English Placement Test

Teacher's Guide for
# DynEd's Placement Tests
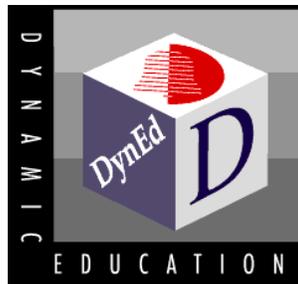
Table of Contents

Introduction

Welcome! This guide has been prepared to facilitate the use of DynEd's placement tests. These tests are designed to place students at the appropriate starting point in DynEd's series of English language courses for children and adults.

In response to client requests, DynEd continues to develop and upgrade tools that help teachers monitor and optimize the use of our courses. Testing, expanded record-keeping, the Intelligent Tutor, the Study Path Manager and newly revised Teacher Guides for each course are an integral part of our ongoing support.

Please note that the *Placement Tests* and the DynEd *Records Manager* must be used together. In addition to keeping the test results for each student, the Records Manager allows teachers to control access to the Placement Tests and Mastery Tests for each course. It also keeps the test results in a format that is easy to view and print out. The Records Manager can be installed on either a network or locally on a personal computer, and a version is available for use over the Internet. In all cases, it is necessary to have a license and registration number to complete the installation process.

An additional Speaking Test is also available as a supplement to the Placement Test.

We hope that these placement tests will be useful and make your teaching experience with DynEd courses even more successful. Any comments or suggestions from our customers are always welcome.

For further information on how to get a license for the DynEd *Records Manager* and/or courses, please contact your usual DynEd distributor or <sales@dyned.com>.

Placement Test for Kids

DynEd's Placement Test for Kids places children at the appropriate starting point for DynEd's award-winning, six-level children's course, *Let's Go.* The Kids' Placement Test comes in two parts. Part 1 places students into *Let's Go* levels one, two, or three, or *indicates that they should go on and take Part 2* of the test. Part 2 of the test places students into levels three through six.

This Placement Test is most appropriate for children ages 5 through 9. It tests a mix of language skills according to the syllabus defined by the *Let's Go* course, placing students at a starting point determined by how well students do on test items that match selected teaching points in the syllabus. If a student has difficulty in skill areas that are assumed for the next level of the course, the test will stop and place the student at the lower level. Once placed, students should begin at their placement level and *also review* the previous level, including Mastery Tests. This provides confirmation of the Placement Level as well as valuable language practice and review.
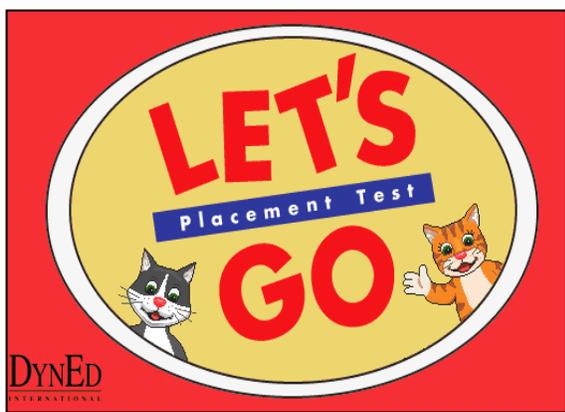
The Placement Test is in two parts and is *computer adaptive*, which means that it responds and adjusts to student performance. If a student is doing well, the test will move more quickly to higher level items. In the best case, Part 1 of the test will continue until the student has completed 50 items. With a high enough score in Part 1 (186+ , Placement Level 3) , the student should take a short break and *then take Part 2*, which will place the student in Levels 3~6.. On the other hand, for a student at a lower language level, the test will move more slowly and will end once it becomes clear that the student is missing a significant number of items or needs work in an area that is required for a higher level of the course. For beginners, the test may stop after only 10 items in Part 1 and place the student at the lowest level of the course, 1.0. This avoids unnecessary frustration at having to face a large number of test items that are too difficult. In this case, the test may only take two or three minutes.

Please note that access to both parts of the Placement Test is controlled by the teacher through the *Records Manager*. *Once a student has taken a test, it is automatically locked*, which means that the student may not take it again unless the teacher specifically unlocks the test.

Test items are randomly selected from a database of relevant questions, not all of which are used in every test, to ensure variation for each student and from one test session to another. It is important to note that the question number shown for each test item during a test refers only to its place in the test sequence, and not to the question itself, which will be different for each student.

