DynEd®

Teacher's Guide

The DynEd Placement Tests
For Non-Certification programs

V2.10

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Introduction

Welcome! This guide has been prepared to facilitate the use of the DynEd 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 **DynEd 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. A 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. Comments or suggestions from our customers are always welcome.

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

The DynEd Placement Test for Kids

The DynEd 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 also places students into the appropriate lessons of *DynEd Kids* and *First English*. The Placement Test for Kids comes in two parts. Part 1 places students into *Let's Go* levels 1–3, or indicates that they should go on and take Part 2 of the test. Part 2 of the test places students into levels 3–6.

This Placement Test is most appropriate for children ages 5 through 9. It tests a mix of language skills defined by the syllabus of the *Let's Go*, *DynEd Kids* and *First English* courses, placing students at a starting point determined by how well students do on test items that correspond to specific points in the syllabus. If a student has difficulty in skill areas that are needed for the next level of the course, the test will stop and place the student at the lower level.
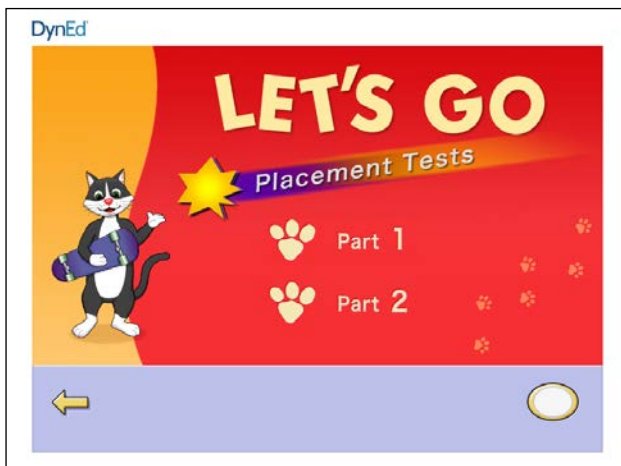
The Placement Test is computer adaptive, which means that it responds and adjusts to student performance. If a student is doing well, the test will move quickly to higher-level items. For students who have a good level in English, Part 1 of the test will continue until the student has completed 50 items. Students who score 180 or above in Part 1 should take a short break and then take Part 2 of the test. On the other hand, the test will move more slowly for lower-level students and will end once the student misses a significant number of items. For beginners, the test may stop after only ten items in Part 1 and place the student at the lowest level of the course. In this case, the test may only take two or three minutes. This avoids unnecessary frustration at having to face a large number of test items that are too difficult.

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, 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.
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	Correct	Level	Notes
Kids Placement Test			00:05					
⊟ Practice Test		🔒	00:01					
11-May-2015 15:07			00:01		16	5/5		Home-Study
⊟ Part 1		🔒	00:04					
11-May-2015 15:08			00:04		77	21/25	2.0	Home-Study
Part 2		🔒	00:00					

In this example, the Placement Level is 2.0, and the raw score is 77, with the student having answered 21 out of 25 questions correctly. The test was taken on May 11, 2015 at 15:08 and took just four 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. For more information about students' retaking the Placement Test, go to Appendix B.

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

Kids Placement Test, Part 1:

Test Score Part 1	Placement Level	Kids Level
0–25	1.0	*Let's Go* Level 1 Units ***1–2** [3–4]
26–60	1.5	*Let's Go* Level 1 Units **5–6** [7–8]
61–125	2.0	*Let's Go* Level 2 Units **1–2** [3–4]
126–179	2.5	*Let's Go* Level 2 Units **5–6** [7–8]
180–205	3.0	Take Kids Placement Test Part 2.

* Units in **bold** are open units. Units in brackets [ ] are units that are initially locked, but later available at that level.

Kids Placement Test, Part 2:

Test Score Part 2	Placement Level	Kids Courses Opened at Each Placement Level
0–23	3.0	*Let's Go* Level 3 Units ***1–2** [3–4]
24–60	3.5	*Let's Go* Level 3 Units **5–6** [7–8]; *First English* 1 [2]
61–100	4.0	*Let's Go* Level 4 Units **1–2** [3–4]; *DynEd Kids* 1-2 [3-4]; *First English* (1–2) **3** [4]
101–130	4.5	*Let's Go* Level 4 Units **5–6** [7-8]; *DynEd Kids* **5–6** [7–8]; *First English* (3–4) **5** [6]
131–160	5.0	*Let's Go* Level 5 Units **1–2** [3-8]; *DynEd Kids* **9–10** [11–12]; *First English* (5–6) **7** [8]
161–180	5.5	*Let's Go* Level 6 Units **1–2**, [3–8]; *DynEd Kids* **13–14** [15–16]; *First English* (7–8)
181–206	6.0	*First English* (7–8); Take the General Placement Test.

