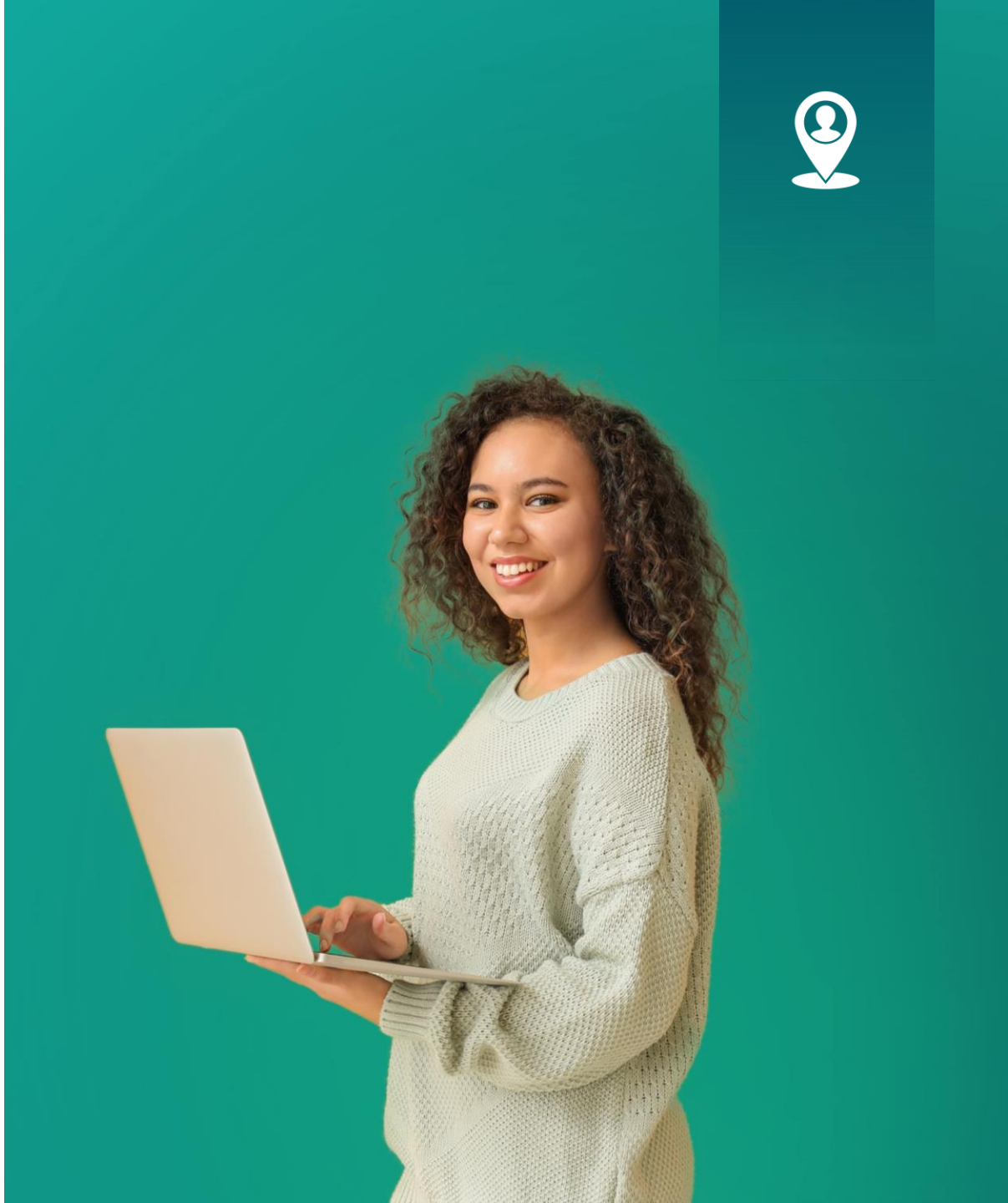
Pearson English

# Level Test and Level Test (3-Skills)

## Product Overview & Best Practices for Instructors and Administrators



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*About the*

# Level Test
# and
# Level Test (3 Skills)

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# *About* Level Test and Level Test (3 Skills)

**Welcome and thank you for choosing Pearson English Level Test. This guide provides a description of the test and how to get the best results for teaching and learning.**

Level Test provides educators with a fast, reliable way to place students in English language classes based on their ability, to give them the best start to their learning journey. Two versions are available:

- **Level Test:** assesses Reading, Writing, Listening, and Speaking in 30 minutes
- **Level Test (3 Skills):** assesses Reading, Writing and Listening in 20 minutes

It is an adaptive test that uses a range of question types to assess everyday English. Many questions test integrated skills (e.g. listening and writing) to provide reliable results, based on the skills tested, in the shortest time. Autoscored by Pearson's advanced AI, it returns consistent results in minutes. Details about the test structure, question types, and auto marking are given in the Level Test Validation and Specification Report. Best practice should be followed to get the best results from the test.

