

This is not (just) a test: computer-aided language assessment and syllabus link in the summer school industry.

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**The Future of English Language
Teaching Conference** **ONLINE**

#FoELT



Bucksmore
EDUCATION

Key terms:

- Summer programme
- Placement tests
 - CEFR
- Test validity



Testing at Bucksmore

Placement tests

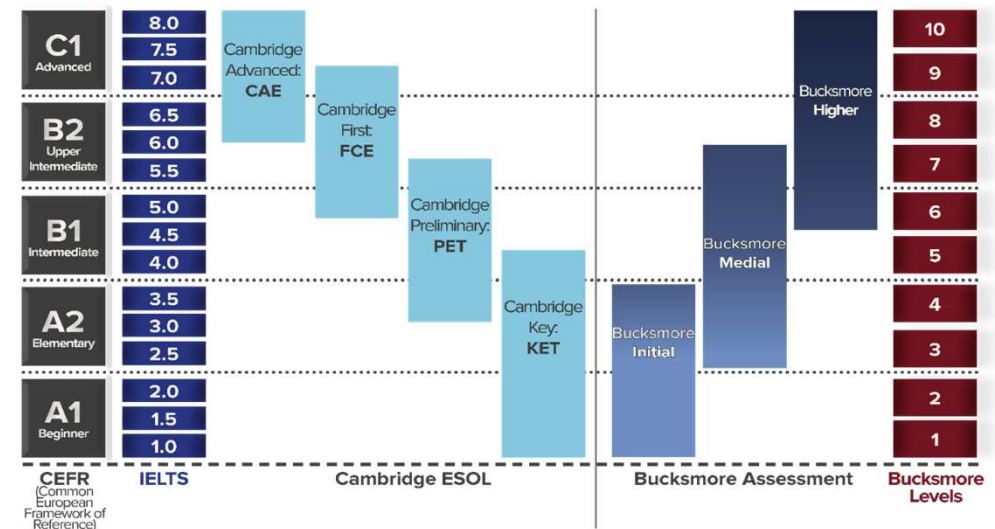
- ✓ Day 1 of the programme, morning after the arrival
- ✓ Three components:
 - ✓ Multiple-choice grammar and vocabulary test
 - ✓ Three short assignments / essay tasks
 - ✓ Speaking test
- ✓ What happens next?
 - ✓ Students have induction, lunch, site visit / treasure hunt, and evening programme
 - ✓ DoS / Academic Manager marks the test and places students in classes (e.g., age, level, nationality, gender, etc.)
 - ✓ Students start their lessons the next day

Learner management

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.



BUCKSMORE ASSESSMENT COMPARISON CHART



Examples of good practice

Assessment covers all relevant areas.

Starting level reliably linked to an external reference, e.g. the CEFR.

Class composition very homogenous and procedures in place to support students falling between class levels.

Identification of any special educational needs factored in.

What do they look like?



Bucksmore
EDUCATION
PLACEMENT TEST 2019

First name: _____ Example: Kate
Last name: _____ Example: Brown
Nationality: _____ Example: British
Age: _____ Example: 14

Please circle the answers or answer the following questions:

1. Have you studied at a Bucksmore Centre before?

No, this is my first time. Yes. My level was _____ (level) at _____ (centre) in _____ (year).

2. For how many years have you been learning English?

| | | | | | | | | | |
|-------------|-----|---|---|---|---|---|---|---|--------------|
| Less than 1 | 1-2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | More than 10 |
|-------------|-----|---|---|---|---|---|---|---|--------------|

3. How many hours per week do you study English in school in your country?

| | | | | |
|------------------|-----------------------|---------------|---------------|-------------------|
| Less than 1 hour | Between 1 and 2 hours | About 3 hours | About 4 hours | More than 5 hours |
|------------------|-----------------------|---------------|---------------|-------------------|

4. How many hours per week do you study English at home in your country?

| | | | | |
|------------------|-----------------------|---------------|---------------|-------------------|
| Less than 1 hour | Between 1 and 2 hours | About 3 hours | About 4 hours | More than 5 hours |
|------------------|-----------------------|---------------|---------------|-------------------|

5. On a scale of 1 to 7, how do you rate your English knowledge?

| | | | | | | |
|--------------|----------------|----------------------|------------------|-------------------------|--------------|-----------------|
| 1 - Beginner | 2 - Elementary | 3 - Pre-Intermediate | 4 - Intermediate | 5 - Higher Intermediate | 6 - Advanced | 7 - Proficiency |
|--------------|----------------|----------------------|------------------|-------------------------|--------------|-----------------|

6. Have you ever passed one of the exams below? If yes, what score did you get?

| Cambridge | | IELTS | | TOEFL | | Trinity GESE | | TELC | | Pearson | | Other | |
|-----------|--------|--------|--------|--------|--|--------------|--|------|--|---------|--|-------|--|
| KET A2 | PET B1 | FCE B2 | CAE C1 | CPE C2 | | | | | | | | | |

7. Why do you want to study English? (You can choose more than one)

| | | | | | | |
|-----------------------------|-----------------------------|-------------------|-----------------------------------|-----------------------------|-----------------------------------|--------------|
| Because I like the language | Because my parents chose it | For my future job | It is the most important language | English is an easy language | It is the only language in school | Other: _____ |
|-----------------------------|-----------------------------|-------------------|-----------------------------------|-----------------------------|-----------------------------------|--------------|

8. How happy are you with your English skills? Choose 1-5 for each.

| How often? | 1 - I would like to practise this every lesson | 2 - I would like to practise this every day | 3 - I would like to practise this once a week | 4 - I would like to practise this maybe once | 5 - I am happy with my skill |
|------------|--|---|---|--|------------------------------|
| Reading | | | | | |
| Listening | | | | | |
| Speaking | | | | | |
| Writing | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |

To be filled in by DoS:
Composition: _____
Recommended level: _____

To be filled in by examiner (Initials: _____):
Oral level: _____
Multiple choice: _____ /60

Choose the correct word or phrase and cross through A, B, C or D on the right-hand side.
Example: I really _____ my teacher. Her lessons are always fun.
A liking B am liking C likes D like

31 German is difficult to learn. English is a lot _____
A easier B easier C more easy D more easy

32 We put our _____
A like B like C like D like

1 How do you write this number? 121
A one hundred twenty one B one hundred and twenty-one C hundred twenty-one D one two one

2 If you want to drive a car, you _____ a driving test.
A must take B don't have to take C can take D mustn't take

3 Our dining table is in the _____. Sometimes we watch TV during dinner.
A bath room B bedroom C living room D hall

4 I go to the swimming pool _____ Saturdays _____ 10 o'clock.
A in at B on at C at at D at on

5 Do you come from Italy? No, I _____
A doesn't B isn't C am not D don't

6 March is the _____ month of the year.
A three B third C third D thirty

7 It's not my book. It's _____
A her B yours C our D you

8 Look! The cat is sitting _____ the box again.
A to B between C in D next

9 Can you see the girl? _____ tall girl is Sara.
A Your B Her C The D A

10 Do you think we _____ more interested for recycling?
A should collect B mustn't collect C collect D ought collect

11 One of all the cities in Europe, London is _____
A more big B the bigger C the biggest D biggest

12 If you don't wear a sweater in the evening, you _____ a cold.
A catch B caught C have caught D will catch

13 Every Saturday I play football with my friends. We _____ meet outside the sports hall.
A always B every time C sometime D once a month

14 What differences are there _____ the English spoken in the UK and the US?
A among B beside C between D with

15 John goes to the beach every week but he _____ swim.
A can't B could C don't D can't

16 There isn't _____ money in my bag. I must have lost it!
A any B a C no D some

17 Look at the boy over there. He _____ to his mum.
A talk B is talking C talking D talks

18 The weather report says _____ this afternoon.
A will rain B raining C it rains D it will rain

19 I can't believe it. They turned up late again because _____
A they knew the way B they missed the bus C they missed the time D they didn't come

20 Yesterday evening I _____ my new friend Paolo at the karaoke.
A am meeting B meeting C meet D met

21 While his friend went to the disco, Giacomo _____ for his parents' phone call.
A waiting B was waiting C waits D is waiting

22 _____ anything at Camden Market last weekend.
A bought B did buy C didn't buy D was buying

23 If I won a lot of money, I _____ the latest smartphone.
A would B buy C would bought D would buy

24 My friends and I _____ football every Friday since we were boys.
A will be playing B have been playing C been playing D are playing

25 I'm sure that Peter _____ He loves to help with the talent show.
A will not come B comes C will come D comes

26 Steve's my favourite. He likes _____ at night.
A read B reads C reading D is reading

27 There are _____ more than two-hundred students at the disco tonight.
A go to be B going be C going D going to be

28 When I called him he told me that he _____
A is studying B was studied C was studying D finished study

29 When Tom opened the washing machine he realised he _____ his mobile phone.
A wash B didn't wash C had washed D was washing

