DynEd

Teacher's Guide

Placement Test for Certification

V3.1

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Table of Contents

DynEd Placement Test for Certification

Introduction

Welcome! This guide has been prepared to facilitate the use of the DynEd Placement Test with the DynEd Certification Program. The test is designed to place students at the appropriate starting point in DynEd's sequence of courses based on the Common European Framework of Reference for Languages (CEFR).

The DynEd Certification Program is goal-based: When a student joins a certification program, the first step is to evaluate the student's competencies in English using the DynEd Placement Test. The Placement Test determines how the student's current skills align to CEFR. Then, the system automatically sets a certification goal for each student—for example, B1, and places him or her in the appropriate certification learning path.

Your students and teachers will appreciate the clear learning goals and the ease with which progress can be tracked in real time. Once a goal is reached, students receive a tangible reward in the form of a personalized certificate with their level of English proficiency clearly defined in a scale recognized by schools and employers.
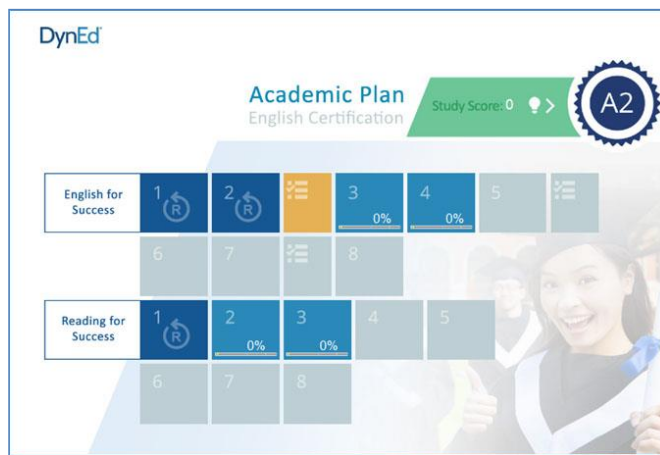
The DynEd Placement Test

The DynEd Placement Test places students at the appropriate starting point within the DynEd Certification Program. The Placement Test comes in two parts. Part 1 places students into the DynEd Certification Program courses A1 and A2, or indicates that a student should go on to take Part 2 of the test. Part 2 places students into Certification Program courses A2 to C2.

Based on the placement test score, the student will be placed in the appropriate DynEd Certification Course. The unique DynEd Certification Program relies on courseware completion as well as regular testing throughout the program. Certificates are only awarded to students based on their work above their initial placement level; certificates are not awarded for levels below a student's initial Placement Test score.
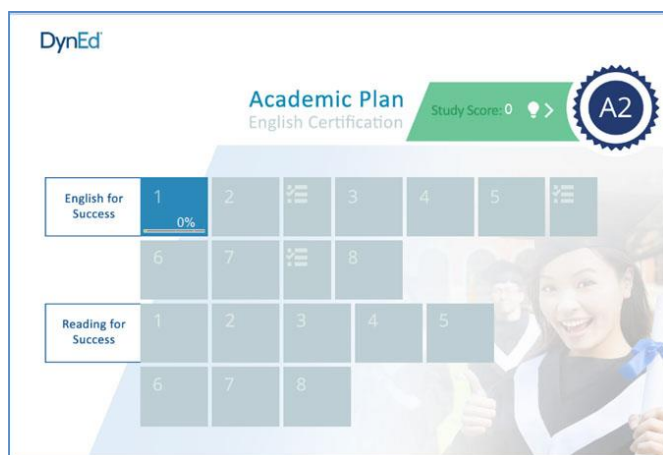
Course menu for a student with a 0.5 Placement Level

Course menu for a student with a 1.0 Placement Level

For an overview of the courseware that makes up each DynEd Certification Course, please refer to the DynEd Certification Plan posters in the Section IV Documentation of the *DynEd Certification User's Guide.*

Placement Tests

About the Test

The DynEd Placement Test determines where students are in terms of the language progression found in the DynEd Certification Program. Like most tests, however, the DynEd Placement 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 DynEd 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 adjusts to student performance. If a student is doing well, the difficulty level of the questions will rise quickly. 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 both Part 1 and 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 ongoing 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, 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. This ensures variation for each student in every session.

