DynEd®

Teacher's Guide

Speaking Test

v2.1

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Table of Contents

Introduction

Welcome! This guide has been prepared to facilitate the use of DynEd's enhanced *Speaking Test.* This test now has two levels and is designed to be used as a supplement to DynEd's *Placement Test*.   However, it is *not* for children, and some people may have voice characteristics that are outside the limits for the technology to work well, so it needs to be used with care.

The Speaking Test helps determine oral fluency level. Used together with the Placement Test, it provides a good indication of where students are in terms of the language progression found in DynEd courses. 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.

DynEd's Speaking Test uses advanced speech recognition technology. It must be given in a controlled environment where external or background noise is minimal, and where a suitable microphone is used. Students should also have a brief orientation about the test and must take the Practice Test *at least once* to familiarize themselves with the test format. If they cannot complete the Practice Test after several attempts, they should *not* take the *Speaking Test*. This may indicate that: (1) there is a problem with room noise, microphone, or the person's voice and/or (2) the person's English level is too low to take the test.

The Speaking Test now has two levels. Students whose Placement Test Level is less than 1.0, or who have not taken the Placement Test, are automatically directed into the lower-level Speaking Test (0.0-1.0). Students whose Placement Test Level is 1.0 or higher are automatically directed into the higher-level Speaking Test (1.0-2.7+).

In addition to intelligible pronunciation, the sentence repetition items in each of the tests attempt to measure language 'chunking' ability. From the RHR (Recursive Hierarchical Recognition) learning theory, the assumption here is that oral fluency is proportional to chunking ability, which is the ability to automatically group words so that they can be processed in working, phonological memory. As the test progresses, test items become longer and more complex, thereby measuring the student's chunking skill.   In the higher-level Speaking Test (1.0-2.7+), if too many items are missed, the test will stop.

We hope that the *Speaking Test* will be useful and make your teaching experience with DynEd even more successful. Any comments or suggestions from our customers are always welcome.

Please note that DynEd's *Placement Test, Speaking Test* and *Records Manager* must be licensed and used together. In addition to keeping test results for each student, the Records Manager allows teachers to control access to the tests. 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>.

Speaking Test (0.0 - 1.0) Overview

This basic level test is for students whose Placement Test Level is below 1.0. The test has 4 parts: sentence reading, reading/pronunciation, comprehension, and sentence repetition. Each part is scored separately, and the total score is the sum of the part scores. These scores can be viewed both in the student's Study Records and in Records Manager.

In order to enter the test, students must first take a Practice Test. If they complete the Practice Test successfully, the Speaking Test entry menu will appear and they can enter the test. After the Speaking Test is taken, it will automatically lock. To take it again, the teacher must use the Records Manager to unlock it and the student must retake and pass the Practice Test. Completion of the Practice Test helps to ensure that the room noise and microphone are acceptable.

During the test, if an item is missed, it will be repeated once, giving the student a second chance. If an item is accepted on the first try, the student earns from 2 to 4 points, depending on how clearly the item is recognized. If an item is accepted on the second try, the score will be 2 points, regardless of how well it is recognized. If an item is missed a second time, the test proceeds to the next item. Altogether, there are 25 items divided into parts as follows:

> Part 1: 8 items (Sentence Reading)
> Part 2: 4 items (Reading & Pronunciation)
> Part 3: 5 items (Comprehension & Structure)
> Part 4: 8 items (Sentence Repetition)

Students who speak clearly will score higher than students who don't, even if the number of sentences accepted on the first try is the same. In Part 1, for example, a student with excellent pronunciation may score 32 points, whereas a student who speaks less clearly but who is recognized the first time in all 8 items may score 24 points. This is because the Speech Recognizer has given a lower rating (3 points average) to the second student.

The Part 4 score is dependent to some degree on pronunciation, since severe pronunciation problems will make it impossible for recognition to occur even if a student is able to repeat the sentences correctly.

The Total Score is the sum of the part scores and indicates the oral proficiency level across these categories.

When a student has taken both the Placement Test and the Speaking Test, their Placement Level will be the higher of the two scores, with a maximum upward adjustment of 0.25. If the Speaking Test score (Fluency Level) is above the Placement Test score, the Placement Level will be adjusted upward. If the Speaking Test score (Fluency Level) is below the Placement Test score, the Placement Level will remain unchanged. In other words, the Speaking Test can only help a student's placement. It can never lower the placement level.