30 He bought some chocolates _____ to his girlfriend.
A give B gave C to give D and give

Composition

1. You joined a website for English students. Write a short introduction about yourself and your hobbies. (30-60 words)

2. Write a blog post about your favourite holiday destinations for your school. Talk about: 1) where you were 2) which place you liked most 3) a place you would like to visit 4) Is it important to be able to speak English there? (60-100 words)

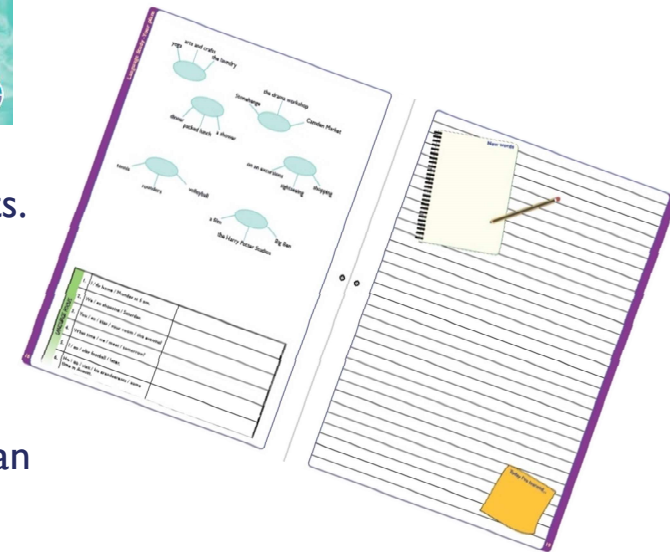
3. What do you think will be the biggest changes in education and how we learn in the next fifty years? Write an essay outlining your ideas and thoughts. (80-120 words)

What happens next?



Seven-tier syllabus from Beginner to Proficiency level to cater for all students. Each tier contains lessons to develop language skills, vocabulary, fluency, pronunciation and overall confidence in English language use.

We produce our own materials and make books minimal, so teachers are encouraged to supplement materials and cater for students' needs better than following set course books.



What's the problem then?



Levels

- ✓ Cambridge Assessment estimates 200 hrs per level, so expect a lot of variety
- ✓ Individual needs & information might/do get lost
- ✓ The teacher is presented with the unknown

Test data \neq “Intermediate”

- ✓ Information merely tells us level and nothing else
- ✓ Aggregate information of three sources (averages rather than depth)
- ✓ How does one word assist your teacher to help?
- ✓ Waste of hard work creating a test



What would we need?



Unit X
Study—Art—Comparison and contrast

1) We were in Brighton walking to the pier when my friend noticed the graffiti. She remembered seeing something similar online before, so we snapped a photo and posted it on Instagram and moved on. Later on we found out it was a Banksy! I can't not spend more time to look at it... I loved the idea of the tree as a swing!

2) I dread the weekly chores and can't stand dusting, so I can complete identify with this one from Banksy! However, the more I keep looking at it, the clearer it becomes that the issue is not tidying up but the problems we hide in secret or brush under the carpet. I wonder where he painted this one...

3) This picture was the most powerful memory of my holiday abroad. I was bored of the galleries, and I just couldn't get excited about any more church painting, so I was thrilled to see something new. There were actual soldiers standing around, so I got out my phone... However, they don't like being photographed, so my phone was almost confiscated.

4) You know what? I'm just bored of him, really. It's always the same style and I can't even imagine how the locals must feel: I mean, I wouldn't like someone to just paint all over my house and then not even cover the cleaning fees. I get that he's famous, but he really should stop painting useless things like benches and people... They don't even make sense!

V + gerunds V + infinitives V + nouns ADI + prepositions

Learning needs preferences

- ✓ What goals / strengths / weaknesses?
- ✓ What have you done before vs. future aim?

Level

- ✓ Where exactly are you now?
- ✓ Do you really know what you are supposed to?
- ✓ What do you (not) know? How can we help?

Skills and abilities

- ✓ How can we improve holistic and distinct skills?
- ✓ Who exactly are you?

Steps we took – The process



Input test data

- ✓ E.g., first page = abcd abdc addb cadb cccb aaaa cbad ad
- ✓ Calculate scores: (1) correct, (0) incorrect
- ✓ Scores turn into = 1001 0100 1010 1111 0001 1000 1110 00
- ✓ Add up scores for student's total score: 14 on p.1

Compute Facility Value (correct answer %)

- ✓ E.g., Item 2: $835/914 = 91.35\%$ correct = 8.75% got it wrong

Compute Discrimination Index (top – bottom 30%)

- ✓ Strong students (top 300) – weak students (bottom 300) out of 917 tests
- ✓ $DI = 97.9\%$ (top) – 79.1% (bottom) = **18.8%**

31 German is difficult to learn. English is a lot easier. B easier C more easy D really

32 We put our _____ my teacher. Her lessons are always fun. A liking B am liking C likes D like

Example: Choose the correct word or phrase and cross through A, B, C or D on the right-hand side.

| Item | Question | A | B | C | D |
|------|--|--------------------------|------------------------------|------------------------|--------------------|
| 1 | How do you write this number? 111 | A one hundred twenty-one | B one hundred and twenty-one | C hundred twenty-one | D one two one |
| 2 | If you want to drive a car, you _____ a driving test. | A must take | B don't have to take | C can take | D mustn't take |
| 3 | Our dining table fit in the _____. | A bathroom | B bedrooms | C living room | D hall |
| 4 | I go to the swimming pool _____ Saturdays. | A on | B in | C at | D at - on |
| 5 | Do you come from Italy? No, I _____. | A do | B can't | C am not | D don't |
| 6 | March is the _____ month of the year. | A three | B third | C third | D thirty |
| 7 | It's not my book. It's _____. | A her | B yours | C our | D you |
| 8 | Look! The cat is sitting _____ the box again. | A to | B between | C in | D next |
| 9 | Can you see the girl? _____ tall girl is Sara. | A You | B Her | C The | D A |
| 10 | Do you think we _____ more interested for recycling? | A should collect | B mustn't collect | C collect | D ought collect |
| 11 | Out of all the cities in Europe, London is _____. | A more big | B the bigger | C the biggest | D biggest |
| 12 | If you don't wear a sweater in the evening, you _____ a cold. | A catch | B caught | C have caught | D will catch |
| 13 | Every Saturday I play football with my friends. We _____ meet outside the sports hall. | A always | B every time | C sometime | D once a month |
| 14 | What differences are there _____ the English spoken in the UK and the US? | A among | B beside | C between | D with |
| 15 | John goes to the beach every week but he _____ swim. | A can | B could | C don't | D can't |
| 16 | There isn't _____ money in my bag. I must have lost it! | A any | B a | C no | D some |
| 17 | Look at the boy over there. He _____ to his mum. | A talk | B is talking | C talking | D talks |
| 18 | The weather report says _____ this afternoon. | A will rain | B raining | C it rains | D it will rain |
| 19 | I can't believe it. They turned up late again because _____. | A they knew the way | B they missed the bus | C they missed the time | D they didn't come |
| 20 | Yesterday evening I _____ my new friend Paolo at the karaoke. | A am meeting | B meeting | C meet | D met |
| 21 | What did he want to do at the disco, Giacomo _____ for his parents' phone call. | A waiting | B was waiting | C wait | D is waiting |
| 22 | I bought _____ anything at Camden Market last weekend. | A bought | B did buy | C didn't buy | D was buying |
| 23 | I've won a lot of money. I _____ the latest smartphone. | A would | B buy | C would bought | D would buy |
| 24 | My friends and I _____ football every Friday since we were boys. | A will be playing | B have been playing | C been playing | D are playing |
| 25 | I'm sure that Peter _____ He loves to help with the team show. | A will not come | B coming | C will come | D comes |
| 26 | Steve's my favourite. He _____ at night. | A read | B reads | C reading | D is reading |
| 27 | There are _____ more than two-hundred students at the disco tonight. | A go to be | B going be | C going | D going to be |
| 28 | When I called him he told me that he _____. | A is studying | B was studied | C was studying | D finished study |
| 29 | When Tom opened the washing machine he realised he _____ his mobile phone. | A wash | B didn't wash | C had washed | D was washing |
| 30 | He bought some chocolates _____ to his girlfriend. | A give | B gave | C to give | D and give |

Steps we took – The test (original)