The Placement Test generates a single holistic measure of skill level that represents the overall placement of a student within the CEFR structure. Recognizing that listening is the foundational skill for the development of English fluency and communicative competence and a reliable predictor of other linguistic competencies, the test emphasizes the ability of the test-taker to understand and respond to spoken language of increasing conceptual difficulty. Also included are items which require the processing of text input of varying degrees of conceptual, grammatical and lexical complexity. This makes it possible to draw inferences about learners' underlying linguistic competence and thereby their ability to perform successfully in communicative tasks and interactions. Listening comprehension is also seen as a reflection of the learner's level of vocabulary acquisition, grammatical awareness, and phonological processing—all key subskills in the development of English fluency.

Access to the Test

Access to the initial Placement Test is controlled by the teacher through the *Records Manager*. See Appendix A for information on giving the Placement Test. Once a student has taken the Placement Test, it is automatically locked, which means the student may not take it again unless the teacher specifically unlocks the test to allow the student to retake it. See Appendix B for information on retaking the placement test.

Once a student has completed all of the requirements for Certification Courses A1, A2, B1, B2, C1, and C2, the student must take an Exit Exam. The DynEd Placement Test is used as the Exit Exam for all Certification Plans except in Europe. Exit Exams require that a teacher or administrator manually unlock

the Placement Test. This is done through DynEd's Certification Manager App. Please go to the Certification Manager App description in the *DynEd Certification User's Guide* for more details.

Before giving the DynEd Placement Test, teachers should prepare students by providing basic instructions and examples for each type of question, in the students' native language if possible. It is also important that the students be able to use a 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 DynEd Placement Test, including multiple-choice items that test vocabulary and grammar, listening comprehension, sentence construction and sentence ordering.

Lexical or 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.

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. For the image below, the student hears the audio prompt, 'Click on the second largest number.'
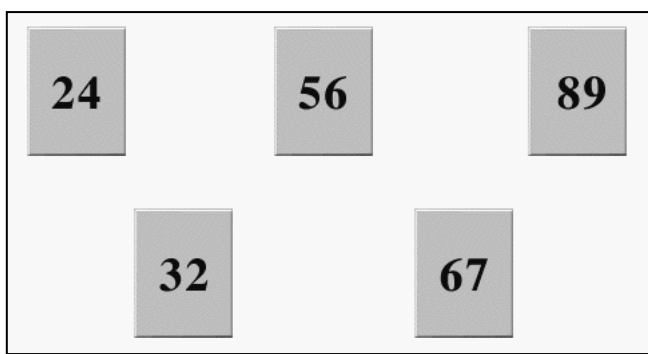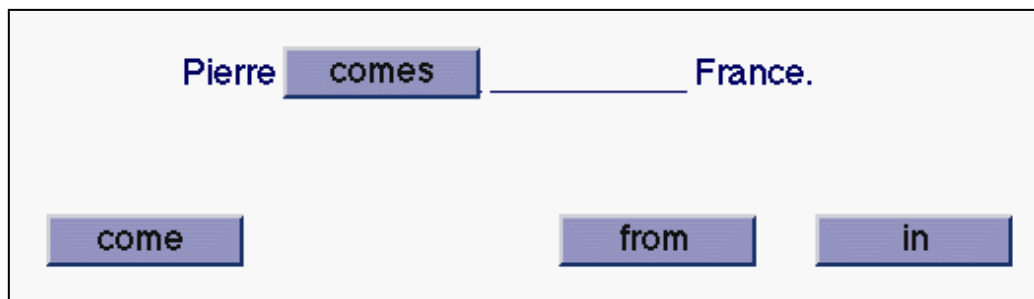

In these types of questions, the student has only one chance to get the correct answer. If a question times out, the question will be repeated once. If the question times out a second time, the program will move on to the next question and students will not have another chance to come back to that question.