* Units in parentheses ( ) are Review Units. Units in **bold** are open units. Units in brackets [ ] are units that are initially locked, but later available at that level.

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. 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, in the item to the right, students hear "*a green pencil*" and have to click on the appropriate object.

For the first few questions, students 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 only once.

A more difficult type of listening item is illustrated by the example on the right. Here, the listening prompt is: "*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.
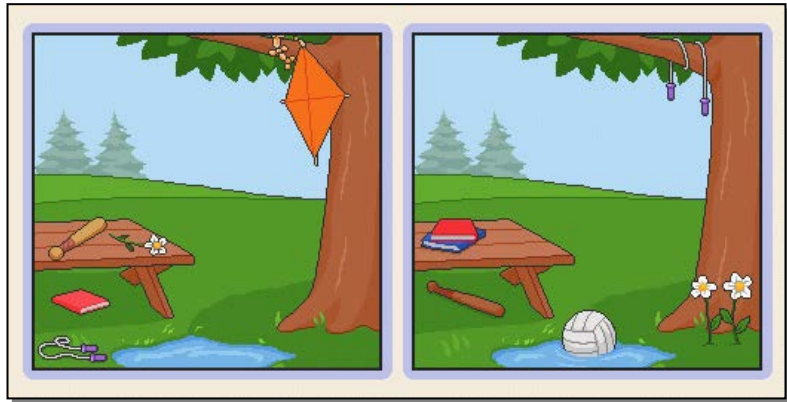
Listening, Grammar, and Word-Reading Fill-In

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 this example, they hear "*Who is she*?" and then click on the correct words.

He's

She's   _____ my sister.

They're

Students have only 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?*"

There is a dog _____ the bed.

| by | next to |
| on | under |
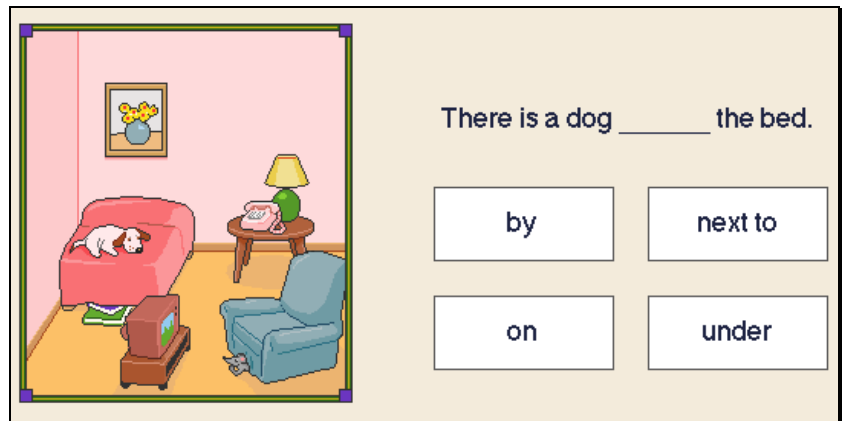
Dialog Completion

In some items, students will be asked to complete a dialog. For this example, they hear: *"What's your telephone number?"* They choose the best response from among the choices given. They should not try to give their own telephone number. 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

The DynEd 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 1.2–3.5 on the DynEd scale. No attempt is made to provide content for students above 3.5 because students at these levels do not need DynEd's courses.

About the Test

The DynEd Placement Test determines where students should begin studying in DynEd courses. As such, the test is not a 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, it 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 session. 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 DynEd courseware. Recognizing that listening is the foundational skill for the development of English fluency and communicative competence and is 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 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 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.