Test difficulty

- ✓ Traffic light system based on conditional formatting
- ✓ FV value aims: $0.3 < FV < 0.7$ for most tests
- ✓ Decreasing FV for placement tests (more difficult)
- ✓ DI value aims: $0.3 < DI < 0.7$ for most tests
- ✓ Lowering value needs FV confirmation
- ✓ What do we expect to happen?
- ✓ What does the colour distribution tell us?
- ✓ What potential problems does this result in?
- ✓ What resources are we wasting?

| | A | B | C | D | E | F | G |
|----|----------|-------|-------|---|----------|-------|-------|
| | | FV | DI | | | FV | DI |
| 1 | | | | | | | |
| 2 | Item 1 | 0.856 | 0.255 | | Item 31 | 0.771 | 0.294 |
| 3 | Item 2 | 0.778 | 0.569 | | Item 32* | 0.451 | 0.706 |
| 4 | Item 3 | 0.967 | 0.098 | | Item 33 | 0.778 | 0.431 |
| 5 | Item 4 | 0.83 | 0.314 | | Item 34 | 0.804 | 0.353 |
| 6 | Item 5 | 0.882 | 0.196 | | Item 35 | 0.791 | 0.431 |
| 7 | Item 6 | 0.889 | 0.235 | | Item 36 | 0.732 | 0.627 |
| 8 | Item 7 | 0.843 | 0.431 | | Item 37 | 0.673 | 0.647 |
| 9 | Item 8 | 0.863 | 0.333 | | Item 38 | 0.699 | 0.627 |
| 10 | Item 9 | 0.856 | 0.235 | | Item 39 | 0.778 | 0.373 |
| 11 | Item 10 | 0.83 | 0.373 | | Item 40* | 0.477 | 0.667 |
| 12 | Item 11 | 0.902 | 0.176 | | Item 41 | 0.386 | 0.569 |
| 13 | Item 12 | 0.817 | 0.392 | | Item 42 | 0.85 | 0.412 |
| 14 | Item 13 | 0.837 | 0.333 | | Item 43 | 0.634 | 0.745 |
| 15 | Item 14 | 0.673 | 0.529 | | Item 44* | 0.595 | 0.765 |
| 16 | Item 15 | 0.366 | 0.412 | | Item 45* | 0.405 | 0.588 |
| 17 | Item 16 | 0.797 | 0.412 | | Item 46 | 0.366 | 0.549 |
| 18 | Item 17 | 0.869 | 0.392 | | Item 47* | 0.575 | 0.745 |
| 19 | Item 18 | 0.784 | 0.373 | | Item 48* | 0.49 | 0.608 |
| 20 | Item 19 | 0.778 | 0.49 | | Item 49 | 0.229 | 0.294 |
| 21 | Item 20* | 0.444 | 0.608 | | Item 50* | 0.516 | 0.569 |
| 22 | Item 21 | 0.693 | 0.49 | | Item 51 | 0.059 | 0.039 |
| 23 | Item 22 | 0.843 | 0.353 | | Item 52 | 0.346 | 0.255 |
| 24 | Item 23 | 0.719 | 0.392 | | Item 53* | 0.503 | 0.549 |
| 25 | Item 24 | 0.784 | 0.392 | | Item 54 | 0.66 | 0.706 |
| 26 | Item 25 | 0.752 | 0.49 | | Item 55* | 0.516 | 0.431 |
| 27 | Item 26 | 0.68 | 0.451 | | Item 56 | 0.34 | 0.412 |
| 28 | Item 27 | 0.81 | 0.49 | | Item 57 | 0.163 | 0.039 |
| 29 | Item 28 | 0.667 | 0.431 | | Item 58 | 0.216 | 0.059 |
| 30 | Item 29 | 0.902 | 0.275 | | Item 59 | 0.346 | 0.176 |
| 31 | Item 30 | 0.843 | 0.333 | | Item 60* | 0.484 | 0.647 |

Before

| | A | B | C | D | E | F | G |
|----|----------|-------|-------|---|----------|-------|-------|
| 1 | | FV | DI | | | FV | DI |
| 2 | Item 1 | 0.856 | 0.255 | | Item 31 | 0.771 | 0.294 |
| 3 | Item 2 | 0.778 | 0.569 | | Item 32* | 0.451 | 0.706 |
| 4 | Item 3 | 0.967 | 0.098 | | Item 33 | 0.778 | 0.431 |
| 5 | Item 4 | 0.83 | 0.314 | | Item 34 | 0.804 | 0.353 |
| 6 | Item 5 | 0.882 | 0.196 | | Item 35 | 0.791 | 0.431 |
| 7 | Item 6 | 0.889 | 0.235 | | Item 36 | 0.732 | 0.627 |
| 8 | Item 7 | 0.843 | 0.431 | | Item 37 | 0.673 | 0.647 |
| 9 | Item 8 | 0.863 | 0.333 | | Item 38 | 0.699 | 0.627 |
| 10 | Item 9 | 0.856 | 0.235 | | Item 39 | 0.778 | 0.373 |
| 11 | Item 10 | 0.83 | 0.373 | | Item 40* | 0.477 | 0.667 |
| 12 | Item 11 | 0.902 | 0.176 | | Item 41 | 0.386 | 0.569 |
| 13 | Item 12 | 0.817 | 0.392 | | Item 42 | 0.85 | 0.412 |
| 14 | Item 13 | 0.837 | 0.333 | | Item 43 | 0.634 | 0.745 |
| 15 | Item 14 | 0.673 | 0.529 | | Item 44* | 0.595 | 0.765 |
| 16 | Item 15 | 0.366 | 0.412 | | Item 45* | 0.405 | 0.588 |
| 17 | Item 16 | 0.797 | 0.412 | | Item 46 | 0.366 | 0.549 |
| 18 | Item 17 | 0.869 | 0.392 | | Item 47* | 0.575 | 0.745 |
| 19 | Item 18 | 0.784 | 0.373 | | Item 48* | 0.49 | 0.608 |
| 20 | Item 19 | 0.778 | 0.49 | | Item 49 | 0.229 | 0.294 |
| 21 | Item 20* | 0.444 | 0.608 | | Item 50* | 0.516 | 0.569 |
| 22 | Item 21 | 0.693 | 0.49 | | Item 51 | 0.059 | 0.039 |
| 23 | Item 22 | 0.843 | 0.353 | | Item 52 | 0.346 | 0.255 |
| 24 | Item 23 | 0.719 | 0.392 | | Item 53* | 0.503 | 0.549 |
| 25 | Item 24 | 0.784 | 0.392 | | Item 54 | 0.66 | 0.706 |
| 26 | Item 25 | 0.752 | 0.49 | | Item 55* | 0.516 | 0.431 |
| 27 | Item 26 | 0.68 | 0.451 | | Item 56 | 0.34 | 0.412 |
| 28 | Item 27 | 0.81 | 0.49 | | Item 57 | 0.163 | 0.039 |
| 29 | Item 28 | 0.667 | 0.431 | | Item 58 | 0.216 | 0.059 |
| 30 | Item 29 | 0.902 | 0.275 | | Item 59 | 0.346 | 0.176 |
| 31 | Item 30 | 0.843 | 0.333 | | Item 60* | 0.484 | 0.647 |