Use Level Test before choosing a course and use with Pearson English Benchmark Test to measure ongoing progress.

## Key Facts

- For learners age 14 years and older
- Tests everyday English
- One test covers the full CEFR (A1 to C2) and Global Scale of English General (10-90) scale
- Taken and managed online (PC)
- Results available in minutes
- Provides a CEFR half band and GSE range plus high level performance summaries for each student
- Group reports support streaming students into classes
- Can be taken at home or on site

**Find more information about Pearson English assessments at english.com/assessment, and more about the Global Scale of English at english.com/gse.**

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# Reports and Results

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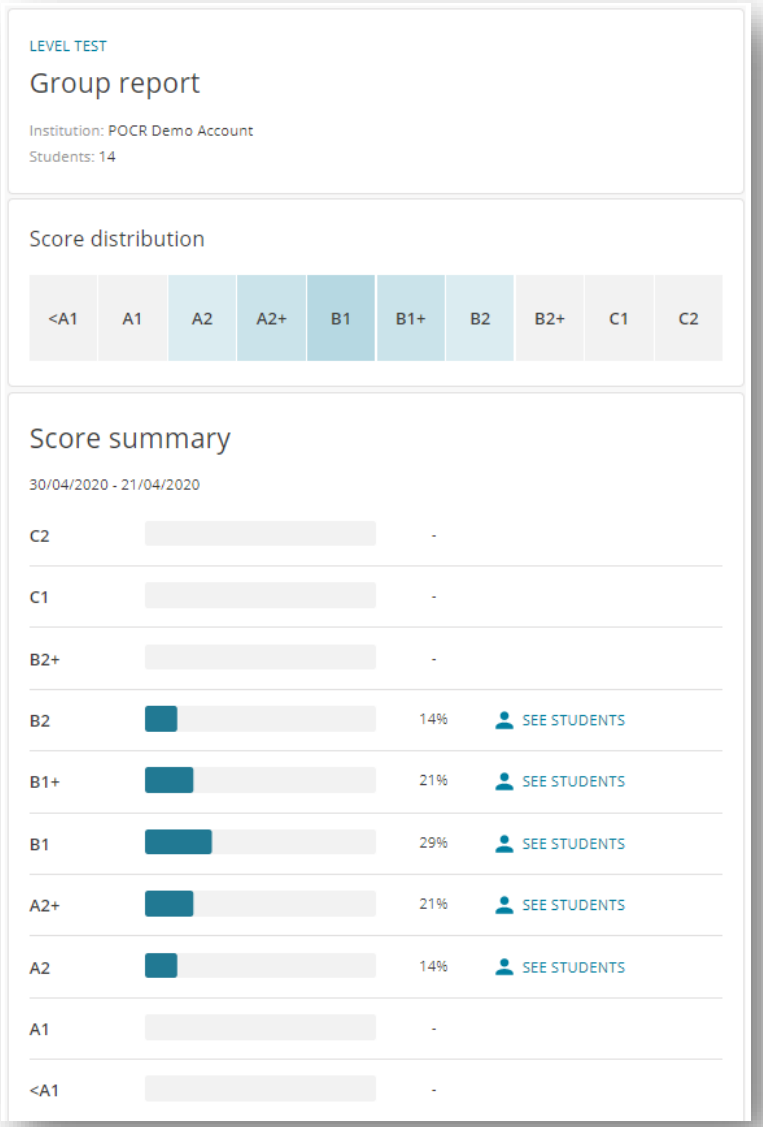
# Group Report




**The Level Test provides reports for groups of test-takers and for individuals. The group report supports streaming by providing an overview of the intake's abilities.**

The group report provides a density map to show how abilities are distributed across a test group.

The score summary chart shows the number of students within a CEFR half band. You can click on "See Students" to view information about the test-takers in each band.

