

Outcomes

Placement Test

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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.

Placement Test Results	
Placement Test score (50 items: 1 point per item)	Recommended level of <i>Outcomes</i>
0 – 18 points	<i>Outcomes Elementary</i>
19 – 25 points	<i>Outcomes Pre-Intermediate</i>
26 – 32 points	<i>Outcomes Intermediate</i>
33 – 39 points	<i>Outcomes Upper Intermediate</i>
40 – 46 points	<i>Outcomes Advanced</i>
47 – 50 points	Higher level series recommended. Visit www.heinle.com for suggested titles.

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 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.

Writing Placement Test Results	
Writing Placement Test score	Recommended level of <i>Outcomes</i>
0 – 1 points	<i>Outcomes Elementary</i>
2 – 3 points	<i>Outcomes Pre-Intermediate</i>
4 – 5 points	<i>Outcomes Intermediate</i>
6 – 7 points	<i>Outcomes Upper Intermediate</i>
8 – 9 points	<i>Outcomes Advanced</i>
10 points	Higher level series recommended. Visit www.heinle.com for suggested titles.

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: _____

Name: _____ Date: _____

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

Name: _____ Date: _____

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

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

Name: _____ Date: _____

ORAL PLACEMENT TEST

Topic	Speaking Prompts	Score
Elementary		
Personal information	• What's your name? How do you spell it? Where do you live? What's your phone number? What's your email address?	1 2 3 4 5
Family	• How many people are there in your family? Tell me about your parents / brothers or sisters / children. What are their names, ages, etc?	1 2 3 4 5
Home	• Where are you from? What is your home town or city? Do (or did) you like living there? Is it: – big? – beautiful? – noisy? – clean?	1 2 3 4 5
Studies	• What do (or did) you study? Is (or was) it: – interesting? – difficult? What will you do (or did you do) after finishing your studies?	1 2 3 4 5
Work	• 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?	1 2 3 4 5
Pre-Intermediate		
Appearance & character	• Tell me about your best friend. Describe his/her appearance (<i>e.g. colour of hair/eyes, height</i>) and character (<i>e.g. kind, funny</i>). When did you meet?	1 2 3 4 5
Weather	• 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?	1 2 3 4 5
Shopping	• 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?	1 2 3 4 5
Sports & exercise	• How much exercise do you do? Is exercise important? Why (not)? Do you like playing/watching sports? What sports do you like playing/watching?	1 2 3 4 5
Intermediate		
Food	• Do you usually eat healthy meals? What is some of your favourite food? Do you like eating out (<i>e.g. restaurants</i>)? Why (not)? Do you like cooking?	1 2 3 4 5
Animals	• 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?	1 2 3 4 5
Computers & gadgets	• Do you often use computers, mp3 players, games consoles, etc? What do you mainly use the Internet for? What problems can computers/etc cause?	1 2 3 4 5
Languages	• 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?	1 2 3 4 5
Upper Intermediate		
Travel	• 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'?	1 2 3 4 5
Crime	• 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?	1 2 3 4 5
Careers	• What sort of career do you want? What do you want most from it (<i>e.g. money, creativity, etc</i>)? Should a career be the most important thing in someone's life?	1 2 3 4 5
Art, books, music etc.	• 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)?	1 2 3 4 5
Advanced		
News & the media	• How closely do you follow the news? Which media (<i>e.g. TV, newspapers, online</i>) cover the news best? Give examples. What will news media be like in the future?	1 2 3 4 5
Cities	• 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?	1 2 3 4 5
Man & nature	• How do we affect nature (<i>e.g. rainforests</i>)? How does nature affect us (<i>e.g. floods</i>)? Will problems such as pollution or endangered species ever be solved?	1 2 3 4 5
Society & culture	• 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?	1 2 3 4 5

ORAL ASSESSMENT GUIDELINES

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

- 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.
-

Name: _____ Date: _____

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 countryYou 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 lifeYou 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).

- 0 - 1**
Beginner
- 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.
-

- 2 - 3**
Low
- 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.
-

- 4 - 5**
Fair
- 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.
-

- 6 - 7**
Good
- 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.
-

- 8 - 9**
Very Good
- 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.
-

- 10**
Excellent
- 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.
-