Placement Test Records

A student's Placement Test data is automatically recorded and can be viewed in two ways: (1) in the *Student Records* display under the Options Pull-Down menu after the student has logged in and taken the test, and (2) in the *Records Manager*, where student records are stored by class, teacher, and Placement Test. In both cases, the placement records display shows the following:

Lesson Name		Time	Complete	Score		Level
▽ Kids' Placement Tests		00:02				
▽ Kids' Test 1	🔒	00:02				
19-Mar-99 10:38		00:02		73	20/25	2.0
Kids' Test 2	🔒	00:00				

In the *Placement Levels* view above, we see the date the test was taken, the time duration of the test, the raw score, the number of correct answers out of the total number of questions attempted, and the Placement Level, which is in the right column.

In this example, the Placement Level is 2.0, and the raw score is 73, with the student having answered twenty out of twenty five questions correctly. The test was taken on March 19, 1999 at 10:38 and took just two minutes. In addition, the red lock icon shows that the Placement Test is now locked, making it inaccessible to that student. The student may not take it again unless the teacher unlocks it through the *Records Manager*.

The Placement Level, in this case 2.0, should be interpreted according to the following chart:

Placement Test, Part 1:

Test Score Part 1	PLACEMENT LEVEL	Kids Level
0~25	1.0 Beginner	Let's Go Level 1 Units 1~2
26~60	1.5	Let's Go Level 1 Units 5~6
61~125	2.0	Let's Go Level 2 Units 1~4
126~179	2.5	Let's Go Level 2 Units 5~8
180~205	3.0 Part 2	Let's Go 3 or higher (take Part 2)

Placement Test, Part 2:

Test Score Part 2	PLACEMENT LEVEL	Kids Level
0 ~ 23	3.0	Let's Go 3 Units 1~4
24 ~ 60	3.5	Let's Go 3 Units 5~8, DynEd Kids Units 1~2, First English Unit 1
61 ~100	4.0	Let's Go 4 Units 1~4, DynEd Kids Units 1~4, First English Units 2~3
101 ~ 130	4.5	Let's Go 4 Units 5~8, DynEd Kids Units 5~8, First English Units 4~5
131 ~ 160	5.0	Let's Go 5 Units 1~4, DynEd Kids Units 9~10, First English Units 6~7
161 ~ 180	5.5	Let's Go 5 Units 5~8, Let's Go 6 Units 1~4, DynEd Kids Units 13~14, First English Units 7~8
181 ~ 206	6.0	DynEd Kids Units 15~16, First English Units 7~8 Take the General Placement Test

The Placement Level indicates which level of the Let's Go course is most appropriate for the student to begin study. The Test Score can be helpful in identifying borderline students who may be placed either up or down depending on other factors. When study begins, students should start at their Placement Level in the course *while also reviewing* the previous level, including Mastery Tests.

Orienting Students to the Test

Before giving the test, it is important to prepare the students by giving basic instructions, with a couple of examples of each type of test question as indicated below, in their own language if possible or with at least enough time so that they can figure out what to do. For very young learners, it is advisable to have someone sit with them while they are taking the test to give them additional encouragement and instructions if they are having difficulty. It is also important that the students be able to use the mouse. Otherwise, the test results will not be valid. If necessary, a student may take the test twice.

Types of Test Questions

There are several types of questions in the Placement Test. Some items require a mixture of listening and basic reading skills, so the test may not be appropriate for some learners.

Listening Comprehension

In this type of question the student will hear a word, the name of a letter or number, or a phrase and have to click on the correct choice, which may be a letter, a word, or an object. For example, they might hear "*a green pencil*" and have to click on the appropriate object.

For the first few questions students may have two chances to get the correct answer, but after several questions, they will have only one chance. If they time out however, they will hear each question *repeated* once.

A more difficult type of listening item is illustrated by the example on the right. Here, the listening prompt might be:

   "*The book is under the table.*"

This requires the student to identify not only the object, but also the object's location. To show their understanding, they should click on the object, in this case the book which is under the table.
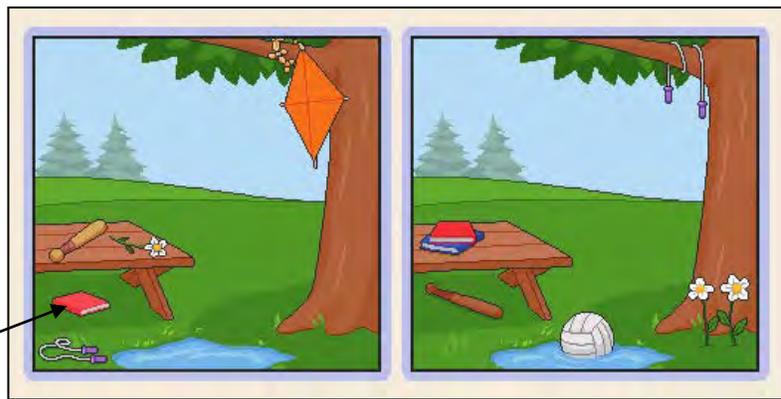
Listening, Grammar, and Word-Reading Fill-In

In this type of item the student will hear a question and have to click on a word or phrase to fill in the blank. For example, they might hear "*Who is she?*" and then choose the correct pronoun to go in the blank: "*She's* my sister."