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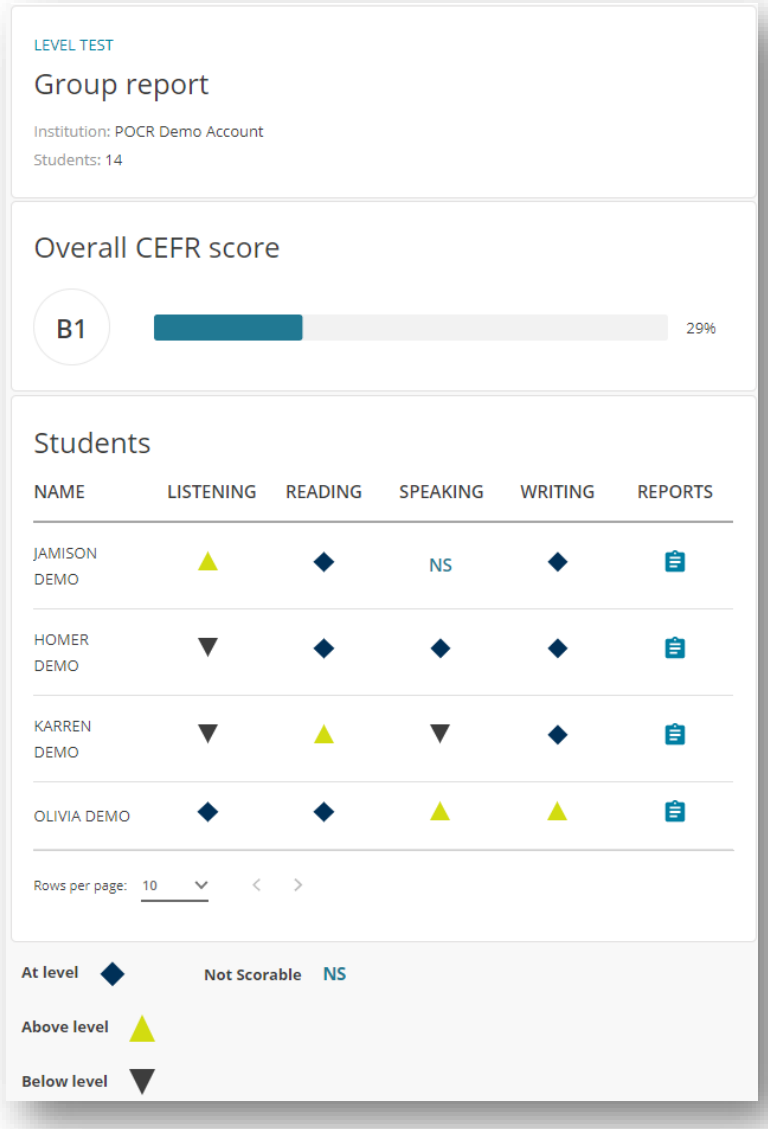
# Group Report *cont.*




**After clicking on "See Students" link on the first group report screen, you will see information about test-takers within the selected CEFR half band.**

The top of report shows which CEFR half band has been selected.

The student list uses symbols to show whether a student's ability for each skill are At, Below or Above the overall level. Click on the icon in the last column to view an individual student report.

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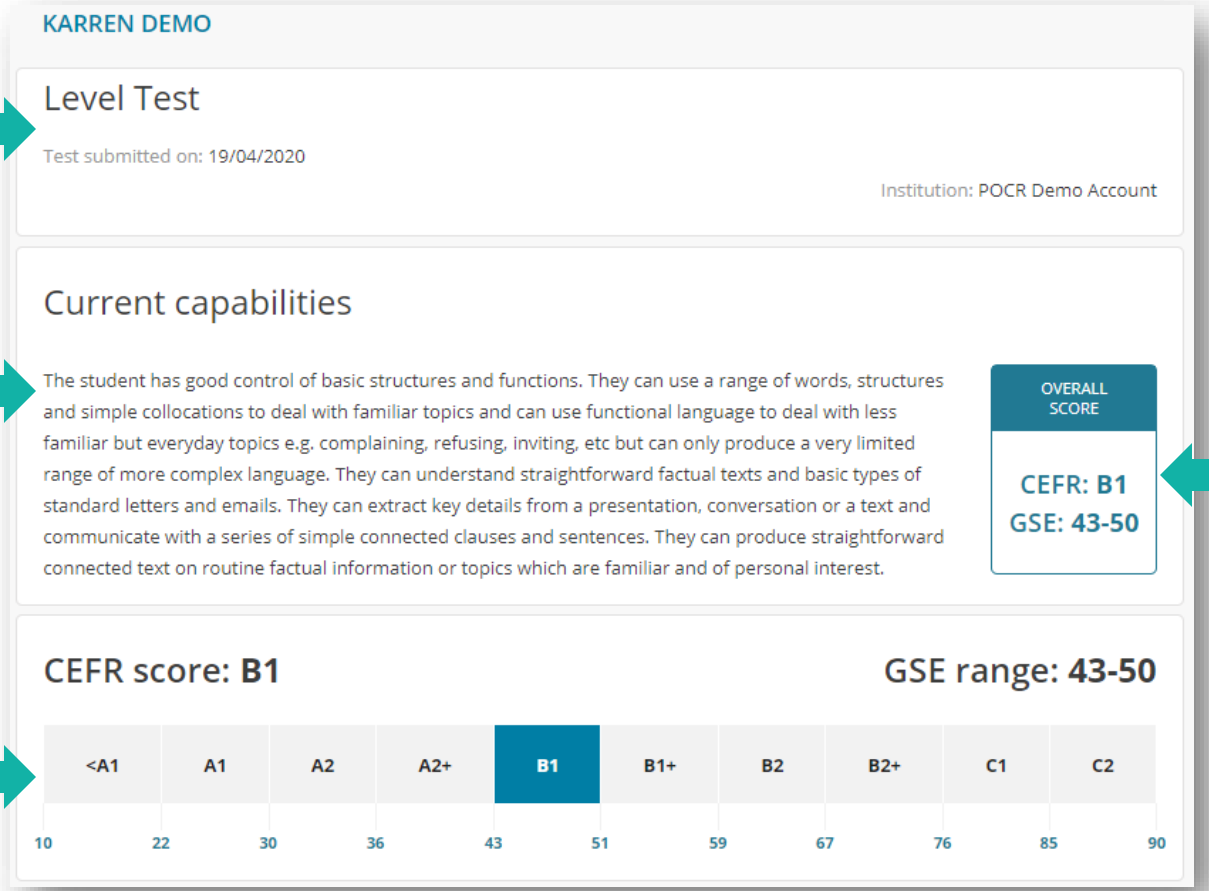
# Individual Report