Access to the Placement Test and Speaking Tests 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.

Speaking Test (1.0 - 2.7+) Overview

This higher level test is for students whose Placement Test Level is 1.0 or higher. The test has 2 parts: sentence reading and sentence repetition. Each part is scored separately. The scores can be viewed both in the student's Study Records and in Records Manager. However *only the score from Part 2 of the test is used for placement purposes.*

In order to enter the test, students must first take a Practice Test. If they complete the Practice Test successfully, the Speaking Test entry menu will appear and they can enter the test. After the Speaking Test is taken, it will automatically lock. To take it again, the teacher must use the Records Manager to unlock it and the student must retake and pass the Practice Test. Completion of the Practice Test helps to ensure that the room noise and microphone are acceptable.

Test Items and Scoring

During the test, if an item is missed, it will be repeated once, giving the student a second chance. If an item is accepted on the first try, the student earns from 2 to 5 points, depending on how clearly the item is recognized. If an item is accepted on the second try, the score will be 3 points, regardless of how well it is recognized. If an item is missed a second time, the test proceeds to the next item. Altogether, there are 25 items divided into parts as follows:

> Part 1: 5 items (Sentence Reading)
> Part 2: 20 items (Sentence Repetition)

Please note that only the Part 2 score is used for placement purposes. The Part 1 score is there to provide additional data to help interpret the Part 2 score. For example, if a student has an extremely low score in Part 1, it may indicate that the student's pronunciation is so poor that the Part 2 test may not be a fair measure of the student's chunking ability. Severe pronunciation problems will negatively affect the Part 2 score. This can explain why some students with a high placement score place very low on the speaking test. For these students, it's important to advise them to focus more on pronunciation practice and monitoring when using DynEd courses.

During Part 2 of the test, students hear short sentences and then repeat them, word for word. If an item is missed, it will be repeated once, giving the student a second chance. If an item is missed a second time, the test proceeds to the next item. A full test provides 20 items in Part 2.

The higher-level **Speaking Test** is a computer adaptive, *variable length* test. Depending on performance, the test may end after only a few items in Part 2. 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, the test will end. In some cases the test may stop after only 10 or 15 items. In such a case, the test may only take three or four minutes.

Please note that a number of student responses *are recorded* and can be accessed in the Records Manager to provide backup and to confirm that the test has fairly assessed each student. This feature may require a separate setting and may need to be arranged for in advance.

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 achievement for short-term courses, which are less than 60 hours over a period of at least 2 months. In some cases, a student may need to take the test a second time and there will be enough variation in items to give an accurate placement within the 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 can be a fairly good indicator of progress. In addition, when students know that their oral proficiency will be tested, they tend to study more effectively throughout their course of study.

Placement

When a student has taken both the Placement Test and the Speaking Test, the Placement Manager sets the Placement Level at the higher of the two scores, with a maximum upward adjustment of 0.25. If the Speaking Test score (Fluency Level) is above the Placement Test score, the Placement Level will be adjusted upward. If the Speaking Test score (Fluency Level) is below the Placement Test score, the Placement Level will remain unchanged. In other words, the Speaking Test can only help a student's placement. It can never lower the placement level.

Students are placed into the appropriate course according to the following chart:

DynEd Placement Level	Appropriate Courses
0.0~0.2 Beginner ~	New Dynamic English Module 1; First English
0.5~0.7	New Dynamic English Mod 2; FE Units 5~8; English For Success Units 1~4; The Lost Secret
1.0~1.2 Basic	NDE Mod 3; The Lost Secret; EFS Units 5~10
1.5	NDE Mod 4; The Lost Secret; EFS Units 5~10
1.7~2.2 Intermediate	NDE Modules 5&6, Functioning in Business, Dynamic Business English 1,2,3,4; Hospitality English
2.5	NDE Mod 7; FIB; DBE 3,4,5,6; Test Mountain
3.0 Advanced	NDE Mod 8; Dialogue; Test Mountain; Advanced Listening
3.5~5.0 (above DynEd's scope)	Dialogue; Advanced Listening; Test Mountain

Once students are placed, they should begin their study *while also reviewing the previous level*, including the Mastery Tests, which they should be able to pass if they have been placed correctly. Higher levels of the courses should be locked so that students can't access them until they have a Completion Percentage of 50% or more in the units they are studying. For information about the Completion Percentage, please consult the **Records Manager Guide** or the Teachers Guides for each course which can be accessed through the Records Manager Guide.