After

| | A | B | C | D | E | F |
|----|---------|------|------|---------|------|------|
| 1 | | FV | DI | | FV | DI |
| 2 | Item 1 | 0.59 | 0.29 | Item 31 | 0.72 | 0.10 |
| 3 | Item 2 | 0.91 | 0.06 | Item 32 | 0.68 | 0.42 |
| 4 | Item 3 | 0.89 | 0.09 | Item 33 | 0.57 | 0.29 |
| 5 | Item 4 | 0.90 | 0.09 | Item 34 | 0.73 | 0.39 |
| 6 | Item 5 | 0.87 | 0.11 | Item 35 | 0.71 | 0.32 |
| 7 | Item 6 | 0.89 | 0.11 | Item 36 | 0.70 | 0.37 |
| 8 | Item 7 | 0.86 | 0.22 | Item 37 | 0.67 | 0.29 |
| 9 | Item 8 | 0.88 | 0.18 | Item 38 | 0.66 | 0.58 |
| 10 | Item 9 | 0.88 | 0.14 | Item 39 | 0.66 | 0.51 |
| 11 | Item 10 | 0.90 | 0.12 | Item 40 | 0.52 | 0.47 |
| 12 | Item 11 | 0.87 | 0.15 | Item 41 | 0.52 | 0.57 |
| 13 | Item 12 | 0.85 | 0.15 | Item 42 | 0.56 | 0.40 |
| 14 | Item 13 | 0.84 | 0.22 | Item 43 | 0.57 | 0.55 |
| 15 | Item 14 | 0.83 | 0.18 | Item 44 | 0.53 | 0.51 |
| 16 | Item 15 | 0.83 | 0.18 | Item 45 | 0.46 | 0.48 |
| 17 | Item 16 | 0.87 | 0.18 | Item 46 | 0.53 | 0.63 |
| 18 | Item 17 | 0.85 | 0.18 | Item 47 | 0.44 | 0.55 |
| 19 | Item 18 | 0.84 | 0.17 | Item 48 | 0.45 | 0.55 |
| 20 | Item 19 | 0.77 | 0.28 | Item 49 | 0.64 | 0.45 |
| 21 | Item 20 | 0.85 | 0.17 | Item 50 | 0.41 | 0.55 |
| 22 | Item 21 | 0.81 | 0.25 | Item 51 | 0.45 | 0.58 |
| 23 | Item 22 | 0.77 | 0.35 | Item 52 | 0.44 | 0.62 |
| 24 | Item 23 | 0.83 | 0.11 | Item 53 | 0.37 | 0.37 |
| 25 | Item 24 | 0.74 | 0.37 | Item 54 | 0.47 | 0.26 |
| 26 | Item 25 | 0.79 | 0.25 | Item 55 | 0.48 | 0.47 |
| 27 | Item 26 | 0.80 | 0.38 | Item 56 | 0.32 | 0.44 |
| 28 | Item 27 | 0.86 | 0.21 | Item 57 | 0.23 | 0.22 |
| 29 | Item 28 | 0.75 | 0.36 | Item 58 | 0.28 | 0.27 |
| 30 | Item 29 | 0.73 | 0.31 | Item 59 | 0.18 | 0.06 |
| 31 | Item 30 | 0.71 | 0.41 | Item 60 | 0.16 | 0.29 |



Steps we took – The marking

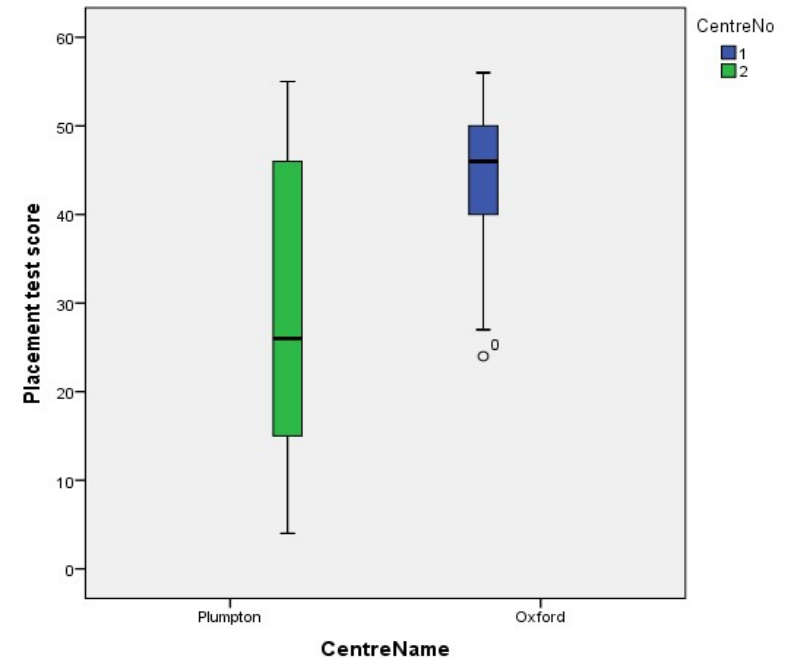


Ideas about our centres

- ✓ Means calculated (black line)
- ✓ Majority of answers: the block
- ✓ Outliers shown

- ✓ What does this tell me about the centre?
- ✓ Same age group, city vs. rural destination

- ✓ What makes me sceptical about results?
- ✓ Are the tests correctly marked?



| | CentreNo. | N | Mean | Std. Deviation | Std. Error Mean |
|-------------|-----------|----|-------|----------------|-----------------|
| MarkedScore | 1 | 56 | 44.55 | 7.140 | .954 |
| | 2 | 97 | 28.66 | 17.100 | 1.736 |

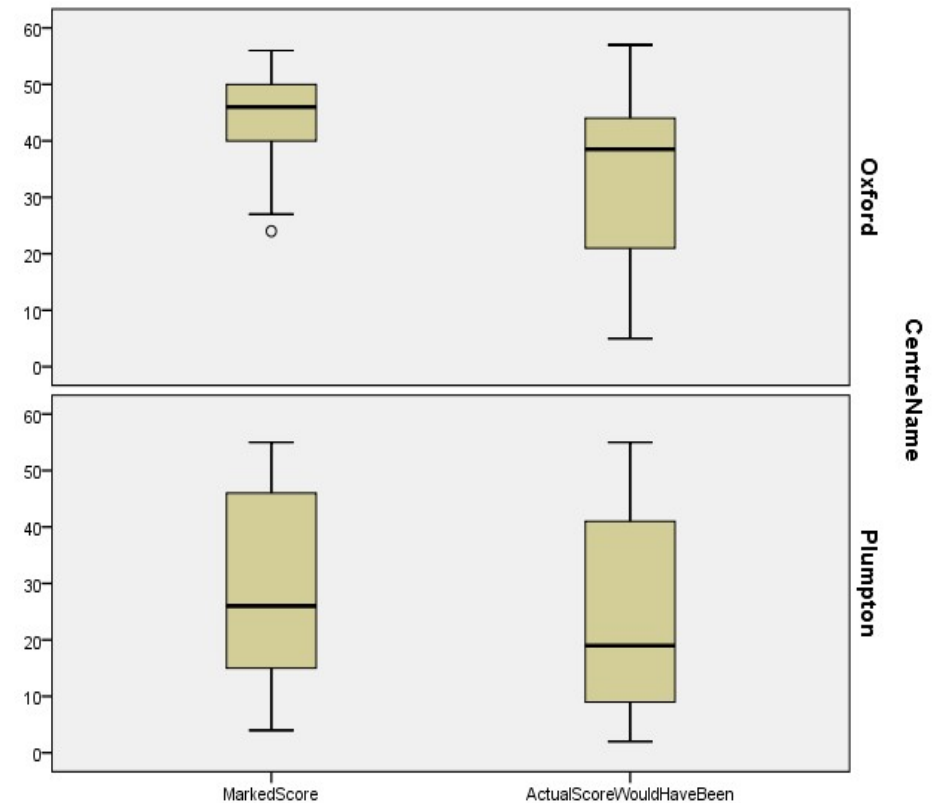
Table 5: Students' written placement scores

Steps we took – The marking



Expectations vs reality

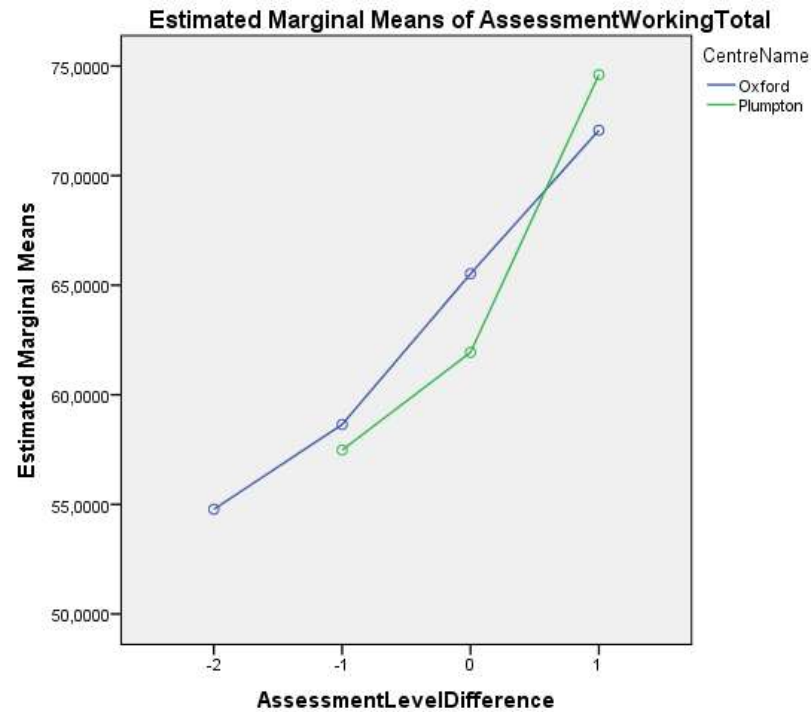
- ✓ Marked Score is what comes back from centres
- ✓ I re-marked 140 tests overnight to see tendencies
 - Actual score would have been
- ✓ What are the reasons for this?
- ✓ What training should we provide?
- ✓ “Yes, I have placement-tested students before”