**The individual report offers insight into a student's overall proficiency plus their ability by skill so you can learn about their needs before lessons begin.**

**Test details:**
Student name, test taken, test date and institution's name.

**Current capabilities:**
A summary of student's overall performance, it provides can-do statements about a student.

**Diagnostic Chart:**
Shows student's score against CEFR scale and GSE range




**Overall Score:**
Presents student's CEFR scale and GSE range score

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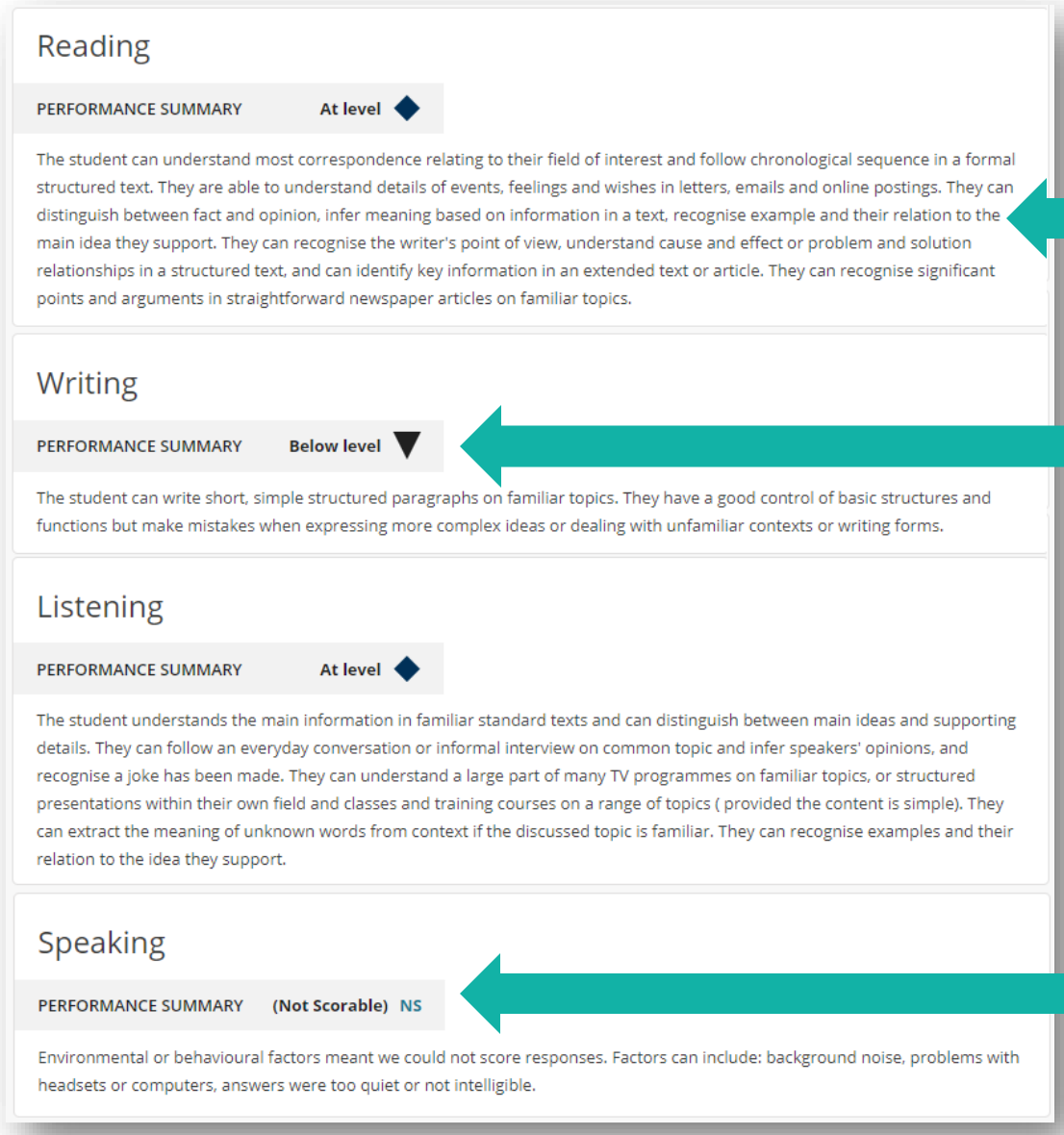
# Individual Report *cont.*