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.
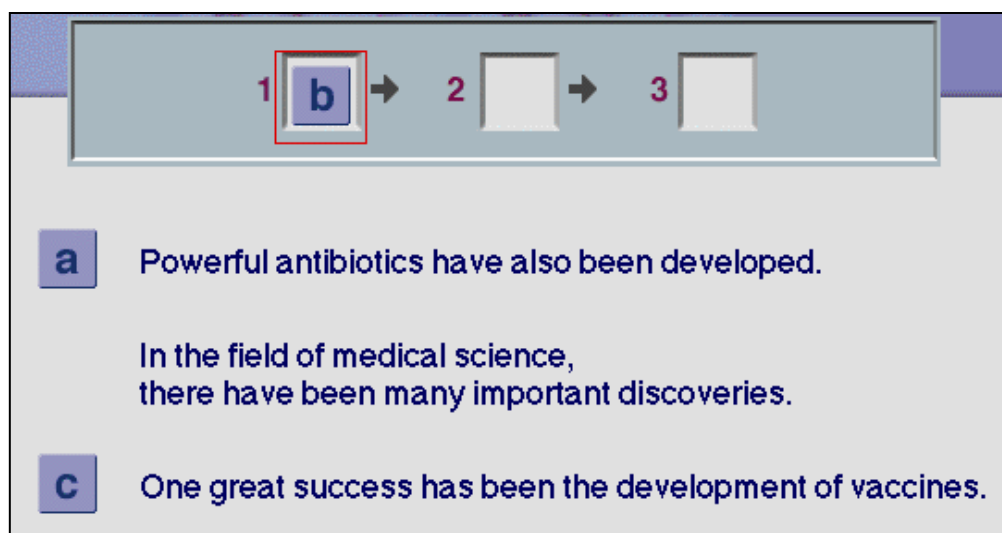

In this type of test item, students have only one chance. Students are also allowed to time out once before the program moves on to the next item. Please note that each time a student moves a word, the timer begins again, providing the student with enough time to complete that test item, though if the 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 read the sentences and then decide their order. In this example, sentence B comes first, followed by C and then A. Students have only one chance to answer correctly. These items test a student's ability to see beyond the single-sentence level to a discourse level.

<p align="center">**Placement Test Records**</p>

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:

DynEd Placement Test for Certification

Lesson Name	📋	🔒	Time	Complete	Score	Correct	Level	Notes
⊞ Kids Placement Test			00:00					
⊟ General Placement Test			00:11					
⊞ Practice Test		🔒	00:03					
⊟ Part 1		🔒	00:08					
13-Feb-2014 09:59			00:08		92	23/35	0.5	Home-Study
Part 2		🔒	00:00					

In this view, we see the date and time of the test, the 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 above example, the placement level is 0.5, and the raw score is 92 with the student having answered 23 of 35 questions correctly. Note that the student did not take Part 2 because the level (0.5) was too low. If a question mark **(?)** is displayed next to a level, then the test was not completed.

The alignment between the placement test score and the student's certification goal will depend on the program's certification plan.

Placement Test, Part 1

TEST SCORE Part 1	DynEd PLACEMENT LEVEL	DynEd Certification Goal Academic Plan I	DynEd Certification Goal Academic Plan II	DynEd Certification Goal Professional Plan
0–31	*0.0*	*A1*	*A1*	*A1*
32–71	0.2	*A1*	*A1*	*A1*
72–111	0.5	*A2*	*A1+*	*A2*
112–180	0.7	*A2*	*A1+*	*A2*
181–227	1.0	*A2*	*A2*	*A2*
228–250	Take Part 2			