Orienting Students to the Test

Before giving the DynEd Placement Test, teachers should prepare students by providing basic instructions and examples of 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 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."*
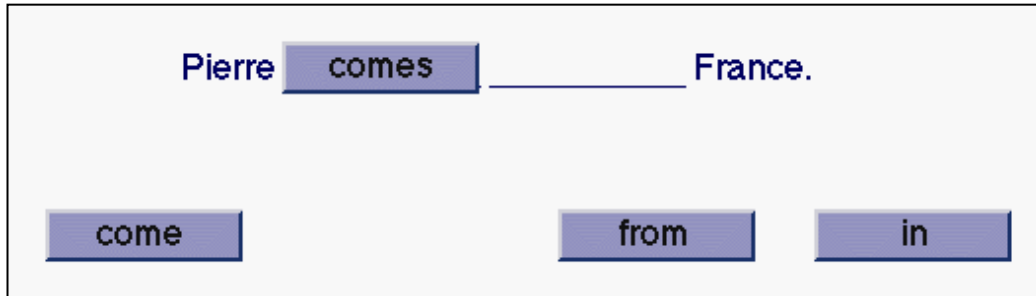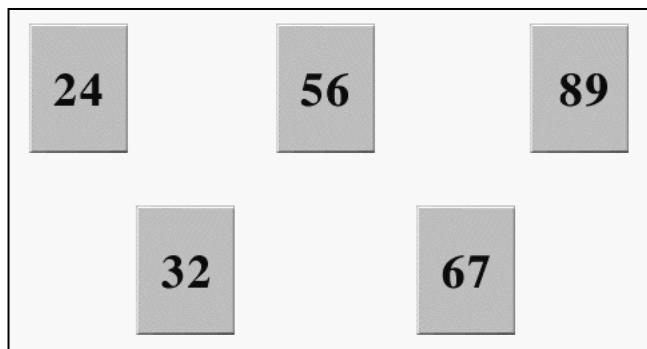

In these types of questions, the student has only one chance to get the correct answer. If a question times out, the question will be repeated once. If the question times out a second time, the program will move on to the next question and students will not have another chance to come back to that question.

Sentence Construction

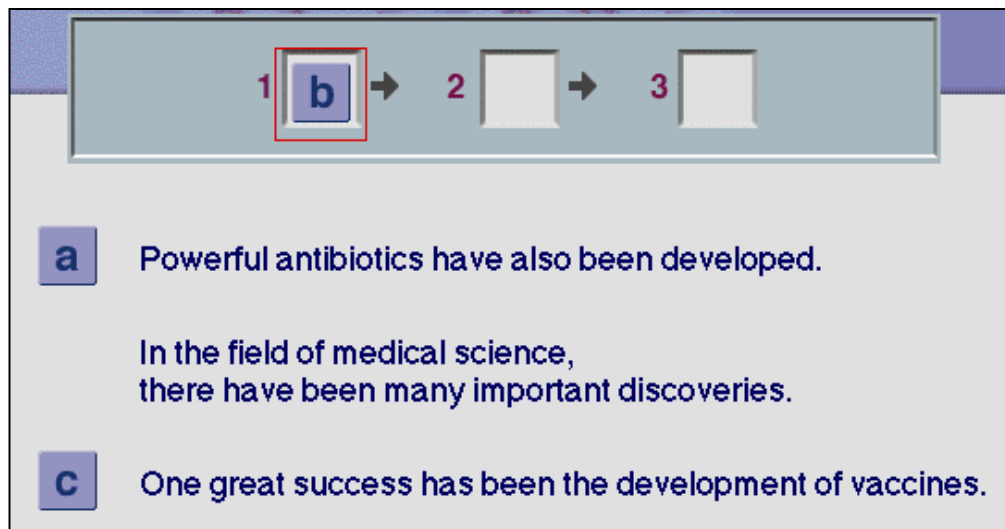In the third type of test item, students are asked to move a set of words or phrases into the correct blanks.

Pierre comes _____ France.

come   from   in

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.

1 b → 2 □ → 3 □

a Powerful antibiotics have also been developed.

In the field of medical science,
there have been many important discoveries.

c One great success has been the development of vaccines.

For these test items, students read sentences and then decide their order. In this example, sentence B comes first, followed by C and A. Students have only one chance to answer correctly. These items test a student's ability to see beyond single-sentence to a discourse level.

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.