Students will have one chance to get the correct answer, but *if they time out*, they will hear the question a second time, with no penalty.

Grammar Fill-In

In this type of item, students may or may not hear a listening prompt. If not, they will hear a bell, which indicates that they should read the sentence and click on the correct choice.

In this example, the listening prompt is: "

    Where is the dog?"

so the student should click on the word, "on."

Dialog Completion

In some items, students will be asked to complete a dialog. For example, if they hear: "What's your telephone number?" they should choose the best response from among the choices given and not look for their own telephone number (which younger children will tend to do.) It is important to explain this type of question before giving the test to children younger than 5 or 6.

I'm fine, thank you.	It's 20 Maple Street.
It's 231-6544.	It's cold and rainy.

General Placement Test

DynEd's General Placement Test places students at the appropriate starting point within DynEd's series of courses. The Placement Test comes in two parts. Part 1 places students into DynEd Levels 0.0 ~ 1.2 *or indicates that a student should go on to take Part 2 of the Test. Part 2 is *only* for students who have placed 1.2 or higher in Part 1. Part 2 places students from 1.2 to 3.5 on DynEd's 5 point scale. No attempt is made to differentiate levels 3.5 ~ 5.0 because students at these levels do not need DynEd's courses.

Students can be placed into appropriate courses according to the following chart:

DynEd Placement Level	Appropriate Courses
0.0~0.2 Beginner ~	New Dynamic English Module 1; First English Units 1~3, DynEd Kids 1~2
0.5~0.7 (TOEIC 250~450)	New Dynamic English Mod 2; FE Units 4~7; English For Success Unit 1; The Lost Secret, DynEd Kids 5~14
1.0~1.2 (TOEIC 400~550)	NDE Mod 3; The Lost Secret; EFS Units 1~6, DynEd Kids Units 13~16
1.5 (TOEIC 500~650)	NDE Mod 4; The Lost Secret; EFS Units 1~8
2.0 (TOEIC 600~750)	NDE Module 5, Functioning in Business; EFS Units 2~14; Dynamic Business English 1~ 2; Hospitality English, English By The Numbers
2.5 (TOEIC 650~800)~TOEFL 540	NDE Mod 7; FIB; DBE 1~4; Dialogue; EFS Unit 6~20; Test Mountain
3.0 (TOEIC 800~950)~TOEFL 630	NDE Mod 8; Dialogue; Test Mountain; Advanced Listening, EFS Units 6~20
3.5 + (above DynEd's scope)	Advanced Listening; Dialogue; Test Mountain, EFS Units 6~20

Once students are placed, they should begin their study *while also reviewing the previous level*, including the Mastery Tests, which students should be able to pass if they have been placed correctly. It is generally a good idea to lock higher levels of the courses and not allow students to access them until they have a Completion Percentage of 50% or more in the units they are studying. If the Mastery Test scores for a class average less than 90, the teacher should readjust the Completion Percentage targets so that when students exceed an 85% Completion Percentage, the average Mastery Test score for a class will be 90 or more. For information about the Completion Percentage, please consult the **Records Manager Guide** or the Teachers Guides for each course. These can be accessed through the Records Manager Guide. DynEd's **Study Path Manager** can also be used to automatically manage student progress.

Cambridge Exams
All DynEd courses can be helpful for students preparing for the Cambridge First Certificate Exams. **New Dynamic English** Modules 7 and 8, can also be particularly helpful for students preparing for the Cambridge Advanced Exam and/or the Proficiency Exam.

About the Test

DynEd's Placement Test determines where students are in terms of the language progression found in DynEd courses. As such, the test is not a true proficiency test. Nevertheless, it correlates reasonably well with most standard tests, and some programs may find the test a useful indicator of language proficiency, especially at the lower levels. Like most tests however, the test requires reasonable test-taking skills and a level of concentration that must be sustained throughout the test. Therefore, it is possible that some test takers, including native speakers, may not score well on the test.

The Placement Test provides a quick evaluation of language skills, with an emphasis on listening comprehension, grammar and vocabulary. Though some reading is required in the test, there are no test items that focus on extended passages. Rather, the focus is on sentence-level comprehension. The Placement Test is a computer adaptive, variable length test. It responds to and adjusts to student performance. If a student is doing well, the test will ramp up more quickly to higher-level items. For higher-level students, the test will continue until a student has completed 60~75 items for each part of the test, or 135-140 test items for someone taking both Part 1 & Part 2. For students at a lower language level, the test will move more slowly and will end once a student misses a significant number of items at any stage of the test or if the on-going total score falls below specified cut-off points. For the beginner, the test may stop after only 10 or 15 items, placing the student at the lowest level and reducing unnecessary frustration at having to face a large number of test items that are too difficult. In such a case, the test may only take two or three minutes.