Placement Test, Part 2

TEST SCORE Part 2	DynEd PLACEMENT LEVEL	DynEd Certification Goal Academic Plan I	DynEd Certification Goal Academic Plan II	DynEd Certification Goal Professional Plan
0–31	*1.2 or lower*	*A2*	*A2*	*A2*
32–43	*1.2*	*A2*	*A2*	*A2*
44–87	*1.5*	*B1*	*A2+*	*B1*
88–115	*1.7*	*B1*	*B1*	*B1*
116–175	*2.0*	*B2*	*B1+*	*B2*
176–215	*2.2*	*B2*	*B2*	*B2*
216–254	*2.5*	*C1*	*B2+*	*C1*

TEST SCORE Part 2	DynEd PLACEMENT LEVEL	DynEd Certification Goal Academic Plan I	DynEd Certification Goal Academic Plan II	DynEd Certification Goal Professional Plan
255–283	2.7	C1	C1	C1
284–295	3.0	C2	C2	C2
296–310	3.5+	C2	C2	C2

For more information about the DynEd Certification Program, please refer to the *DynEd Certification User's Guide.*

About the Certification Courses

The DynEd Placement Test determines a learner's current level of fluency and places learners in a Certification Course to reach their next goal, as described by the CEFR Level descriptors. The descriptions below describe the level of English fluency that a learner will have achieved when he or she finishes each DynEd Certification Course:

CEFR level: A1

Learners can understand and use familiar everyday expressions and basic phrases. They can introduce themselves and others and can ask and answer common questions about personal details such as where people live, who they know and things they own.

CEFR level: A1+

Learners can introduce themselves and others and can ask and answer questions about personal details. They can understand most simple everyday conversations if they are spoken clearly, slowly and directly.

CEFR level: A2

Learners can understand frequently used expressions and can communicate in basic and routine tasks requiring a simple and direct exchange of information on familiar matters. They can describe aspects of their background and immediate environment in simple terms.

CEFR level: A2+

Learners can understand sentences and frequently used expressions related to common topics. Learners can communicate in basic and routine tasks on familiar matters. Learners can generally follow the main points of conversations taking place around them when people speak slowly and clearly.

CEFR level: B1

Learners can understand the main points of clear, standard input on familiar matters regularly encountered in work, school, and leisure. Learners can communicate information about topics that are familiar or of personal interest. They can describe

their experiences and events, dreams, hopes and ambitions. They can give brief reasons and explanations for their opinions.

CEFR level: B1+

Learners can understand the main points of clear, standard input on common topics. They can communicate information on topics that are familiar or of personal interest. They can follow the main ideas of a lecture when the subject matter is familiar to them and the presentation is straightforward.

CEFR level: B2

Learners can understand the main ideas of complex content on both concrete and abstract topics. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible and can produce clear, detailed descriptions on a wide range of subjects and communicate a detailed viewpoint on topical issues.

CEFR level: B2+

Learners can understand the main ideas of complex content on both concrete and abstract topics. They can produce clear, detailed descriptions on a wide range of subjects, including complex subjects related to their fields of interest. They can interact comfortably with native English speakers in social and professional situations.

CEFR level: C1

Learners can fully understand and accurately summarize long, complex lectures and written reports, even when relationships are only implied and not signaled explicitly. They can extract information, ideas, and opinions from highly specialized texts in their own field. Learners can communicate accurately and effectively on a wide range of general or professional topics and for social purposes.

CEFR level: C2

Learners have no difficulty understanding any kind of spoken English, even when delivered at fast native speed. They can take part effortlessly in all conversations and discussions with native speakers. They can present a complex topic in a clear and well-structured way, for example in a composition or a report.

Appendix A: Giving a Placement Test

Step 1: Have students download the appropriate Placement Test from the Internet and install it on their computer.