We strongly recommend that teachers and programs that use DynEd tests and courses complete the DynEd Teacher Training Course: www.dyned.com/products/tt/

Orienting Students to the Tests

Before giving the Speaking Test, teachers should give basic instructions in the students' own language if possible. It is important that the students be able to use the mouse and microphone. The microphone should be placed near the mouth, but not too close and not directly in front. (A video is available to show how to approach Speech Recognition exercises.) Otherwise, the test results will not be valid. *In all cases, students must take the Practice Test and complete it successfully before taking the test.* Without completing the Practice Test successfully, the Speaking Test will not be accessible *even if* the instructor has unlocked it. This ensures that students know what to do and ensures that the audio and microphone are working properly. Once the Speaking Test begins, students should *not exit* the test until it is completed and their score is recorded. If a student fails to answer a question, it is counted as an incorrect response.

Types of Test Questions in the Speaking Test (0.0 – 1.0)

There are several types of questions and four parts to this test.

In **Parts 1** and **2** of the test, a sentence is displayed. The student should read it aloud. This type of question is intended to measure the oral reading and pronunciation level. If recognized on the first attempt, the score will range from 2 to 4, depending on the confidence level as determined by the Speech Recognizer. If recognized on the second attempt, the score will be 2, regardless of confidence level.
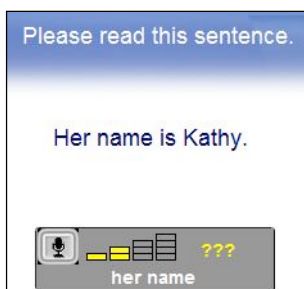
Please note that confidence levels are *not* shown during the actual test, but are shown during the Practice Test. In this example, the two yellow bars indicate a low confidence level, with "her name" scoring poorly, so the score will be 2 if recognized on the first attempt. If the display shows 3 greens or 4 greens, the score will be higher, 3 or 4. If recognized on the 2nd attempt, the score will be 2 regardless of confidence level.

Part 1 items focus on the entire sentence, so even one poorly spoken word may result in a high confidence score if the rest of the sentence is spoken clearly. There are 8 items in Part 1. **Part 2** focuses on key phoneme contrasts, such as /r/ and /l/. If these phonemes are not spoken clearly, the sentence will not be recognized even if the rest of the sentence is spoken clearly. There are 4 items in Part 2. Students will not know which groups of words or phonemes are being focused on in this section.

Part 3 items focus on comprehension and/or grammar. Students should read the correct answer, either to a comprehension question, or to describe a picture (with no audio prompt). If the wrong answer is chosen and recognized, there will be no second attempt. If the right answer is chosen, but not recognized, students may try again.
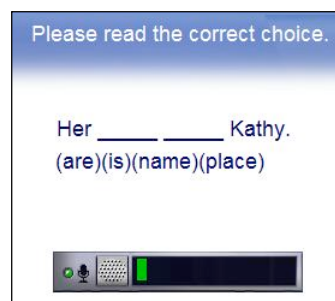
Part 4 tests sentence repetition skill, the ability to automatically process and chunk language in working memory. A sentence is presented, with no text support. The student is to repeat that sentence, *word for word*, so that it is recognized. If it is not recognized, the sentence will be repeated once and the student will have a second chance. If it is not recognized a second time, the test will proceed to the next item. The score for an item recognized the first time will depend on the confidence level in exactly the same way as in the other parts of the test.

Taking the Speaking Test (0.0 – 1.0+)

To improve recognition and performance, follow the following guidelines:

- The student should go through the Practice Test several times to become familiar with the Speech Recognition and types of test items.
- The student should not exit or stop the test until the end. The test will end automatically. Altogether, there are 25 items. The test generally takes 4-8 minutes.
- Wait for the green Speech Meter to appear *before* starting to speak.
- Do not say anything else, or make other noises, before or after reading or repeating a sentence.
- Speak clearly, at a normal speed, and at a normal volume. Speaking too loudly may cause distortion. Speaking too softly may result in poor recognition.
- Do not place the microphone too close to the mouth to avoid distortion and breath noises.
- The end of the sentence is important – speak it clearly without lowering your volume.

