

## Placement Tests

### a. Purpose

The placement test aims to gauge students' knowledge/linguistic competence in the 4 skills and establish which level is right for them. It is usually the very first contact a prospect student has with the institution.

### b. Applicability

- Anyone who has never studied at Cultura Inglesa;
- Every former student who intends to return after having cancelled **for more than 6 months**;
- The placement test must also be carried out with prospects interested in conversation classes (online test and interview only).

### c. Core Components

- **An online test:** multiple-choice items which aim to test the prospect's general knowledge of the language. This can be taken anywhere provided the prospect has internet access.
- **A written assignment:** a composition-format evaluation which aims at testing the prospect's writing skills, which involve spelling, punctuation, accuracy, task achievement, appropriacy, etc.
- **An interview:** this is the moment when the prospect's speaking skills are evaluated.

### d. Expiration

If the prospect doesn't enroll, his/her placement test will be valid for **6 months** (*Regular, Express and Say it* courses).

### e. Special Considerations

In the **absence of the manager**, the placement test should be carried out by either a stand-by teacher, a mentor or any other teacher designated by the branch manager.

### f. Procedures for the Interview

1. After the candidate does the online test and the written assignment, get ready for the interview. First, get an updated copy of the branch's timetable, and leave it near you. You will need it at the end of the test.
2. Get the candidate's results on the online test and written assignment from the secretary's office. Do not interview the candidate without these results.
3. Access MMCLASS\Tests\TESTS &CHECKS\Placement and find the right test, according to candidate's age and result on the online test, which will serve as a starting point for the interview (although the final result may be different).
4. Get acquainted with the test before starting the interview.

5. Gently invite the candidate for the interview.
6. Greet the candidate and ask some ice-breaker questions from a more personal perspective to create an anxiety-free environment.
7. Make room for comments the prospect might want to make about any previous learning experience.
8. Mainly in the case of adult learners, allow them some time to express their expectations concerning personal goals and the course. Depending on the prospect's age and interests, consider whether Say it, preparatory courses or even conversation lessons wouldn't be more appropriate for him/her.
9. The interviewer must be attentive to the prospect's linguistic abilities and communicative skills so there is enough evidence for a coherent placement.
10. Once the interviewer is through with these steps, there comes a moment in which he or she will inform the prospect of his/her level bearing in mind, not only the interview, but the entire evaluation process, the candidate's availability and the branch's timetable.
11. Write the results on the candidate's form, and any other information you consider relevant (e.g. necessity for support lessons).
12. After enrollment, it is fundamental that this placement test be validated by the prospect's teacher, simply because the interviewer only has a snapshot of his/her performance.
13. The teacher should return the report with feedback on the student's performance in no longer than 2 weeks. At this stage, the teacher plays the most important role because he or she will be the one to either attest the previous evaluation or suggest another alternative to fit the student's needs vis-à-vis their linguistic competence and engagement.

**g. What should the teacher do to ensure the new student is in the appropriate level?**

After receiving the new student's placement test, which is composed of a copy the student's personal data, the written test result, the composition, the interview result and the interviewer's comments, the teacher ought to:

- read the student's composition;
- monitor him/her closely throughout the lessons to ensure he/she is: a) following the lessons; b) engaged in the activities; c) motivated in the level; d) getting on well with the others;
- Spend some time before or after the class to ask the new student questions which should cover the productive vocabulary and grammar aspects of that level;
- Request the new student to write another composition, if need be.

The information gathered will furnish you with data to decide whether the student is able to follow the suggested level or not. Moreover, it will also inform you if the st may attend lessons in the next module.

#### **h. What are the questions to be asked?**

Bearing in mind the module content, the teacher will ask the new student as many questions as he/she judges necessary to cover all lexical and grammatical items for that module. For instance, a student who's already attended JC is expected to produce: There was/there were; sentences to talk about one's life in the past; linkers (after..., first...); sentences expressing likes and dislikes; and so forth. Therefore, the teacher is to ask a plethora of questions which will provide him/her with enough data to decide if the student should stay in that level, take the previous or the next level.

If the teacher confirms the level, s/he ought to fill in the placement test form stating he confirms the level. Then, date and sign the form. However, if the teacher feels the student should be attending lessons in a different level, the former should talk to the manager, the stand-by or the mentor about this student.