The Effect on the End of Course test



Student level – test level

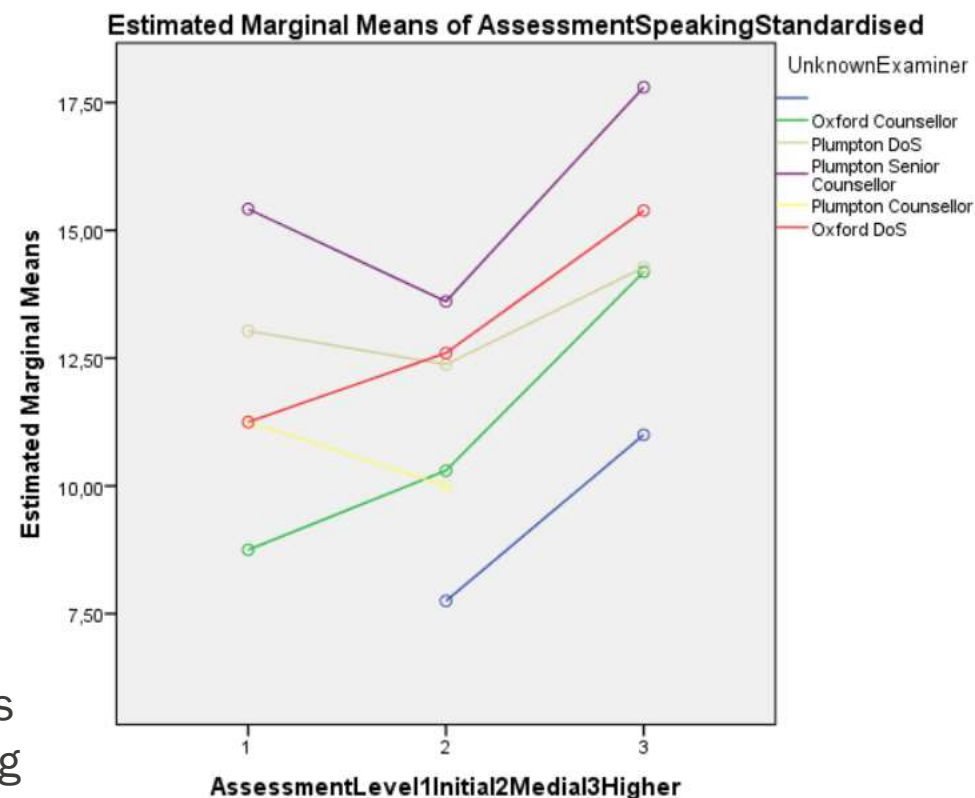


Steps we took – The marking



Speaking components

- ✓ Similar issues
- ✓ Counsellors not trained
- ✓ Possible fluency bias towards lowest and highest levels / differences in expectations
- ✓ Especially harsh on intermediate students
- ✓ Descriptors and training doesn't work for mid-level students
- ✓ In case of EOC tests, are we preparing for these?
- ✓ Does the EOC test take into account what students have practised? Are we testing learning, or learning for testing?



Steps we took – The marking



Induction and training

- ✓ Induction for the DoS
- ✓ Training session for the counsellors
- ✓ Shadowing placement sessions
- ✓ Student performance review during meetings
- ✓ Identifying talent and investing in returners

Test review

- ✓ Detailed descriptors
- ✓ Link to CEFR in all cases and what counsellors are familiar with

| Writing Higher Mark Scheme | | | |
|----------------------------|--|--|--|
| Grade | Overall task achievement | General communication | Use of language |
| A 20/20 | <ul style="list-style-type: none"> Student answers all the points in the question fully. The writing has a positive effect on the reader and clearly presents a fully developed response. | <ul style="list-style-type: none"> The communicative purpose of the essay is fully achieved and expanded appropriately. The tone is appropriate and holds the reader's attention throughout. | <ul style="list-style-type: none"> The answer is well-organized and each point is addressed and expanded fully. All content is relevant to the essay and cohesive devices are used logically. Student uses a wide range of structures and varied vocabulary. Complex grammatical structures are used accurately and there is attention shown in the writing. |
| B 16/20 | <ul style="list-style-type: none"> Each point in the task is addressed but one or two may be underdeveloped. The writing has a positive effect on the reader and presents and highlights key features of the task. | <ul style="list-style-type: none"> Communication is mostly clear requiring little effort from the reader. Tone may be overly formal or too informal. The essay achieves the desired communicative effect on the reader. | <ul style="list-style-type: none"> The answer is structured in paragraphs and the question is answered in a logical order including an introduction and conclusion. Some irrelevant information may be included but the content is clear. Student uses a range of structures and vocabulary with a few errors present. A mix of complex and simple grammatical structures are used appropriately. |
| C 12/20 | <ul style="list-style-type: none"> The student generally addresses the task and all points are attempted. The essay leaves the writer suitably informed. | <ul style="list-style-type: none"> The essay structure is apparent and tone is appropriate. Minimal effort to understand is needed by the reader. | <ul style="list-style-type: none"> The parts of the task attempted are organized appropriately. Some of the content is imbalanced and the essay may not be balanced. Vocabulary and grammatical structures are used competently but a few or incorrect attempts are made at more complex structures. Occasional lexical errors occur. |
| D 8/20 | <ul style="list-style-type: none"> Attempts are made to address the task but does not cover all the points. Some ideas are repeated having a negative effect on the reader. | <ul style="list-style-type: none"> The purpose of the essay is not always clear to the reader. Certain errors inhibit communication. The essay is not fully communicative the writer's ideas. | <ul style="list-style-type: none"> The question is attempted but is not particularly clear and is disorganized. No use of paragraphs and the writer has not achieved the usual task. Cohesive devices are very limited and do not connect ideas. Basic grammatical structures are used competently, more complex structures are attempted but fail to convey meaning. Everyday vocabulary used well but no advanced lexis present or is used incorrectly. |
| E 4/20 | <ul style="list-style-type: none"> Answer is attempted but mostly unrelated to the task. The writing leaves a negative impact on the reader. | <ul style="list-style-type: none"> The message is confused and therefore communication does not happen. The register is inappropriate and extremely limited. | <ul style="list-style-type: none"> The answer is disorganized and ideas are unconnected. No essay structure with no clear introduction, conclusion or middle paragraphs. Word limit is not achieved. Grammatical structures used are too basic or inappropriate for the task. Persistent errors in vocabulary disrupt meaning and the essay contains numerous errors. |



Bucksmore
EDUCATION

It is a lot of work.

But it's worth doing.



Steps we took – The outcomes



First name: _____ Example: Kate
 Last name: _____ Example: Brown
 Nationality: _____ Example: British
 Age: _____ Example: 14

Please circle the answers or answer the following questions:

1. Have you studied at a Bucksmore Centre before?
 No, this is my first time. Yes. My level was _____ (level) at _____ (centre) in _____ (year).

2. For how many years have you been learning English?
 Less than 1 1-2 3 4 5 6 7 8 9 More than 10

3. How many hours per week do you study English in school in your country?
 Less than 1 hour Between 1 and 2 hours About 3 hours About 4 hours More than 5 hours

4. How many hours per week do you study English at home in your country?
 Less than 1 hour Between 1 and 2 hours About 3 hours About 4 hours More than 5 hours

5. On a scale of 1 to 7, how do you rate your English knowledge?
 1 – Beginner 2 – Elementary 3 – Pre-Intermediate 4 – Intermediate 5 – Higher Intermediate 6 – Advanced 7 – Proficiency

6. Have you ever passed one of the exams below? If yes, what score did you get?
 Cambridge IELTS TOEFL Trinity GESE TELC Pearson Other
 KET A2 PET B1 FCE B2 CAE C1 CPE C2 _____

7. Why do you want to study English? (You can choose more than one)
 Because I like the language Because my parents chose it For my future job It is the most important language English is an easy language It is the only language in school Other: _____

8. How happy are you with your English skills? Choose 1-5 for each.
 How often? 1 – I would like to practise this every lesson 2 – I would like to practise this every day 3 – I would like to practise this once a week 4 – I would like to practise this maybe once 5 – I am happy with my skill
 What? Reading Listening Speaking Writing Grammar Vocabulary

To be filled in by DoS:
 Composition: _____
 Recommended level: _____

To be filled in by examiner (Initials: _____):
 Oral level: _____
 Multiple choice: _____ /60

Choose the correct word or phrase and cross through A, B, C or D on the right-hand side.
 Example: I really _____ my teacher. Her lessons are always fun.
 A liking B am liking C likes D like