It is important to note that the question number shown for each test item refers only to its place in the test sequence, and not to the question itself, which will be different for each student. Test items are randomly selected from a database of relevant questions, not all of which are used in a test, to ensure variation for each student and from one test session to another. However, since the number of test items is not large, familiarity with the test will degrade the results, so it is important to use the test only for initial placement purposes and not to use it to test proficiency gains for short-term courses of less than 60 hours. In some cases, a student may need to take the test a second time, and there *is* enough variation in items to give an accurate placement within the estimated error of plus/minus 0.25. However, students should *not* be allowed to take the test a third time for initial placement purposes, since the result will not be a valid indicator of level.

For intensive programs where students have studied 80 or more hours in a period of 8 or more weeks, it may be useful to retest students and compare entry and exit scores. The resulting scores are a fairly good indicator of progress.

Access to the Placement Test is controlled by the teacher through the ***Records Manager***. Once a student has taken a test, it is automatically locked, which means the student may not take it again unless the teacher specifically unlocks the test and the student retakes the Practice Test.

Orienting Students to the Test

Before giving the Placement Test, teachers should prepare students by providing basic instructions and examples of each type of question, in the students' own language if possible. It is also important that the students be able to use the mouse. Otherwise, the test results will not be valid. *In all cases, students must take the Practice Test before they begin the test.* This ensures that students know what to do and that the audio is working properly. Once the Test begins, students should *not exit* the test until it is completed and their score is displayed. Note that if a student fails to answer a question, it is counted as an incorrect response.

Types of Test Questions

There are several types of questions in the Placement Test, including multiple-choice items that test vocabulary and grammar, listening comprehension, sentence construction, and sentence ordering.

Lexical/Grammatical Fill-In

This multiple-choice type of question generally focuses on vocabulary or grammar points, such as which form of a verb to use. Students read a sentence and then indicate which of four choices correctly completes the sentence. These questions are timed, and students have one chance to answer them.

Hello, my _____ is John.

- city
- country
- language
- name

Listening Comprehension

A second type of question focuses on listening comprehension. For example, the student may hear a question or statement and have to answer or complete it with the correct choice of a word, number, phrase or sentence.

24   56   89

32   67

- An hour.
- By car.
- At the office.
- After work.

In these types of questions, the student has only *one chance* to get the correct answer. If a question times out, the question will be repeated once. If the question times out a second time, the program will move on to the next question and students will not have another chance to come back to that question.

Sentence Construction

In the third type of test item, students are asked to move a set of words or phrases into the correct places within a sentence.
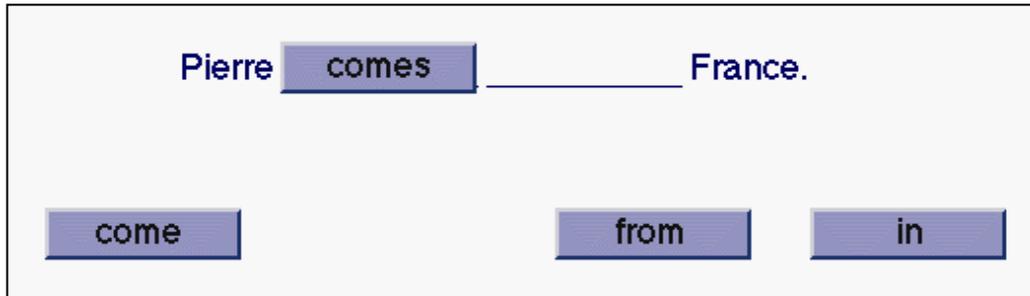
Pierre comes _____ France.

come   from   in

In this type of test item, students have one chance. Students are also allowed to time out once before the program moves on to the next item. Please note that each time a student moves a word, the timer begins again, providing the student with enough time to complete that test item, though if the student spends too much time on several such test items, the test itself will eventually reach its time limit and end.