Types of Test Questions in the Speaking Test (1.0 – 2.7+)

In Part 1, the items are identical to those in Part 1 of the previous test. However, the maximum score for a recognized item is 5 instead of 4. Therefore, the maximum score for Part 1 is 25.

For Part 2, there is only one type of question. A sentence is presented, with no text support.
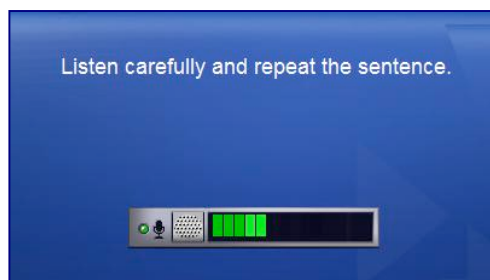
The student is to repeat that sentence, *word for word*, so that it is recognized. If it is not recognized, the sentence will be repeated once and the student will have a second chance. If it is not recognized a second time, the test will proceed to the next item. The maximum score for an item recognized the first time is 5. The maximum score for an item recognized the 2nd time is 3.

Taking the Speaking Test (1.0 – 2.7+)

- In Part 1, the student will see a sentence. The student should read it clearly. In Part 2, the student will hear a sentence. *No text* will be shown on screen. The student should repeat it.
- When the green Speech Meter appears, the student should speak. The student should *not* begin to speak before the Speech Meter appears. When finished, the student should remain silent until the Speech Meter disappears.
- Students will have two tries. If a sentence is not recognized the first time, it will be repeated again. If it *is* recognized, the test will move on to the next sentence.
- The student should not exit or stop the test until the end. The test will end automatically. If a student is doing well, there will be more questions. The number of items in Part 2 of the test varies from 8 to 20, depending on performance.

To improve recognition, follow the following guidelines:
- Wait for the green Speech Meter to appear *before* starting to speak.
- Do not say anything else, or make other noises, before or after repeating the sentence.
- Speak clearly, at a normal speed, and at a normal volume. Speaking too loudly may cause distortion. Speaking too softly may result in poor recognition.
- Do not place the microphone too close to the mouth to avoid distortion and breath noises.
- The end of the sentence is important – speak it clearly without lowering your volume.

Speaking Test Records

A student's Speaking Test data is automatically recorded and can be viewed in two ways:

- In the *Student Records* display under the Options Pull-Down menu after the student has logged in and after they have taken the test.

- In the *Records Manager*, where student records are stored by class, teacher, and Speaking Test.

In both cases, the placement records display shows the following:

Lesson Name		Time	Score	Correct	Level	
⊟ **Speaking Test (0.0 - 1.0)**		00:14				
⊟ **Practice Test**	🔒	00:06				
08-Mar-2010 ...		00:02	18	5/7		
08-Mar-2010 ...		00:02	20	6/8		
08-Mar-2010 ...		00:02	20	6/7		
⊟ **Speaking Test**	🔒	00:08				
⊟ **Reading**	🔒	00:02				
08-Mar-2010 ...		00:02	16	6/11		
⊟ **Pronunciation**	🔒	00:01				
08-Mar-2010 ...		00:01	14	4/5		
⊟ **Comprehension**	🔒	00:02				
08-Mar-2010 ...		00:02	14	5/6		
⊟ **Repetition**	🔒	00:03				
08-Mar-2010 ...		00:03	22	6/11		
⊟ **Total**	🔒					
08-Mar-2010 ...			66		(0.7)	

In this view, we see the date and time the Speaking Test was taken, the lock state, the time duration for each part of the test, the raw scores, the number of correct answers out of the total number of questions attempted in each part, and the Speaking Test Total (66) and Oral Production Level (0.7) on the bottom line.

The Part 1 score is 16, with 6 out of 8 sentences recognized in 11 attempts. Two sentences were not recognized even after 2 attempts. For those two sentences, 4 attempts scored 0. Therefore, the six recognized sentences took seven attempts, which means that five of them were recognized the first time, and one of them was recognized the second time. From this, we can calculate that the five sentences recognized the first time averaged a 2.8 confidence score. Here are the calculations:

2 sentences missed twice:	Score 0	4 attempts
1 sentence recognized on 2nd try:	Score 2	2 attempts
5 sentences recognized on 1st try:	Score 14	5 attempts 14/5 = 2.8 confidence score
8 sentences total	Score 16	11 attempts

If the Oral Production Level (0.0 -1.0) or Fluency Level (1.0 – 2.7) is higher than the student's Placement Level, then the Placement Level is adjusted upward. If the Speaking Test Level is lower than the Placement Level, then the Placement Level is unchanged.