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	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. Test scores should be interpreted according to the following charts:

General Placement Test Part 1

Test Score Part 1	Placement Level	DynEd Courses Opened at Each Placement Level
0–31	0.0	*First English* 1; *New Dynamic English* **Module 1**
32–71	0.2	*First English* **1–2** [3–4];* *New Dynamic English* **Module 1**; *DynEd Kids* **1–2** [3–4]
72–111	0.5	*First English* (3–4) **5** [6]; *New Dynamic English* Module (1) **2**; *DynEd Kids* **5–6** [7–8]; *English for Success* * 1
112–180	0.7	*First English* (5–6) **7** [8]; *New Dynamic English* Modules (1) 2; *DynEd Kids* **9-10** [11–12]; *English for Success* * **1–2**; *The Lost Secret* **1–2**; *Cabin Crew Speaking Practice* **1**; DynEd Classics: *Alice in Wonderland, Robin Hood*
181–227	1.0	*First English* (7–8); *New Dynamic English* Modules (1–2) **3**; *DynEd Kids* **13–14** [15–16]; *English for Success* * (1–2) **3–4** [5]; *The Lost Secret* **1–3**; *Cabin Crew Speaking Practice* **1**; *Clear Speech Works;* DynEd Classics*: Round the World in 80 Days, A Christmas Carol*
228–250	1.2 or higher	Take Placement Test Part 2

*Units in parentheses ( ) are Review Units. Units in **bold** are open units. Units in brackets [ ] are units that are initially locked, but later available at that level.

* **Reading for Success** – each unit opens automatically once 50% of the related unit in *English for Success* has been completed.

General Placement Test Part 2

Test Score Part 2	Placement Level	DynEd Courses Opened at Each Placement Level
0-43	1.2	*New Dynamic English* Modules (1–2) **3**; *English for Success* * (3–5) **6** [7] ; *The Lost Secret* **1–4**; *Cabin Crew Speaking Practice* 1
44-87	1.5	*New Dynamic English* Modules (1–3) **4**; *English for Success* * (4–7) **8–9** [10]; *The Lost Secret*
88-115	1.7	*New Dynamic English* Modules (1–3) **4**; *English for Success* * (6–10) **11** [12]; *The Lost Secret* (1–4) **5** [6]; *English by the Numbers* **1–2**; *Dynamic Business English* **1**; *Functioning in Business* **Introduction**; *Hospitality English* **1&4**; *DynEd Teacher Training Course* **1**; *Aviation English* **1**
116-175	2.0	*New Dynamic English* Modules (1–4) **5**; *English for Success* * (8–12) **13** [14]; *The Lost Secret* (1–6) **7–11**; *English by the Numbers* **1-3**; *Dynamic Business English* (1) **2**; *Functioning in Business* **Introduction–1**; *Hospitality English* (1&4) 2&3; *Aviation*
176-215	2.2	*New Dynamic English* Modules (2-5) **6**; *English for Success* * (11–12) **13–15** [16–17]; *English by the Numbers* (1–3) **4**; *Dynamic Business English* (1–2) **3**; *Functioning in Business* **Introduction–2**; *Hospitality English* (1&4) **5&6**; *Aviation English* **1–2**
216-254	2.5	*New Dynamic English* Modules (2–6) **7**; *English for Success* * (11–17) **18** [19]; *English by the Numbers* (1–3) **4–5**; *Dynamic Business English* (1–3) **4**; *Functioning in Business* (Introduction–2) **3–4**; *Aviation English* **1–3**
255-283	2.7	*New Dynamic English* Modules (3-7) **8**; *English for Success* * (13–17) **18-20**; *English by the Numbers* (1–3) **4–6**; *Dynamic Business English* (1–4) **5**; *Functioning in Business* (Introduction–4) **5–9**; *Advanced Listening*; *Dialogue*; *Test Mountain*; *Aviation English* **1–6**
284-295	3.0	*New Dynamic English* Modules (4-7) 8; *English for Success* * (16-20); *English by the Numbers* (1–3) 4–7; *Dynamic Business English* (1–5) 6; *Functioning in Business* (Introduction–9); *Advanced Listening*; *Dialogue*; *Test Mountain*
296-310+	3.5+	Authentic content – special English Language Teaching materials no longer appropriate

*Units in parentheses ( ) are Review Units. Units in **bold** are open units. Units in brackets [ ] are units that are initially locked, but later available at that level.

* **Reading for Success** – each unit opens automatically once 50% of the related unit in *English for Success* has been completed.

About the Placement Levels

The DynEd Placement Test has the specific aim of placing students into 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.