Sentence Ordering

In the latter parts of Part 2 of the Placement Test there are several sentence-ordering items.
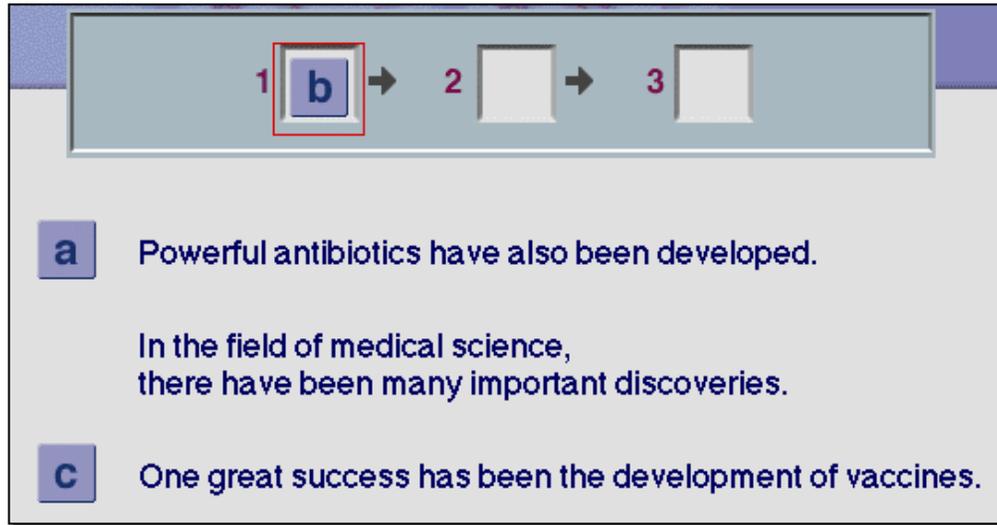
For these test items, students should read the sentences and then decide the order. In this example, sentence B comes first, followed by C and then A. Students have one chance to get the answer.

These items test a student's ability to see how items within one sentence refer to items in other sentences and help to express a sequence.

Placement Test Records

Placement Test data is automatically recorded and can be viewed in two ways: (1) in the *Student Records* display under the Options Pull-Down menu after the student has completed the test, and (2) in the *Records Manager*, where student records are stored by class, teacher, and Placement Tests. In both cases, the placement records display shows the following:

Lesson Name	Time	Complete	Score		Level
▷ Kids' Placement Tests	00:00				
▽ General Placement Tests	00:02				
▽ General Test 1	00:02				
19-Mar-99 13:38	00:02		106	26/30	0.5
General Test 2	00:00				

In this view, we see the date and time of the test, the time duration of the test, the total raw score, the number of correct answers out of the total number of questions attempted, and the Placement Level, in the right column. In the above example, the Placement Level is 0.5, and the raw score is 106 with the student having answered twenty six of thirty questions correctly. Note that the student did not take Part 2 because the level (0.5) was too low. If a **?** is displayed next to a level, then the test was not completed.

The Placement Level should be interpreted according to the following charts:

Part 1:

TEST SCORE Part 1	PLACEMENT LEVEL	DynEd Courses
0~31	*0.0* Beginner	New Dynamic English Module 1; First English Unit 1
32~71	0.2	NDE Module 1; First English Units 2~ 3; DynEd Kids 1~2
72~111	*0.5*	NDE Mod 2; English For Success Unit 1; FE Units 4~5, DynEd Kids 5~8
112~180	0.7	NDE Mod 2, The Lost Secret; FE Units 6~7, EFS Unit 1, DynEd Kids 9~14
181~227	*1.0*	NDE Mod 3; The Lost Secret; FE Unit 8, EFS Units 1~ 3, DynEd Kids 13~16
228~250	1.2 *or higher* (**Take Part 2**)	Placement Test, Part 2

Placement Tests

Part 2:

TEST SCORE Part 2	PLACEMENT LEVEL	DynEd Courses
0~31	1.2 or lower	Use Placement Test, Part 1 result
32~43	1.2	NDE Mod 3; The Lost Secret (TLS), EFS Units 1~6
44~87	1.5	NDE Mod 4; TLS, EFS Units 1~8
88~115	1.7	NDE Mod 4; EFS Units 1~10; Hospitality English (HE)
116~215	2.0	NDE Mod 5; Dynamic Business English (DBE) 1~2; HE; Functioning in Business (FIB); English by the Numbers (EBN) EFS Units 2~14
216~254	2.5	NDE Mod 7; FIB; DBE 1~4; HE; EFS Units 6~20
255~283	2.7	NDE Mod 8; FIB; DBE 1~5; Dialogue; Test Mountain; Advanced Listening, EFS Units 6~20
284~295	3.0	NDE Mod 8; Advanced Listening; Dialogue; Test Mountain; EFS Units 6~20
296~310	3.5+	Advanced Listening; Dialogue; Test Mountain, EFS Units 6~20

About the Placement Levels

The DynEd Placement Levels rate students on a 5 point scale, from 0 to 5, similar to the FSI (Foreign Service Interview) oral interview scale, but with the specific aim of placing students into the language sequence provided by DynEd's series of courses. The Placement Test is not designed to rate a student's overall proficiency, which would require a much longer test, including an oral interview – but it provides a good indication, especially if used in conjunction with the Speaking Test.