## Reading

PERFORMANCE SUMMARY **At level** ◆

The student can understand most correspondence relating to their field of interest and follow chronological sequence in a formal structured text. They are able to understand details of events, feelings and wishes in letters, emails and online postings. They can distinguish between fact and opinion, infer meaning based on information in a text, recognise example and their relation to the main idea they support. They can recognise the writer's point of view, understand cause and effect or problem and solution relationships in a structured text, and can identify key information in an extended text or article. They can recognise significant points and arguments in straightforward newspaper articles on familiar topics.

## Writing

PERFORMANCE SUMMARY **Below level** ▼

The student can write short, simple structured paragraphs on familiar topics. They have a good control of basic structures and functions but make mistakes when expressing more complex ideas or dealing with unfamiliar contexts or writing forms.

## Listening

PERFORMANCE SUMMARY **At level** ◆

The student understands the main information in familiar standard texts and can distinguish between main ideas and supporting details. They can follow an everyday conversation or informal interview on common topic and infer speakers' opinions, and recognise a joke has been made. They can understand a large part of many TV programmes on familiar topics, or structured presentations within their own field and classes and training courses on a range of topics ( provided the content is simple). They can extract the meaning of unknown words from context if the discussed topic is familiar. They can recognise examples and their relation to the idea they support.

## Speaking

PERFORMANCE SUMMARY **(Not Scorable)** NS

Environmental or behavioural factors meant we could not score responses. Factors can include: background noise, problems with headsets or computers, answers were too quiet or not intelligible.

**Performance Summary:**
Describes the student's performance relative to the performance descriptors at the relevant level and skill in the GSE assessment framework.

**Level Indicator:**
Abilities may vary across the skills, here you can find out how your student performed in each part of the test

**Not Scorable:**
If speaking could not be scored, you will see advisory notices.

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# Test Results

The Level Test assesses the student's proficiency in each skill to report an overall CEFR half band plus the GSE range for that band. The individual reports also provide a high-level view of proficiency for the core skills.

When learning a new language, it is not unusual for abilities to vary across the skills, so the Level Test reports use icons, shown below, to indicate proficiency. These are accompanied by performance summaries (described in the previous pages).

**At Level**. The student scored within the level of the CEFR half band and GSE range shown.

**Above Level.** The student's proficiency for this skill is higher that than the CEFR half band and GSE range shown.

**Below Level.** The student's performance for this skill is below the level of their overall CEFR half band.

NS

**Not Scorable.** It was not possible to provide a score, therefore one of the advisory notices is provided.

- *Environmental or behavioural factors meant we could not score responses. Factors can include background noise, problems with headsets or computers, answers were too quiet or not intelligible.*
- *A large number of questions were not answered so a score cannot be given. Please encourage students to answer all questions.*

# Best Practices
## *for Successful Implementation*

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# *Guide to* Best Practices

To get the best results from the Level Test and ensure tests can be scored, schools and students must follow best practice guidelines described in the following pages.

1. **Make sure your equipment and headsets meet the system requirements** (check our help site or Test Hub Guide)
2. **Prepare a suitable test room**
3. **Plan the test day**
4. **Prepare test-takers**
5. **Monitor the test**
6. **Review results**

Place

# *Prepare a* Suitable Test Room

Tests must be administered in a quiet, distraction-free room to help students focus.

