
3. Tell student not to guess.
4. Check results of multiple choice reading test:

#### Answer Key for Reading test (Level refers to the level the question refers to)

Level	Answer	Level	Answer	Level	Answer
Intro	1. a	2	10. c	4	17. c
Intro	2. b	2	11. b	4	18. c
1	3. c	2	12. a	4	19. b
1	4. a	3	13. b	4	20. a
1	5. a	3	14. a	4	21. c
1	6. b	3	15. b	5	22. b
1	7. a	3	16. c	5	23. c
2	8. b			5	24. a
2	9. a			5	25. c
				5	26. b

#### Scoring for reading test

number of correct answers	Level
0-1	Intro
2-5	1
6-10	2
11-15	3
15-18	4
19-24	5
24-26	above the level of <i>Confidence and Connections</i>

## EVALUATOR SHEET FOR INDIVIDUAL PLACEMENT TEST (CONTINUED)

5. Compare results of speaking and reading tests when testing individuals.

- We recommend that slightly more weight be put on the speaking test. For instance, if a student places in level 5 according to the speaking test and level 2 for the multiple-choice reading test, we suggest placing them in level 4.
- If the person scores low or high in the range, consider which questions they missed, class size and student and teacher profile before deciding to place in higher or lower level.

## INDIVIDUAL SPEAKING TEST

Question	Score	Level
1. My name is _____. What is your name? <i>Checking for full sentence. Remind student to respond with a complete sentence.</i>	0 1 2	Intro
2. I spell my name _____. How do you spell your name? <i>Checking for alphabet accuracy</i>	0 1 2	Intro
3. What day is today? <i>Accept day or date</i>	0 1 2	Intro
4. I'm wearing (a) (color + item). Describe your clothes? <i>Checking for color + clothing—in correct order (ok if verb tense is wrong)</i>	0 1 2	1
5. How is the weather today? <i>Checking for description of the weather</i>	0 1 2	1
6. What do you like to do in your free time? <i>Checking for "I like to + activity verb"</i>	0 1 2	1
7. Act out walking, running, writing and ask: "What am I doing?" <i>Checking for verb + ing</i>	0 1 2	2
8. Yesterday I did my laundry and went to the store. What did you do yesterday? <i>Checking for the past tense verb</i>	0 1 2	2
9. This weekend I am going to clean my house. What are you going to do? <i>Checking for the future tense: "I am going to..." Accept "I will..."</i>	0 1 2	2
10. Tell me something you used to do when you were a child. <i>Checking for simple past with used to. Give 1 point for simple past without "used to"</i>	0 1 2	3
11. What will you do if there's a (hurricane, flood, blizzard, tornado) Choose appropriate weather for your location <i>Checking for I will ___, if ___.</i>	0 1 2	3
12. Last night at 8, I was watching TV. What were you doing last night at 8? <i>Checking for past continuous (was + verb + ing)</i>	0 1 2	3
13. How long have you lived in the United States? <i>Checking for: "I have lived... for x years, or since specific year"</i>	0 1 2	4
14. Have you ever eaten pizza? <i>Checking for correct use of present perfect (Yes, I have/No, I haven't.)</i>	0 1 2	4
15. If you won a million dollars, what would you do? <i>Checking for conditional form: "I would..."</i>	0 1 2	4
16. I have been studying Spanish for 10 years. How long have you been studying English? <i>Checking for present perfect continuous (have been + verb + ing)</i>	0 1 2	5
17. What do you wish you had done when you were younger? <i>Checking for I wish I'd + past participle</i>	0 1 2	5
18. Tell me something you might do next week. <i>Checking for might + verb</i>	0 1 2	5
19. What are some differences between your native country and the US? <i>Checking for fluid conversation. Student may make errors but is understandable. Is able to say several sentences. To encourage student to elaborate, ask follow up questions if necessary: What do you like about the US? / What surprised you about the US?</i>	0 1 2	6
Intro: 0-4 L1: 5--8 L2: 9-13 L3: 14-18 L4 19-26 L5 27-33 above C&C: 33+	Score: _____	

0 = Did not understand the question, did not give an answer, OR answer did not make sense for the question.

1 = Understood question, BUT answered with incorrect grammar and or/an incomplete sentence.

2 = Understood question, answered in a complete sentence AND used correct grammar.

**STOP TEST AFTER 4 1s and/or 0s.**

## READING TEST

Read sentences and write "X" on the correct answer on the answer sheet. **Please do not write on this paper.**

1. My \_\_\_\_\_ is 195 Pine Street.

- a) address    b) house    c) direction

2. Today is Tuesday. Tomorrow is \_\_\_\_\_.

- a) Monday    b) Wednesday    c) Friday.

3. Her first name is Lucy. What's \_\_\_\_\_ last name?

- a) she    b) his    c) her

4. I work at a restaurant. I am a \_\_\_\_\_.

- a) cook    b) teacher    c) nanny

5. This weekend, I'm going \_\_\_\_\_ a movie.

- a) to watch    b) watch    c) watching

6. When \_\_\_\_\_ the store open?

- a) do    b) does    c) are

7. Can you \_\_\_\_\_ weekends?

- a) work    b) works    c) working

8. Did you pay the bill?

- a) Yes, I paid them.    b) Yes, I paid it.  
c) No, I didn't pay them.

9. How much \_\_\_\_\_ the rent?

- a) is    b) are    c) be

10. Yesterday my brother \_\_\_\_\_ a new car.

- a) buy    b) bought    c) bought

11. I \_\_\_\_\_ going to Denver tomorrow.

- a) will    b) am    c) are

12. My little sister is \_\_\_\_\_ than me.

- a) younger    b) young    c) youngest

13. Is this hammer \_\_\_\_\_?

- a) my    b) mine    c) me

14. What will you do if she \_\_\_\_\_ late?

- a) arrives    b) arrived    c) will arrive

15. I'd like something \_\_\_\_\_ my headache.

- a) to    b) for    c) in

16. That movie is very \_\_\_\_\_. I loved it.

- a) boring    b) excited    c) exciting

17. Oops! I brought my keys \_\_\_\_\_ I forgot my wallet.

- a) . and    b) , or    c) , but

## QUESTIONS 18-26—ONLY FOR STUDENTS SCORING LEVEL 3 AND ABOVE ON SPEAKING.

18. Have they ever \_\_\_\_\_ their house?

- a) paint    b) painting    c) painted

19. Lola got a ticket. She \_\_\_\_\_ and driving.

- a) texts    b) was texting    c) were texting

20. It's hard \_\_\_\_\_ to a new country.

- a) to move    b) has moved    c) moved

21. She has worked at the bank \_\_\_\_\_ 6 years.

- a) yet    b) since    c) for

22. You play tennis very well. You \_\_\_\_\_ practice a lot.

- a) might    b) must    c) can

23. Are you \_\_\_\_\_ at the supermarket? You've been there for two hours!

- a) yet    b) anymore    c) still

24. I \_\_\_\_\_ swimming for 2 years.

- a) have been    b) has been    c) have

25. She \_\_\_\_\_ to music while she was doing homework.

- a) listens    b) listening    c) listened

26. He's going to invest in the retirement plan \_\_\_\_\_ he wants to save money.

- a) unless    b) because    c) even though

reading test score: \_\_\_\_\_/26