Definitions for the placement levels are as follows:

Level 0.0: Beginner or False Beginner. Not able to communicate in English, even about time and numbers. A False Beginner will have some prior knowledge of Basic English and possibly know a few English phrases or expressions but is not able to use it in any practical way. Appropriate course: *New Dynamic English Module 1.* For school study, *First English Unit 1*.

Level 0.5: Can speak and understand a few phrases in English, including time, numbers, and spelling. Can answer questions about age, family, and job (*What do you do? Where do you work?*) Has some knowledge of basic English grammar, such as the pronouns and simple *Wh* question formation. Appropriate course: *New Dynamic English Module 2*. For school study, *English For Success* Unit 1, and/or *First English* Units 4~5, and *DynEd Kids* Units 5~8.

Level 1.0: Elementary Level: Can use short sentences to answer simple questions about job, family, daily and weekly schedule, likes/dislikes, and weather, but not about life history or future plans. Sentences are short or fragmented, limited to basic patterns. Appropriate courses: *New Dynamic English Mod 3 and The Lost Secret*. For school study, *English For Success* Units 1~3, *First English* Unit 8 and *DynEd Kids* Units 13~16.

Level 1.5: Can answer simple questions about the recent past and plans for the immediate future. Speech is slow and ungrammatical and/or limited to basic patterns. Unable to explain or understand details and abstract information. Can perform basic tasks on the telephone and simple interactions, such as greeting someone, leaving a message, or buying something at a store. Vocabulary is obviously limited to everyday things, places of business, and basic needs. Appropriate courses: *New Dynamic English Mod 4* and *The Lost Secret*. For schools study, *English For Success* Units 1~8.

Level 2.0: Low Intermediate Level: Can ask and answer most questions about simple sequences of events, life history, dates, time and place of events, spatial relations, and causal relations, *if the questions are spoken slowly and clearly*. Can understand and express these basic ideas in complete sentences but with frequent errors in grammar that can cause confusion. Speech is slow and halting, or fast and ungrammatical. Unable to deal with abstract information that requires accuracy and degrees of meaning, but can handle basic business situations with assistance. Appropriate DynEd courses: *New Dynamic English* Mod 5*, Functioning in Business, Dynamic Business English* 1~2*; Hospitality English, English by the Numbers, English For Success* 2~14*.

Level 2.5: Intermediate: Can handle everyday information with relative ease and fluency. Can ask and answer most information questions if the questions are spoken slowly and clearly. Can give directions and handle most daily situations, including normal business transactions independently and successfully. Can express abstract ideas, such as suppositions, though with frequent errors in grammar. Vocabulary is still too narrow to discuss news and current events without difficulty and some confusion. Appropriate DynEd courses: *New Dynamic English Mod 7, Dynamic Business English* 1~4, *Functioning in Business* or other business English courses, and *English For Success* 6~20 .

Level 2.7: High Intermediate-Advanced: Can handle complex information in area of specialization, though with some errors in grammar that cause confusion. With time for preparation, can give a clear presentation or summary, and can answer questions about it. In social encounters, uses the proper phrases for most situations, including problem solving. Is able to give clear instructions and explanations with relative fluency. Can discuss news and current events, though with difficulty due to vocabulary limitations and some fluency limitations. Can participate in most business situations and business meetings in most cases without assistance. The student is ready to take specific training courses for standardized English language tests such as TOEFL and should begin to study authentic materials such as newspapers and magazines to increase vocabulary. Appropriate DynEd courses: ***New Dynamic English Mod 8, Dynamic Business English*** 1~5***,Dialogue, Test Mountain, Advanced Listening, English For Success*** Units 6~20.

Level 3.0: Advanced: Can handle complex information and abstract ideas with few errors in grammar that cause confusion. With time for preparation, can give a clear, well-organized presentation or summary, and can answer questions about it. Communicates in complete sentences with relatively complex phrases, such as gerunds and relative clauses. In social encounters, uses the proper phrases for most situations, including problem solving. Is able to argue a position with relative fluency.   Can discuss and express opinions about the news, current events, and global issues with educated speakers of International English. Can participate and lead most business or academic situations and meetings without assistance. Should be able to quickly read and summarize authentic materials such as newspapers and magazines. The student is ready to take the TOEFL entrance examination and to undertake academic studies where English is the medium of instruction.   Appropriate DynEd courses: ***New Dynamic English Mod 8, Dialogue, Test Mountain, Advanced Listening, English for Success*** 6~20.