Here is a summary of scores and the estimated Oral Production Level for the Speaking Test (0.0 – 1.2+). This is subject to revision.

Test Score	Oral Prod Level
0 – 27	Beginner or mistest
28 – 37	0.2
38 – 51	0.5
52 – 67	0.7
68 – 81	1.0
82 – 100	1.2 or higher

Here is a summary of scores and the estimated oral Fluency Level for the Speaking Test (1.0 – 2.7+). This is subject to revision.

Test Score	Fluency Level
0 – 28	Beginner or mistest
29 – 36	1.0
37 – 44	1.2
45 – 55	1.5
56 – 59	1.7
60 – 67	2.0
68 – 72	2.2
73 – 84	2.5
85 – 100	2.7 or higher

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 and Speaking Test are not designed to rate a student's overall proficiency, which would also require a writing test – but it should provide a good indication.

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*.

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*, Units 1~4, or *First English* 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 1~4.

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 5~10.

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 & 6, Functioning in Business, Dynamic Business English 1-4.*

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 3, 4, 5,& 6*, and *Functioning in Business* or other business English courses.

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, Test Mountain, Advanced Listening*.

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. Students at this level typically pass the TOEIC with an 850+ score. Appropriate DynEd courses: *New Dynamic English Mod 8, Test Mountain, Advanced Listening*.

Level 3.5: Advanced: At this level, the student can perform most tasks, including business and management tasks, with relative confidence, though there will 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 course: *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 course: *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.

Appendix A: Giving the Speaking Test (1.0 – 2.7+)

Step 1: Give the *DynEd Placement Test.*

Step 2: For students whose Placement Level is 1.0 or greater, give a short orientation and demonstration of the **Speaking Test**. Use the Practice Test for the demonstration. *To access this Practice Test, the Placement Level must be 1.0 or higher. To do this the teacher may take the Placement Test, score above 1.0 and edit their name to "Teacher-high".*

Step 3: Use the Records Manager to confirm that the **Speaking Test** and **Practice Test** are unlocked for the students who are going to be tested.

Step 4: Have the students take the **Practice Test.** They may take this several times. They must do well* on the Practice Test to enter the Speaking Test. If a student cannot do well on the Practice Test, they should *not* take the Speaking Test. This may be because of the student's voice characteristics, poor pronunciation, poor microphone or computer hum, or low language level.

Step 5: Give the qualified students the **Speaking Test**. Once the test begins, they should not exit or stop during the test, which takes less than 10 minutes.

Step 6: After completing the Speaking Test, check the Fluency Level and compare it to the student's previous Placement Level.   If the Fluency Level is higher than the previous Placement Level, the student's study path will be adjusted accordingly next time they log-in to DynEd.

Step 7: 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.

Here is a summary of scores and the estimated oral Fluency Level. This is subject to revision.

Test Score	Fluency Level
0 – 28	Beginner or mistest
29 – 36	1.0
37 – 44	1.2
45 – 55	1.5
56 – 59	1.7
60 – 67	2.0
68 – 72	2.2
73 – 84	2.5
85 – 100	2.7 or higher

*Students must complete at least 6 items in the Practice Test to gain access to the Speaking Test. For the first 4 items, they must score at least 12 points in order to attempt the remaining items. Points are scored as follows: 5 points for recognition on the 1st attempt, 3 points for recognition on the 2nd attempt. Without completing the Practice Test, students *cannot* access the Speaking Test even if it has been unlocked by the instructor. This feature protects students from taking the test when test conditions are not suitable.

Appendix B: Giving the Speaking Test (0.0 – 1.0)

Step 1: Give the *DynEd Placement Test.*

Step 2:   For students whose Placement Level is 0.0 to 0.75, give a short orientation and demonstration of the **Speaking Test (0.0-1.0)**. Use the Practice Test for the demonstration. Please note that to access the Practice Test, the person demonstrating the test must have a placement test level of less than 1.0. For example, a *teacher high* and a *teacher low* can be added to the Records Manager, with the *teacher high* having a high Placement Test score, and the *teacher low* having a low Placement Test score. Then use the appropriate 'student' to demonstrate or enter either test.