31 German is difficult to learn. English is a lot _____
 A easier B easier C more easy D

32 We put our _____
 A A B C D

1 How do you write this number? 121
 A one hundred twenty one B one hundred and twenty-one C hundred twenty-one D one two one

2 If you want to drive a car, you _____ a driving test.
 A must take B don't have to take C can take D mustn't take

3 Our dining table is in the _____. Sometimes we watch TV during dinner.
 A bath room B bedroom C living room D hall

4 I go to the swimming pool _____ Saturdays _____ 10 o'clock.
 A on at B on at C at at D at on

5 Do you come from Italy? No, I _____
 A doesn't B isn't C am not D don't

6 March is the _____ month of the year.
 A three B third C third D thirty

7 It's not my book. It's _____
 A her B yours C our D you

8 Look! The cat is sitting _____ the box again.
 A to B between C in D next

9 Can you see the girl's _____ tall girl is Sara.
 A You B Her C The D A

10 Do you think we _____ more interested for recycling?
 A should collect B mustn't collect C collect D ought collect

11 One of all the cities in Europe, London is _____
 A more big B the bigger C the biggest D biggest

12 If you don't wear a sweater in the evening, you _____ a cold.
 A catch B caught C have caught D will catch

13 Every Saturday I play football with my friends. We _____ meet outside the sports hall.
 A always B every time C sometime D once a month

14 What differences are there _____ the English spoken in the UK and the US?
 A among B beside C between D with

15 John goes to the beach every week but he _____ swim.
 A can't B could C don't D can't

16 There isn't _____ money in my bag. I must have lost it!
 A any B a C no D some

17 Look at the boy over there. He _____ to his mum.
 A talk B is talking C talking D talks

18 The weather report says _____ this afternoon.
 A will rain B raining C it rains D it will rain

19 I can't believe it. They turned up late again because _____
 A they knew the way B they missed the bus C they missed the time D they didn't come

20 Yesterday evening I _____ my new friend Paolo at the karaoke.
 A am meeting B meeting C meet D met

21 While his friend went to the disco, Giacomo _____ for his parents' phone call.
 A waiting B was waiting C waits D is waiting

22 _____ anything at Camden Market last weekend.
 A bought B did buy C didn't buy D was buying

23 If I won a lot of money, I _____ the latest smartphone.
 A would B buy C would bought D would buy

24 My friends and I _____ football every Friday since we were boys.
 A will be playing B have been playing C been playing D are playing

25 I'm sure that Peter _____ He loves to help with the talent show.
 A will not come B comes C will come D comes

26 Steve's my favourite. He likes _____ at night.
 A read B reads C reading D is reading

27 There are _____ more than two-hundred students at the disco tonight.
 A go to be B going to be C going D going to be

28 When I called him he told me that he _____
 A is studying B was studied C was studying D finished study

29 When Tom opened the washing machine he realised he _____ his mobile phone.
 A wash B didn't wash C had washed D was washing

30 He bought some chocolates _____ to his girlfriend.
 A give B gave C to give D and give

Composition

1. You joined a website for English students. Write a short introduction about yourself and your hobbies. (30–60 words)

2. Write a blog post about your favourite holiday destinations for your school. Talk about: 1) where you were 2) which place you liked most 3) a place you would like to visit 4) Is it important to be able to speak English there? (60–100 words)

3. What do you think will be the biggest changes in education and how we learn in the next fifty years? Write an essay outlining your ideas and thoughts. (80–120 words)



Steps we took – The outcomes: coding



Page 1 answers. Just type in the answer the student gave to the test

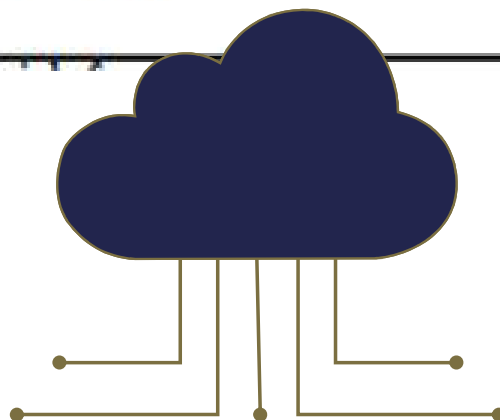
| AQ | AR | AS | AT | AU | AV | AW | AX | AY | AZ | BA | BB | BC | BD | BE | BF | BG | BH | BI | BJ | BK | BL | BM | BN | BO | BP | BQ | BR | BS | BT |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Item1 | Item2 | Item3 | Item4 | Item5 | Item6 | Item7 | Item8 | Item9 | Item10 | Item11 | Item12 | Item13 | Item14 | Item15 | Item16 | Item17 | Item18 | Item19 | Item20 | Item21 | Item22 | Item23 | Item24 | Item25 | Item26 | Item27 | Item28 | Item29 | Item30 |
| a | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | b | d | b | a | c | b | c | c | d | c | c | c | |
| b | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | b | d | b | c | d | a | c | c | d | c | c | c | |
| b | a | b | d | c | b | c | c | a | c | d | a | a | d | a | b | d | b | d | b | c | d | b | c | c | d | c | c | c | |
| a | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | b | d | b | c | a | b | c | c | d | c | d | c | |
| b | a | b | d | c | b | c | c | a | c | d | b | c | d | a | b | d | c | d | c | c | d | b | c | c | d | c | c | c | |
| b | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | a | b | d | c | c | d | b | c | c | d | c | c | |
| a | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | b | d | d | a | d | b | c | c | d | c | c | c | |
| b | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | c | d | b | c | d | b | c | c | d | c | c | c | |
| b | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | b | c | b | c | d | b | c | c | c | c | c | c | |
| a | a | b | d | c | b | c | c | a | c | d | a | c | d | a | b | d | b | d | d | a | d | b | c | c | d | c | c | c | |
| A | A | B | D | C | B | C | D | A | C | D | A | C | D | A | B | D | B | D | B | A | D | B | C | C | D | C | C | C | |
| B | B | C | C | B | C | C | A | C | D | A | C | D | A | B | D | B | D | B | D | C | D | B | C | C | D | C | C | C | |
| B | B | D | C | B | C | C | A | B | A | A | C | D | A | B | D | C | D | B | C | C | D | B | C | C | D | C | C | C | |
| B | B | D | C | B | C | C | A | B | A | D | A | C | D | A | B | D | C | D | B | C | D | B | C | C | D | C | C | D | |

| DC | DE | DF | DG | DH | DI | DJ | DK | DL | DM | DN | DO | DP | DQ | DR | DS | DT | DU | DV | DW | DY | EA | EB | EC | ED | EE | EF | EG | EH | EI |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |

Steps we took – Item:language match



| | | | | | |
|---|---|---|---|---|---|
| 9 | Can you see the girls? _____ tall girl is Sara. A Your B Her C The D A | A | B | C | D |
|---|---|---|---|---|---|



| FL | FN | FO | FP | FQ | FR | FS | FT | FU | FV | FW | FX | FY | FZ | GA | GB | GC | GD | GE | GF | GG |
|-------------------------------|----------|---------|---------|---------|----------------------|-----------|-------------------|----------|----------|-----------|------------|----------|-----------|------------|-----------|--------------------|--------|-----------|-----------|-----------|
| Areas of language: Gra | Articles | Passive | Used to | 2nd con | V+ struct | Modal ve | Phrasal v | Question | Discours | N+ V stru | Future P | Causativ | Present I | First Con | Present I | Present : Possessi | Future | Past tens | Past Perf | Third con |
| Total Grammar | 9 | 32, 41 | 35, 43 | 23, 38 | 26, 40, 5, 2, 10, 15 | 57, 5, 59 | 37, 39, 5, 30, 46 | 51 | 24, 48 | 12 | 17, 27, 33 | 7 | 18, 25 | 19, 20, 21 | 29 | 45, 47, 51 | | | | |

Steps we took – Syllabus inquiry



| | A | B | C | D | E |
|---|------------|------|-----------------------|--------------------|--|
| 1 | Level | Book | <i>N</i> <i>o.</i> | <i>Lesson type</i> | <i>Aims of the lesson</i> |
| 2 | Elementary | 1 | 1 | Intro Unit | Class kick off: Getting to know each other |
| 3 | Elementary | 1 | 2 | Intro Unit | Cultural introduction to host country |
| 4 | Elementary | 1 | 3 | Unit A | LFL Asking questions: to review & provide practice with forming and asking basic personal questions and reporting information found. |
| 5 | Elementary | 1 | 4 | Unit B | LS Present Simple: to study & practice Present Simple & raise students' awareness of British culture |
| 6 | Elementary | 1 | 5 | Unit C | LFL Family: to review Present Simple question formation in the context of talking about family; family vocabulary |
| 7 | Elementary | 1 | 6 | Unit D | LS Present Continuous: to clarify meaning of and provide practice in using the Present Continuous tense to describe an action in progress at the time of speaking using action verbs. |
| 8 | Elementary | 1 | 7 | Unit E | LFL Describing pictures: to provide practice with language (used for picture description |
| 9 | Elementary | 1 | 8 | Unit F | LS Adjectives & adverbs: to review countries / nationalities and basic adverb formation. |

Steps we took – Syllabus match



| | Beginner | Elementary | Pre-Intermediate | Intermediate | Upper-Intermediate | Advanced | Proficiency |
|-----------------|----------|------------|------------------|--------------|--------------------|----------|-------------|
| Articles | | | | | | | |
| Passive | | | | 2X | | | |
| Used to | | | | 2R | 2T | 2P | |
| 2nd conditional | | | | 1H | 1L 2P 2R | | |
| V+ structures | | 1H | | 2 V | 2M 2O 2R 2T | 2R 2S 2X | |
| Modal verbs | | 1K | 1G 1J 1K 2P | 1J | 1B 2V | | |
| Phrasal verbs | | | | | | 1A | |
| Question tags | | | 2 M | | 1F | | |

Steps we took – The outcomes!