Level 3.5: Advanced: At this level, the student can perform most tasks, including business and management tasks, with relative confidence, though there may still be occasional language difficulties. The student can make an extended presentation and summarize the main points of a conversation. The student's vocabulary is large enough where authentic materials such as newspapers and news programs can be understood without much difficulty and can participate in conversations with native speakers about a wide range of subjects. The student can begin to use language to engage in debate or argument in a give and take situation. Movies and other popular culture items that use idiomatic English will still be difficult. The student is ready to take the TOEFL entrance examination and to undertake academic studies where English is the medium of instruction. Further formal English language study is probably not necessary, though refresher courses may be necessary to maintain this level. Appropriate DynEd courses: ***Test Mountain***, ***English For Success*** 6~20, ***Dialogue*** and ***Advanced Listening***.

Level 4.0: Fluent non-native. This describes, for example, a student who has done undergraduate or graduate studies at an American, British, or Australian university. At this level, the student is able to handle all but the most idiomatic materials. The student can engage in advanced studies and deal with high pressure situations with little hindrance due to language limitations. The student has an accent, but can interact with educated native speakers with no observable disadvantage. Further language study is generally not warranted, though contact with the language is necessary to maintain this level. Appropriate DynEd courses: ***Dialogue*** and ***Advanced Listening***.

Level 5.0: *Educated* native speaker of English. At this level, the speaker operates on all levels as well as an *educated* native speaker.

Integrating DynEd Courseware

The use of DynEd's courses is a powerful, effective way to increase the efficiency of any language program. Ideally, teacher-led classes and DynEd courseware should work together. Few students are motivated enough to work on their own for the hundreds of hours necessary to become fluent in English. Similarly, teacher-led classes are expensive and generally do not provide the opportunity for sufficient individual language practice. When teacher-led classes and DynEd practice sessions are combined, the strengths of each medium of instruction/practice optimize the language learning experience and lead to a rate of progress estimated to be 50~80% faster than if either medium is used alone.

As a general rule, DynEd's individual practice sessions are most effective at the lower language levels, when listening practice and focused speaking practice are especially important. With guidance, language progress is fastest at the lower levels. It takes longer to move from Level 3 to Level 4 than from Level 1 to Level 2. In addition, at the higher levels, language study should branch out to include more reading and classroom extension activities, such as oral presentations, role plays and debates that will broaden a student's vocabulary. Because of this, the percentage of time devoted to individual DynEd study at the higher levels (*2.5-3.0*) will become proportionately less than at the basic levels, where focused listening and speaking practice are most important.

Study Recommendations For Each Level

Level 0.0~1.0: At this beginner-elementary level, listening is the key skill. Students have little if any passive knowledge to fall back on, so they are dependent on the language models provided in the courses and by the teacher. Regular meetings with a teacher or class will help motivate students to keep up with frequent (3-5 times per week) individual practice sessions of 20~40 minutes in duration which are required to ensure progress. With regular, frequent study, progress should be rapid and easily perceived by the student. Please consult the *Teacher's Guide* for *New Dynamic English*, Level 1, for teaching and homework suggestions. For younger students, please consult the *Teacher's Guides* for *First English* and *English For Success.*

Level 1.0~2.0: At this elementary-lower intermediate level, controlled listening is still important, but students are now able to speak and generate their own language. Classroom activities such as role plays, pair practice, short readings, and games can be very effective forms of practice. Please consult the *Teacher's Guides* for *New Dynamic English*, Levels 2 & 3, and **English For Success**, for teaching and homework suggestions. In addition, *The Lost Secret* is a recommended course that both reviews and enriches the language and vocabulary at this level while providing students with an interesting story-based course that helps to keep them motivated. Ideally, these courses may be used in parallel, so that students can divide their study time between the programs.

Level 2.0~3.0: At this intermediate-advanced level, it is essential to broaden students' course of study. In addition to DynEd activities, short reading assignments become increasingly important as a means to increase vocabulary. Classroom work should focus on short oral presentations, role plays, short written assignments, video projects, and summarization exercises. For academic English, *English For Success* (Units 11-20) and *New Dynamic English* are recommended. For students with an interest in using English for business, it is recommended that they divide their time between *New Dynamic English (NDE)*, *Functioning in Business (FIB)*, and *Dynamic Business English, (DBE)*. At this level, students may also benefit from studying English in their own specific area of business, such as *Hospitality English* or *Aviation English*. For students who wish to study in a university program where English is the medium of instruction, *Test Mountain, Dialogue* and *Advanced Listening* are advised as well as other preparation courses for TOEFL, TOEIC, and the FCE.

Level 3.0+~: At this advanced level, students are able to use and study from authentic materials. *Advanced Listening* and *Dialogue* are both intellectually stimulating and will help to improve listening comprehension and vocabulary. Further language study, if needed, can focus on argumentation, global/current issues, literature, and specific areas of interest.