Step 2: Use the **Records Manager** to set up classes for the General Placement Test by teacher and class name. To avoid confusion, go to the **Courses** list and disable the Kids Placement Test.
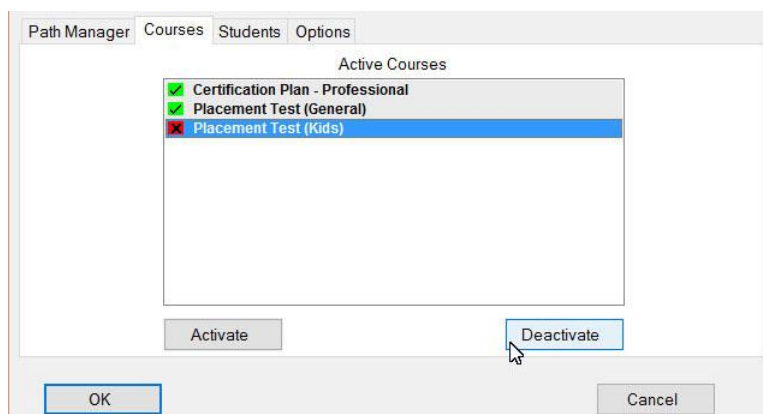
Step 3: After orienting students to the Placement Test and the types of questions in the test, have each student log in to the placement test. If classes have been set-up, it is necessary to indicate the teacher and class name.

Step 4: Students must complete the practice test, which will unlock Part 1 of the Placement Test. Completing the practice test 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: Have students select Part 1 of the Placement Test and take it. Both parts of the test vary in length, taking between 2 and 24 minutes depending on the student's level.

Step 6: If students have completed Part 1 and scored high enough to take Part 2, have the students take Part 2*.*

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

Step 8: 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.

Appendix B: Resetting a Student's Certification Level Using the Placement Test
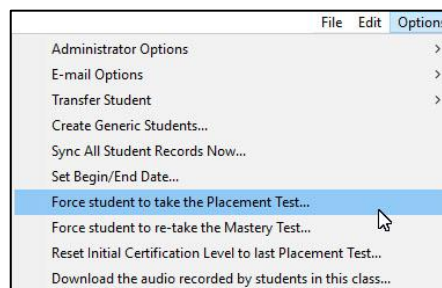
For classes with licensed Certification Courses, in some rare cases, teachers may feel that a student has been placed at the wrong certification level. For example, if a student was ill on the day of the Placement Test, the teacher may feel that the student should retake it. The procedure for allowing the student to retake the test depends on how long he or she has been studying in the DynEd courseware.

< 1 hour of study: If the student has been studying for less than one hour, the teacher can simply unlock the Placement Test and tell the student to retake the test. The system will automatically reset the student's Initial Certification Level. The teacher can also use the option "Force Student to take the Placement Test" which requires the student to take the Placement Test the next time they sign-in.
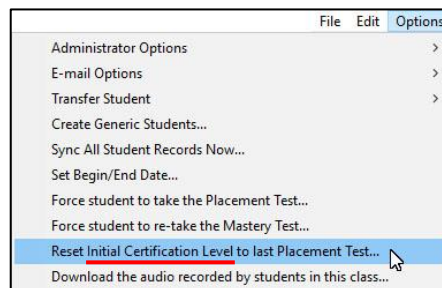
> 1 hour of study: If the student has been studying for more than one hour in the DynEd courseware, the teacher must use a two-step process to reset the student's Certification placement.

Step 1

- **Step 1:** Go into the Records Manager and go to the student's record. In the Options menu, choose the menu item, **Force Student to take the Placement Test** or simply unlock the Placement Test.

- **Step 2:** After the student has retaken the Placement Test, reset his or her Certification Level by going into the Records Manager again. In the Options menu, choose the item, **Reset Initial Certification Level to last Placement Test**. This will change the student's certification placement.

Step 2

Please note that any adjustment to the Initial Certification Level will not award a certificate to a student who has had their Initial Certification Level adjusted upwards. Regardless of a student's Initial Certification Level, a certificate requires that the student complete all the units not marked as review, pass the Mastery Tests and have an Exit Exam score that meets the specific certificate's criteria.