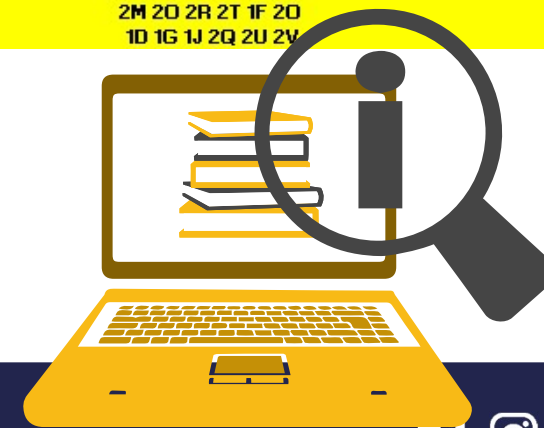


| Don't change anything here! | | | | | | In the book, students would benefit from_ (Book, Unit) | | | | | |
|-----------------------------|-----|-----------------|-----------------|---------------|-------------|--|-----------|-----------------------------------|------------------|-------------------|----------------|
| Test score | CEF | Level | Strong/In Move? | Grammar score | Vocab score | Book level rec | Bucksmore | Grammar to improve | Vocab to improv | Grammar | Vocabulary |
| 49 | B2 | Upper-Intermedi | Strong ▲ | 32 | 17 | Upper-Interme | Higher | Phrasal verbs | | | |
| 49 | B2 | Upper-Intermedi | Strong ▲ | 31 | 18 | Upper-Interme | Higher | Phrasal verbs, Discourse Marker: | | 1D 1G 1J 2Q 2U 2V | |
| 49 | B2 | Upper-Intermedi | Strong ▲ | 33 | 16 | Upper-Interme | Higher | Phrasal verbs | Collocations / L | | 1A 1I 2M 2O 2S |
| 48 | B2 | Upper-Intermedi | Mid ◀▶ | 32 | 16 | Upper-Interme | Medial | Phrasal verbs, Discourse Marker: | | 1D 1G 1J 2Q 2U 2V | |
| 48 | B2 | Upper-Intermedi | Mid ◀▶ | 32 | 16 | Upper-Interme | Medial | Phrasal verbs, Discourse Marker: | | 1D 1G 1J 2Q 2U 2V | |
| 48 | B2 | Upper-Intermedi | Mid ◀▶ | 32 | 16 | Upper-Interme | Medial | Present Perfect | | | |
| 48 | B2 | Upper-Intermedi | Mid ◀▶ | 32 | 16 | Upper-Interme | Medial | Phrasal verbs, Causative structu | | | |
| 48 | B2 | Upper-Intermedi | Mid ◀▶ | 33 | 15 | Upper-Interme | Medial | Phrasal verbs, Discourse Marker: | | 1D 1G 1J 2Q 2U 2V | |
| 48 | B2 | Upper-Intermedi | Mid ◀▶ | 33 | 15 | Upper-Interme | Medial | Phrasal verbs | | | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 28 | 15 | Upper-Interme | Medial | V+ structures, Phrasal verbs Thi | | 2M 2O 2R 2T | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 30 | 13 | Upper-Interme | Medial | Passive, Phrasal verbs, N + V str | | 2O | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 30 | 13 | Upper-Interme | Medial | V+ structures, Phrasal verbs | | 2M 2O 2R 2T | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 28 | 15 | Upper-Interme | Medial | Question tags, Present Perfect, | | 1F | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 30 | 13 | Upper-Interme | Medial | Phrasal verbs, Causative structu | Quantifiers | | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 27 | 16 | Upper-Interme | Medial | V+ structures, Phrasal verbs, Qu | | 2M 2O 2R 2T 1F 2O | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 29 | 14 | Upper-Interme | Medial | Phrasal verbs, Discourse Marker: | | 1D 1G 1J 2Q 2U 2V | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 27 | 16 | Upper-Interme | Medial | V+ structures, Phrasal verbs, Qu | | 2M 2O 2R 2T 1F 2O | |
| 43 | B2 | Upper-Intermedi | Weak ▼ | 29 | 14 | Upper-Interme | Medial | Phrasal verbs, Discourse Marker: | | 1D 1G 1J 2Q 2U 2V | |

Code your classes when possible: “Gryffindor” = B2-2-A

Remember that the difference in level can be as much as 200 hours.

What do you do with mixed levels despite our best efforts?



Steps we took – The syllabus??



| Don't change anything here! | | | | | | | | In the book, students would benefit from... (Book, Unit) | | | | | |
|-----------------------------|-----|-------|------------------|---------------|-------------|----------------|-----------|--|------------------|--|------------------------|--------------------------|------------------------|
| Test score | CEF | Level | Strongly Move? | Grammar score | Vocab score | Book level rec | Bucksmore | Grammar to improve | Vocab to improve | Grammar | Vocabulary | | |
| 1 | 28 | A2 | Pre-Intermediate | Mid | ◀▶ | 19 | 9 | Pre-Intermediate | Initial | V+ structures, Phrasal verbs, N + V structure | Time expressions | 1 D | 1C |
| 2 | 28 | A2 | Pre-Intermediate | Mid | ◀▶ | 19 | 9 | Pre-Intermediate | Initial | V+ structures, Phrasal verbs, N + V structure | Time expressions | 1 D | 1C |
| 3 | 28 | A2 | Pre-Intermediate | Mid | ◀▶ | 17 | 11 | Pre-Intermediate | Initial | Used to, V+ structures, Phrasal verbs, Discou | Quantifiers | 1 D | |
| 4 | 28 | A2 | Pre-Intermediate | Mid | ◀▶ | 18 | 10 | Pre-Intermediate | Initial | Articles, V+ structures, Phrasal verbs, Discou | | 1 D | |
| 5 | 28 | A2 | Pre-Intermediate | Mid | ◀▶ | 20 | 8 | Pre-Intermediate | Initial | Used to, V+ structures, Phrasal verbs, N + V | Adjectives, Time exp | | 1I 1K 2O 2R 2S 1C |
| 5 | 28 | A2 | Pre-Intermediate | Mid | ◀▶ | 20 | 8 | Pre-Intermediate | Initial | 2nd conditional, Question tags, Discourse M | Adjectives, Time exp | 2 M | 1I 1K 2O 2R 2S 1C |
| 7 | 28 | A2 | Pre-Intermediate | Mid | ◀▶ | 18 | 10 | Pre-Intermediate | Initial | Articles, V+ structures, Phrasal verbs, Causat | Time expressions | 1 D | 1C |
| 3 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 19 | 8 | Pre-Intermediate | Initial | Passive, Used to, V+ structures, Phrasal verb | Time expressions, De | | 1C1B 1F |
| 3 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 17 | 10 | Pre-Intermediate | Initial | Articles, Passive, Used to, V+ structures, Phr | | 1 D | |
| 3 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 14 | 13 | Pre-Intermediate | Initial | Articles, Passive, Used to, V+ structures, Phr | Time expressions | 1 D | 1C |
| 1 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 16 | 11 | Pre-Intermediate | Initial | Passive, 2nd conditional, V+ structures, Phra | | 2 M 1 D 1C 1H 2T | |
| 2 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 19 | 8 | Pre-Intermediate | Initial | V+ structures, Phrasal verbs, Discourse Mark | Adjectives, Quantifier | | 1I 1K 2O 2R 2S |
| 3 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 16 | 11 | Pre-Intermediate | Initial | Articles, Passive, Used to, V+ structures, Mo | | 1G 1J 1K 2P 1 D 1C 1H 2T | |
| 4 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 22 | 5 | Pre-Intermediate | Initial | Used to, Phrasal verbs, Discourse Markers, C | Adjectives, Time exp | 1C 1H 2T | 1I 1K 2O 2R 2S 1C1B 1F |
| 4 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 21 | 6 | Pre-Intermediate | Initial | Passive, Used to, V+ structures, Phrasal verb | Time expressions, De | | 1C1B 1F |
| 5 | 27 | A2 | Pre-Intermediate | Weak | ▼ | 20 | 7 | Pre-Intermediate | Initial | 2nd conditional, Modal verbs, Discourse Mar | Adjectives, Time exp | 1G 1J 1K 2P 1 D | 1I 1K 2O 2R 2S 1C |
| 7 | 26 | A2 | Pre-Intermediate | Weak | ▼ | 15 | 11 | Pre-Intermediate | Initial | Used to, V+ structures, Phrasal verbs, Discou | | 1 D | |
| 3 | 26 | A2 | Pre-Intermediate | Weak | ▼ | 19 | 7 | Pre-Intermediate | Initial | Passive, V+ structures, Phrasal verbs, Discou | Adjectives, Time exp | 1 D | 1I 1K 2O 2R 2S 1C |
| 3 | 26 | A2 | Pre-Intermediate | Weak | ▼ | 18 | 8 | Pre-Intermediate | Initial | Articles, V+ structures, Phrasal verbs, Discou | Dependent prepositio | | 1B 1F |