DynEd Placement Levels and Core Courses

0.0	0.5	1.0	1.5	2.0	2.5	2.7	3.0

New Dynamic English (1-2)	New Dynamic English (3-4)	New Dynamic English (5-6)	New Dynamic English (7-8)

First English		Dynamic Business English

	English For Success (1-10)	English by the Numbers

	English For Success (11-20)	

New ***Dynamic English (NDE)*** is an award-winning four-level course in English. ***The Lost Secret*** is an award-winning video-based course done in collaboration with the BBC. Both courses use Speech Recognition. For University and adult learners, ***English by the Numbers*** is an excellent supplement.

First English *(FE)* is an award-winning beginner-level course for students aged 9-18. It is designed to help students use English in school and prepares students for *English For Success*. ***English For Success*** (**EFS**) is an award-winning two-level course for students aged 11-18. It is designed to help students use English in school and in school subject areas such as math, science, and geography. EFS uses Speech Recognition.

English by the Numbers focuses on the language of numbers, graphs, and quantitative relations. It features a rich vocabulary that is especially useful for university and corporate learners.

Functioning in Business (FIB) focuses on appropriate English in business situations. ***Dynamic Business English (DBE)*** prepares students to participate in meetings, interviews, and give oral presentations centered around one's company, job history, product comparisons, quantitative English, and decision-making.

Other Courses

Clear Speech Works is an award-winning pronunciation course developed by speech pathology professors at Northeastern University. It is suitable for students at levels 1.0 and above.

Advanced Listening is an award-winning course that features lectures from distinguished Stanford University professors. It is a supplementary course for advanced students who wish to improve their listening comprehension and vocabulary.

Dialogue and *Test Mountain* are supplementary courses that help to prepare students for standardized language tests such as TOEIC and SAT, as well as build a larger vocabulary.

For information about additional DynEd courses, please contact sales@dyned.com

Appendix A: Giving a Placement Test

Step 1: Use the Master Installer Disc to install the Placement Tests or have students install and download the Placement Tests from the Internet.

Step 2: Use the ***Records Manager*** to set up classes for the Placement Test by teacher and class name. To avoid confusion, go to the Courses list and *disable* the Placement Test that the students should *not*
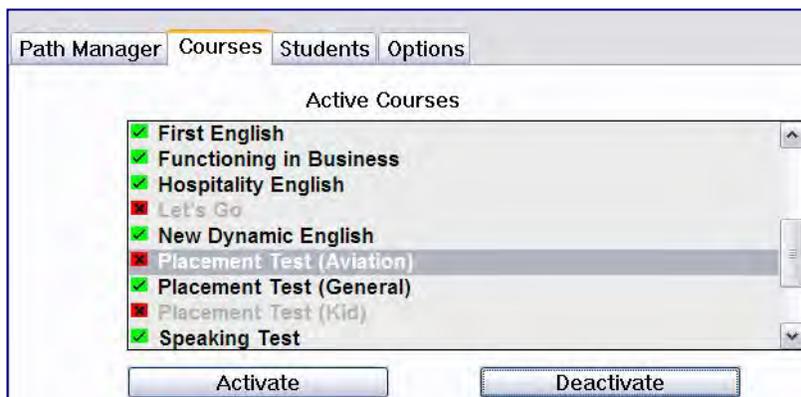
take. For example, if students are to take the Kids Placement test, disable the General Placement Test. If students are to take the General Placement Test, disable the Kids Placement test.

Step 3: After *orienting* students to the Placement Test and types of questions in the test, have each student start and log-in to the Placement Test program. If classes have been set-up, it is necessary to indicate the teacher and class name.

Step 4: If given the choice, select the appropriate Placement Test: Kids (Let's Go) or General (ages 9+). Students must take the Practice Test, which will unlock Part 1 of the Placement Test if the student is able to complete the sample questions in the Practice Test. This ensures that the students know how to take the test and that the program is functioning properly. If a student is unable to complete the Practice Test, the Placement Test *will remain locked*.

Step 5: Select *Part 1* of the Placement Test (or Part 2 if students have completed Par t 1 *and scored high enough in Part 1 to take Part 2*.)

Step 6: Have the students take the test, which varies in length, taking between 2 and 24 minutes for each Part, depending on the student's level.

Step 7: When the test ends, students may check their Placement Levels in their student records, or the teacher may use the ***Records Manager*** to check all students' Placement records.

Step 8: *Students who score high enough in Part 1 of the test must take Part 2 to complete the Placement Test.* Other students may *not* take Part 2 (which should remain locked).

Step 9: Once a student has taken the test, it is immediately locked, preventing the student from retaking it. If it is necessary to retake the test for any reason, the teacher should use the ***Records Manager*** to unlock the test for that student.