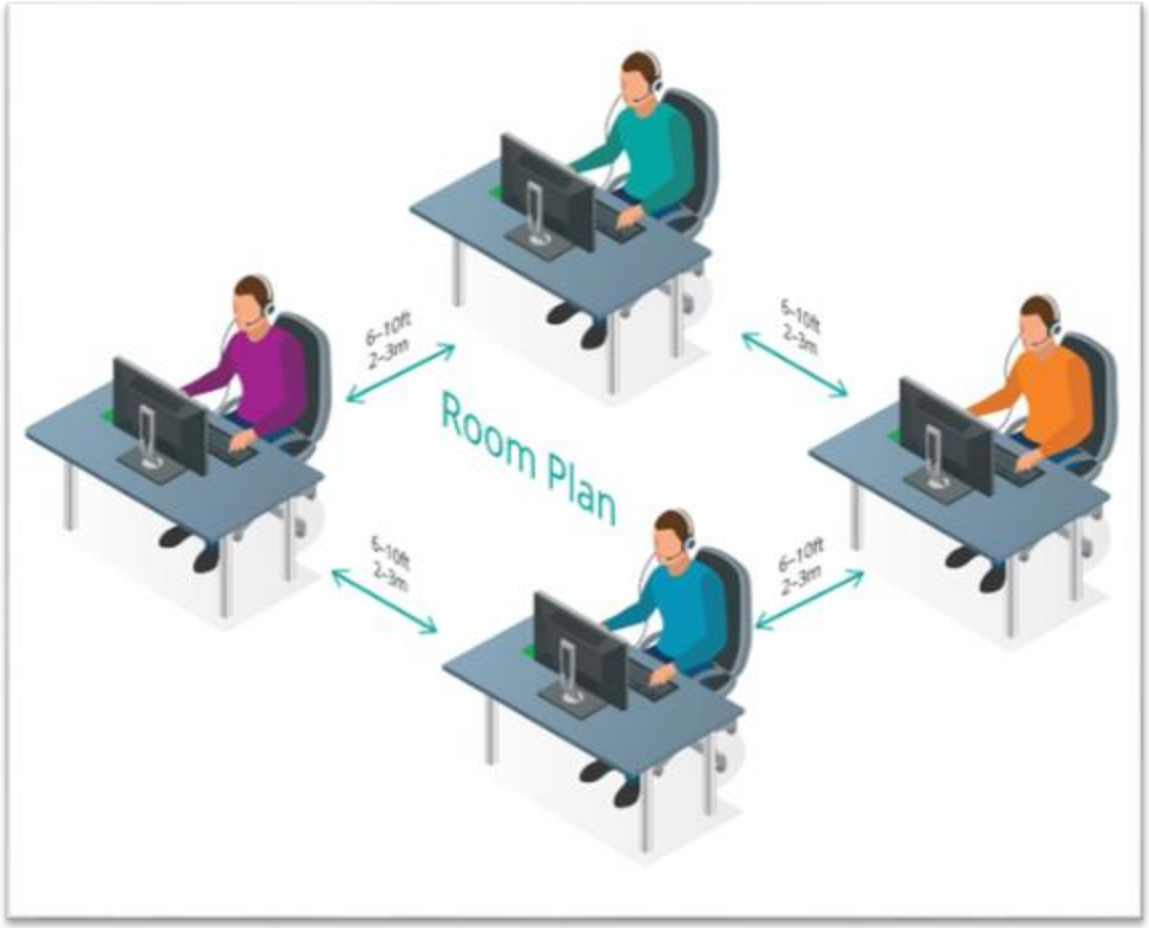
If using the all-skills version of the Level Test, the test environment is especially important. Excess noise, or the sound of teachers' and other students' voices will spoil recorded answers so they cannot be accurately scored.*

To prevent this, students must sit 10ft/3m apart in each direction (minimum distance of 6ft/2m). Desktop privacy partitions will also reduce distractions.

Avoid gyms, halls, and rooms with hard floors or high ceilings as they can cause echoes which can reduce the clarity of recorded answers. Keep windows closed if there is loud traffic or building work next to the classroom.

Ideally, students should be tested in small groups to avoid noise interference and distractions, and to make it easier for teachers to provide them support.

*Indicated by an NS score in reports.



# *Plan the* Test Day

If testing on site, leave enough time for test-takers to settle in the room, listen to your instructions, log in and take the test. If students have not had an opportunity to take the sample test, that should be included (see the table for time reference).

Try to avoid testing when test-takers may be interrupted (for example by school bells or people coming into the test room). As well as disturbing their concentration, it can increase noise levels reducing the ability to score recorded spoken answers.

You can print test invites in advance to hand out or send them by email. Please note that when students receive their first test invite, they will need to set up an account.

If students take the Level Test at home, make sure they know what equipment is needed to and how to access the test. Test-takers should also be informed about factors that might influence their scores, e.g. excess noise, long pauses, skipping questions, etc.

From time to time, it may be necessary to take Test Hub offline to release new features or for scheduled maintenance. Please check our dedicated help site for information about downtimes when planning sessions.

| Test Type | Approx. duration |
|---|---|
| Level Test | 30 mins |
| Sample Level Test | 12 mins |
| Level Test (3 Skills) | 20 mins |
| Sample Level Test (3 Skills) | 8 mins |