Step 3: Confirm that the **Speaking Test** and **Practice Test** are unlocked for the appropriate students (those whose Placement Level is 0.0 to 0.75).

Step 4: Have the students take the **Practice Test.** They may take this several times. They must do well* on the Practice Test to enter the Speaking Test. If a student cannot do well on the Practice Test, they should *not* take the Speaking Test. This may be because of the student's voice characteristics, poor pronunciation, poor microphone or computer hum, or low language level.

Step 5: Give the qualified students the **Speaking Test (0.0 – 1.0)**. Once the test begins, they should not exit or stop during the test, which takes less than 10 minutes.

Step 6:   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.

Here is a summary of scores and the estimated Oral Production Level. This is a preliminary data only, subject to revision as data is gathered.

Test Score	Fluency Level
0 – 27	Beginner or mistest
28 – 37	0.2
38 – 51	0.5
52 – 67	0.7
68 – 81	1.0
82 – 100	1.2 or higher0

*Students must complete at least 6 items in the Practice Test to gain access to the test. For the first 4 items, they must score at least 12 points in order to attempt the remaining items. Points are scored as follows: 4 or 3 points for recognition on the 1st attempt, 2 points for recognition on the 2nd attempt. Without completing the Practice Test, students *cannot* access the Speaking Test even if it has been unlocked by the instructor. This feature protects students from taking the test when test conditions are not suitable.

Appendix C: Reviewing Recorded Audio

For research and validation purposes, several sentences in any test can be recorded for playback and evaluation by the test administrator or researcher. If the test is given on a network, the audio is accessible through the Records Manager when connected to the network. If the test is not given on a network, the audio may be uploaded to the internet Records Manager. The researcher or administrator may then download and review the audio *provided that this feature is activated at your Group Level.*

Step 1: Launch the **Records Manager** and navigate to the appropriate class. Select the Speaking Test to see the class records for the Speaking Test course.

Step 2: On the far right of the data, look for the microphone icons.

SR-C	SR-A	SR %	
2587	3198	81%	🎤
909	1042	87%	🎤
103	131	79%	🎤

Step 3: Click on the microphone icon for the student you wish to
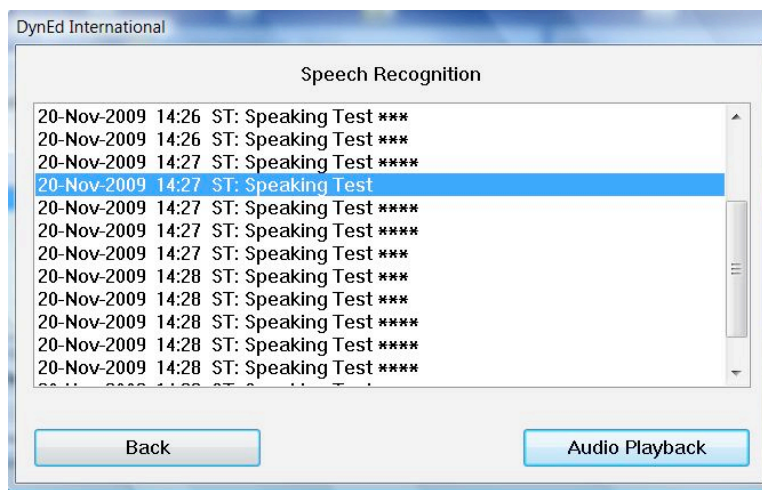
review:

Step 4: Select a line as above, and click on Audio Playback. This will play back the recording.

Step 5: Note the number of *'s next to each line. These indicate the confidence level for each sentence. A line with no *'s indicates that the student's speech was not recognized. Lines with 3 or 4 * indicate that a confidence level of 3 or 4. In general, the strictness of the recognizer depends on the item type. For example, items focusing on key phonemes may not be recognized when the target phoneme contrast is not clear enough, even though the rest of the sentence is spoken clearly. When items are consistently not recognized even when spoken well, microphone or ambient noise levels may be the problem, rendering the test results invalid.

Though there may be several sentences in a test that are not recognized correctly, the average accuracy should give a fair result well within the error range of the test. In general every effort has been made to give the benefit of the doubt to the student rather than setting the

recognizer to be too strict. However, the technology is not perfect and the results must be interpreted accordingly, as with any test.