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 them in any practical way.

Level 0.5: Can say and understand a few phrases in English, including expressions related to time, numbers and spelling. Can answer questions about their age, family, and job—for example, *What do*

you do? Has some knowledge of basic English grammar, such as how to use pronouns and form simple questions.

Level 1.0: Elementary Level: Can use short sentences to answer simple questions about job, family, daily and weekly schedule, likes and dislikes, and weather, but not about life history or future plans. Sentences are short or fragmented, limited to basic patterns.

Level 1.5: Can answer simple questions about the recent past and plans for the immediate future. Speech is slow and ungrammatical and limited to basic patterns. Is 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.

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.

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 some errors in grammar. Can interact comfortably with native English speakers in social and professional situations.

Level 2.7: High Intermediate-Advanced: Can communicate accurately and effectively on a wide range of general or professional topics and for social purposes. Can handle complex information in area of specialization, though with some errors in grammar. 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 occasional difficulty. Can participate in most business situations and business meetings with little assistance.

Level 3.0: Advanced: Can handle complex information and abstract ideas with few errors in grammar. 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 in and lead most business or academic situations and meetings without assistance. Can read and summarize authentic materials, such as newspapers and magazines. Can undertake academic studies where English is the medium of instruction.

Level 3.5: Advanced: Has no difficulty understanding any kind of spoken English, even when delivered at fast native speed. Can take part in all conversations and discussions with native speakers. Can make an extended presentation and summarize the main points of a conversation. Has extensive enough vocabulary to understand authentic materials such as newspapers and news programs without difficulty. Can participate in conversations with native speakers about a wide range of subjects. Can undertake advanced academic studies where English is the medium of instruction. Further formal
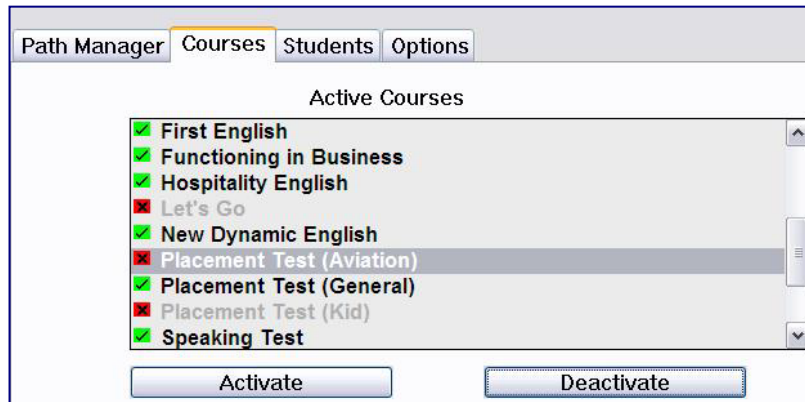
English language study is not necessary, though refresher courses may be useful to maintain this level of fluency.

Appendix A: Giving a Placement Test

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

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 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 duration, 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.
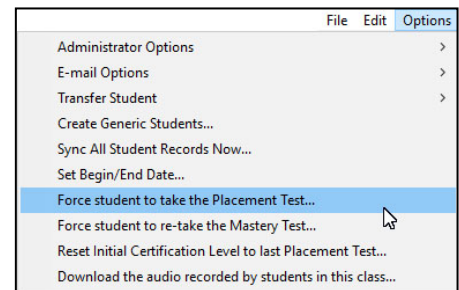
Appendix B: Resetting a Student's Placement Level Using the Placement Test

In rare cases, teachers may feel that a student has been placed at the wrong Placement 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.
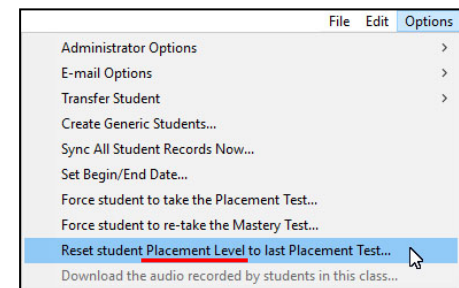
< 1 hour of study: If the student has been studying for less than one hour, the teacher can simply unlock the Placement Test and tell the student to retake the test. The system will automatically reset the student's Study Level. The teacher can also use the option "Force Student to take the Placement Test" which requires the student to take the PT 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 Study Level.

- **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 1

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

Step 2