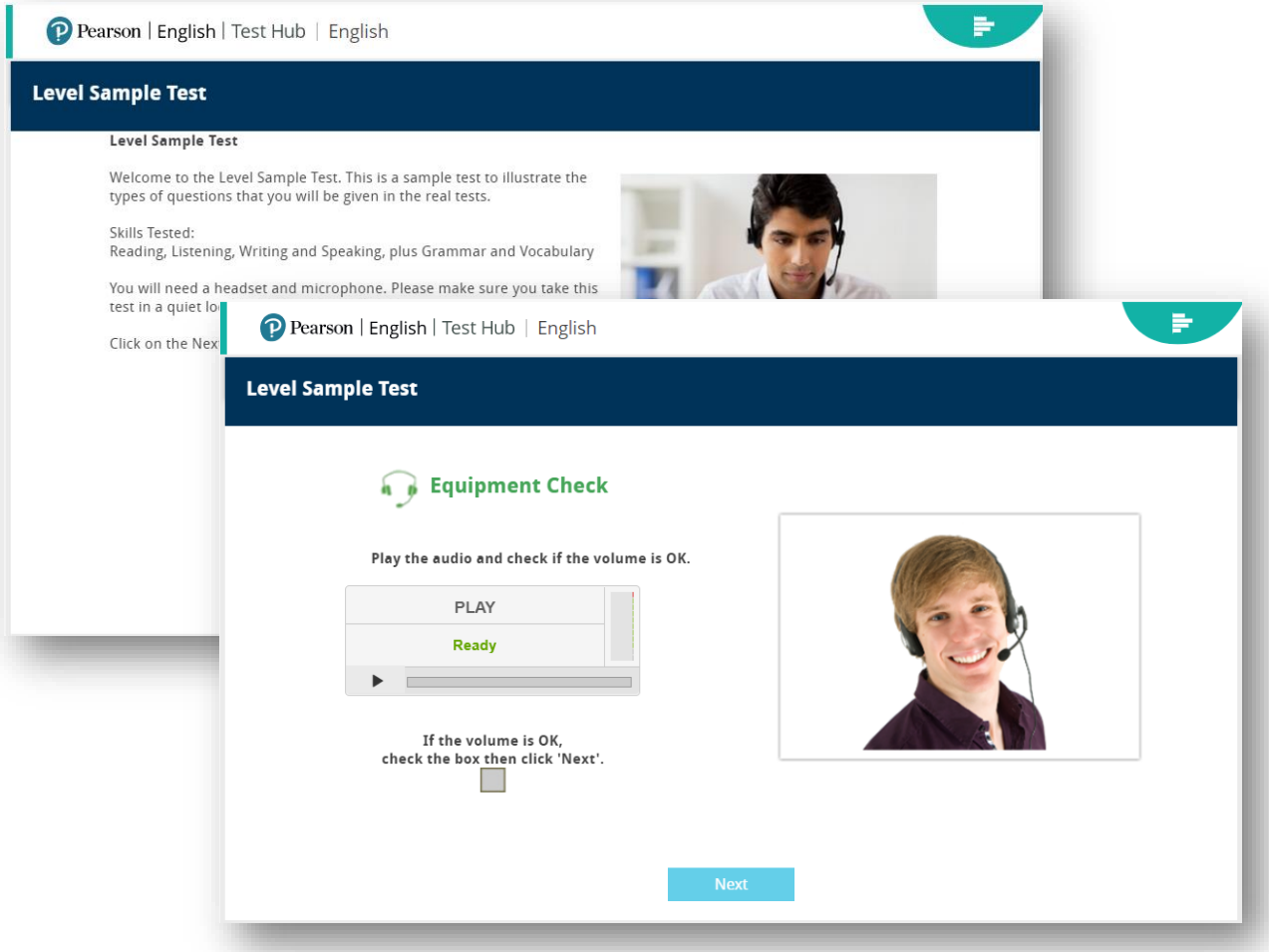
Place

# *Prepare Test-Takers:* Sample Tests

Test-takers will perform better during real tests if they are familiar with the question types, how to respond, and wearing a headset (only during the all-skills Level Test). They can practise using the unscored sample tests that are assigned alongside the full test.

The sample test contains examples of all the question types from the scored version of test. Ideally, it should be taken with instructors a few days before the real test to reduce test anxiety and give students time to ask questions about how to answer. It can be used an unlimited number of times before the real test is taken.

Each test starts with an equipment check. It is advisable to do this in advance to ensure the web browser has access to the microphone (if all-skills Level Test was assigned).

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# *Prepare Test-Takers:* Instructions

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**Instructions are given throughout, however, test-takers should be informed about the following before they begin each test.**

- This is an adaptive test designed to make sure you are put on the right course. The difficulty of each question changes based on your previous answers, so you won't all receive the same questions. Do not be discouraged if questions get harder. There is no pass or fail mark so keep trying.
- Do not close the test down until you finish.
- You cannot return to questions later. The backwards and forwards browser buttons will not work. If you click on them by mistake and receive a "Conflict ID error" message, refresh your screen to return to the question.
- Avoid repeatedly clicking the same button, e.g. "Next". If there doesn't seem to be a response after clicking a button, refresh the page.
- If the test freezes for any reason, try refreshing the page.
- When you finish the tests, make sure you click on "Finish" so your answers are submitted and scored.