What does our syllabus focus on?

Is this intuitive?



Same with pre-placement tests.



| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O |
|---|---|--|-----------------|---|---|---|----|---|--|---|---------------|---|---|---|---|
| 1 | | Bucksmore _____ in 1979. | | | | | | | At 9 a.m. the teacher was angry with some students because they were late _____. | | | | | | |
| 2 | 1 | a) finds | b) was founded | | | B | 16 | | a) in general | | b) typically | | | | D |
| 3 | | c) found | d) was founding | | | | | | c) as usual | | d) usually | | | | |
| 4 | | Teachers return to Bucksmore _____ they love the schools and meeting juniors. | | | | | | | She is now taking a more positive _____ to her studies and should do well. | | | | | | |
| 5 | 2 | a) because | b) because of | | | A | 17 | | a) style | | b) manner | | | | D |
| 6 | | c) even though | d) although | | | | | | c) behaviour | | d) attitude | | | | |
| 7 | | Though studying can be hard, it's important not to _____ control of your emotions. | | | | | | | The _____ for registrations is a month before the courses start. | | | | | | |
| 8 | 3 | a) miss | b) lose | | | B | 18 | | a) by-line | | b) deadline | | | | B |
| 9 | | c) fail | d) drop | | | | | | c) limit | | d) submission | | | | |



bucksmore.com



Pre-placement tests

Individual course recommendation

- ✓ Student finds out minimum / maximum / their score
- ✓ They find out their level
- ✓ Grammar and vocabulary scores kept separate
- ✓ Areas to improve before they start their course
- ✓ Where they are in the level exactly
- ✓ What courses they can take and what to aspire
- ✓ What they need to learn to progress further



We've custom-tailored a course for you.



Bucksmore EDUCATION

Thank you for taking the Bucksmore pre-placement test.

You scored 39 out of 52 items correctly.
Your level is Upper-Intermediate.

Your overall percentage is **75.00** %

The test has two areas, grammar and vocabulary.
Your percentage in each is shown below:

Grammar: **80.00** %
Vocabulary: **77.14** %

Before coming to Bucksmore, you can practise the areas below:

Grammar:
Modal verbs, Future Perfect, Present Perfect, Present Continuous, Inversion

Vocabulary:
Collocations / Lexical items, Time expressions, Almost synonyms, Dependent prepositions, Idioms, Spelling

We look forward to seeing you on one of our summer courses.

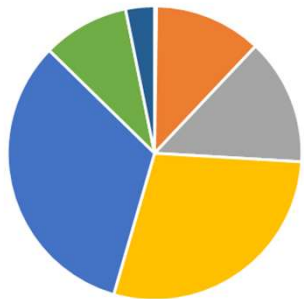
| Student's level | | Eligible courses |
|-----------------------|-------|---|
| Advanced C1 | level | B2+ Advanced Studies |
| Upper-Intermediate B2 | | B1+ Oxbridge Prep UK University Prep |
| Intermediate B1 | | A2+ Boarding School Exp Young Entrepreneurs Young Leaders Young Professionals |
| Pre-Intermediate A2 | | A1+ STEM/Arts Experience Coding Animal care |
| Elementary A1 | | Bucksmore Summer (Junior) Bucky Adventure |

What can we find out?



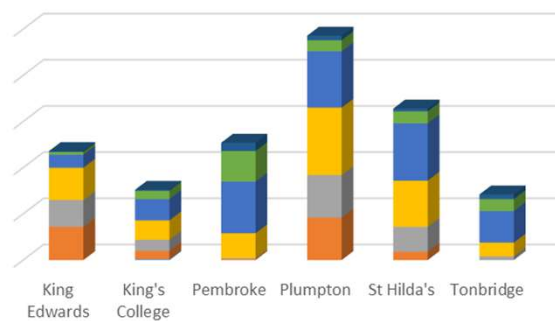
Count of CEFR

Student level breakdown



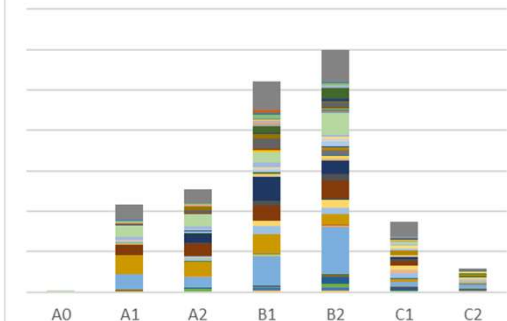
- CEFR
- A0
 - A1
 - A2
 - B1
 - B2
 - C1
 - C2

Count of CEFR



Centre name

Count of CEFR



- Nationality
- (blank)
 - Uzbek
 - Ukrainian
 - Ukrainian
 - Turkish
 - Turkish

How happy are you with your ... skills?

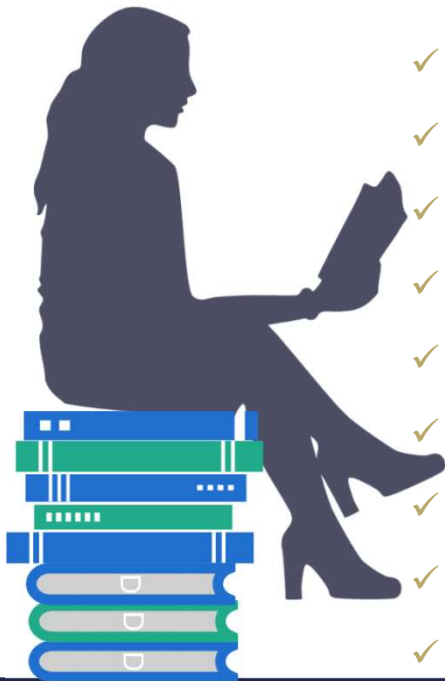
| Row Labels | Average of Reading | Average of Listening | Average of Speaking | Average of Writing | Average of Grammar2 | Average of Vocabulary2 |
|--------------------|--------------------|----------------------|---------------------|--------------------|---------------------|------------------------|
| King's College | 3.07 | 2.78 | 1.96 | 2.52 | 2.67 | 2.59 |
| Plumpton | 2.94 | 2.78 | 2.51 | 2.77 | 2.47 | 2.60 |
| St Hilda's | 2.54 | 2.65 | 2.10 | 2.41 | 2.39 | 2.21 |
| Tonbridge | 3.19 | 3.25 | 2.59 | 2.71 | 2.49 | 2.43 |
| Grand Total | 2.82 | 2.81 | 2.32 | 2.59 | 2.46 | 2.41 |

How does it help our students?



Student-centred testing

- ✓ Find out what they already know
- ✓ Find out what they do not need for their goals
- ✓ Find out what they do not know
- ✓ Find out what **they do need**
- ✓ Provide them with **skills that help to succeed**
- ✓ Give perspectives as to **what successful students do**
- ✓ Motivate students by discussing the syllabus
- ✓ Tailor every course to students' needs
- ✓ Invest in staff and procedures to make this happen
- ✓ Avoid "But this is what we do here!"
- ✓ Don't be afraid to innovate. Overhaul if necessary.



This session has now ended

We hope that you enjoyed this presentation. Please continue to your next session at:

www.learn.trinitycollege.co.uk/FoELT-event

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