**Level Test (all-skills) instructions**

- Microphones must be positioned correctly - not too close or too far away from your mouth.
- Speak clearly, at a normal volume and speed, as if speaking on a phone. Do not touch or breathe into the microphone as it will make it difficult to detect your voice and give you a score.
- The test is designed to detect periods of silence and may close a question early if you do not appear to be participating.

# *Monitoring Tests,* **Reviewing Results**

## Monitoring tests

Administrators can view the status of the tests on Test Hub. They can see when the test has been started, is in progress and has been scored whether the test has been taken on site or remotely.

## Reviewing results

Answers are automatically sent to Pearson for marking when tests are submitted by test-takers. Results are usually available in minutes, however, there may be occasions when it takes longer (e.g. peak testing periods). Instructors can access test results on the Test Hub portal (instructions are provided on the help pages).

# **User** *Journeys*

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# Institution Administrator's *Journey*

**Institution admins use Test Hub to manage staff, assign tests and monitor students' progress, and view licenses. A detailed guide on each step is provided on the Test Hub help site.**

## Log into Test Hub as Admin

Institution admins are invited to manage an institution by email. One admin can be invited into many institutions.

## Manage the Institutions

Admins can add other staff members to their institution by sending out email invitations.

They can also use their accounts to monitor licenses and check when the expiry date is approaching.

## Assign Tests

Institution admins can assign tests to new and existing test-takers.

New test-takers will receive an invite with joining instructions for that institution. Institutions can track the redemptions of those invites. Once redeemed, the institution can view the scores and assign further tests.

## Group Test-Takers

Admins can divide test-takers into groups to aid reporting before or after tests are taken. It is not essential to group test-takers. It is possible to search for them, for example by a test they have taken or the date on which the test was due.

## View Reports

Institution admins can monitor the status of the assigned tests and generate detailed reports for groups and individuals. They can generate reports for multiple groups if they wish.
Reports can be manually shared with students. Online sharing will be available from summer 2020.

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# New Test-Taker's *Journey*

**New test-takers will be invited to sign into Test Hub when their first test is assigned. A detailed guide is provided on the Test Hub help site.**

## Receive an invitation

Test-takers need an invitation to take the test. It can be received via email or in a printed form.

## Log into Test Hub

Test-takers will be asked to sign into Test Hub with their existing Pearson credentials or by creating a new account. If they have an account on Pearson English Portal, they can use this account.

## Launch the Test

Once logged in, the test-takers will see the assigned test on their Dashboard. They will also receive a **Sample Test** that can be launched multiple times to practice before the real test.

## Check Test Status

Test-takers will see whether their test has been completed or scored on their Dashboard. Detailed score reports can be obtained from an institution admin. Administrators will be able to share results with test-takers if they choose to, from summer 2020.

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# Existing Test-Taker's *Journey*

**Existing test-takers can access tests from their dashboard in Test Hub. A detailed guide is provided on the Test Hub help site.**

## Log into Test Hub

Test-takers will be asked to sign into Test Hub with their existing Pearson credentials. If they have an account on Pearson English Portal, they can use this account.

## Launch the Test

Level Test is accessed from their Dashboard. Test-takers will receive a **Sample Test** that they can use to practice as many times as they like before they take the real test.

## Check Test Status

Test-takers will see whether their test has been completed or scored. Detailed score reports can be obtained from an institution admin.
Administrators will be able to share results with test-takers if they choose to, from summer 2020.

# FAQs

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# Frequently Asked Questions

**Question: Can I take the test on a mobile phone or a tablet?**
**Answer:** No. The Level Test is designed to be taken on PC with a stable internet connection throughout the whole test.

**Question**: **What should I do if I run out of tests?**
**Answer**: If you run out of tests, please contact your local Pearson representative to order more.

**Question: Can test-takers see their results?**
**Answer:** New functions are being added to Test Hub during 2020. Administrators will be able to choose to share results with students from summer 2020.

**Question**: **Why did I get 'NS' instead of a score in my report?**
**Answer**: The label NS (not scorable) appears when the student's responses cannot be given a score which reliably reflects their proficiency. This generally happens if the test-taker skipped too many questions or their spoken answers were affected by background noise, a faulty microphone, a student not speaking intelligibly or speaking in a language other than English. In such situations the advisory notices are provided. Following best practice and reviewing the test conditions should eliminate NS scores. Please speak to your Pearson representative if you would like to discuss the results.

**Question**: **When should I test my students?**
**Answer**: The Level Test should be assigned to the students at the beginning of their English studying. It helps teachers to evaluate the level of student's knowledge and hence assign students to the correct groups.

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# Need Support?

We are here to help you.

Visit our Test Hub **Help site** to access knowledge-based articles and downloadable materials.

mypearsonhelp.com/testhub

Pearson is committed to providing the best technical support possible.

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ALWAYS LEARNING