Impact Placement Test: To the Teacher

Teacher's Notes

The *Impact* Placement Test will help you decide which level of the *Impact* series will be most appropriate for your students. There are four parts to the test:

1. **General Placement Test:** This section assesses grammar and vocabulary through 50 multiple-choice questions.
2. **Listening Test:** This section has 10 questions related to 5 audio tracks.
3. **Writing Test:** This section has 3 writing prompts and an assessment rubric.
4. **Speaking Test:** This section has 15 questions per placement level and an assessment rubric.

Although the sections can be done in any order, it is recommended to follow the order outlined above. Assign the General Placement Test and Listening Test to all students, and then each subsequent section of the test on an as-needed basis. In essence, if placement is clear after students take the first two tests, you may not feel the need to assess students' writing or speaking.

Instructions

1. Generate the General Placement Test on ExamView® or print out the PDF version available on the Teacher's Resource Website at **NGL.Cengage.com/impact**. Create a copy for each student.
2. Students take the General Placement Test first. You will need to determine how much time to give them. If students are able to answer every question, it may take them as long as 40 minutes. However, because the questions increase in difficulty, some students may find they finish the questions they are able to answer in a shorter amount of time. Note that the scoring system below assumes that students will answer every question.
3. For the Listening Test, explain to students that there are 10 questions, but only 5 audio tracks. For each track, they will answer 2 questions. Play each track in order, **one time only**, pausing between tracks to give students time to record their answers. Audio tracks and audio scripts are available on the ExamView® CD-ROM and on the Teacher's Resource Website at **NGL.Cengage.com/impact**.
4. For the Writing Test, have students choose one of the three writing prompts, regardless of their proficiency level. After students have responded to the chosen prompt, you should review the results in conjunction with the results of the General Placement Test and the Listening Test. For example, if you have a student who, based on the first two placement test sections, places into *Impact* Level 2, look first at the *Level 2* section on the Writing Test

assessment rubric to see if the student's writing meets those benchmarks. If the student doesn't meet the benchmarks for the Level 2 Writing, then continue assessing placement by administering the Speaking Test.

5. Since many students – even more advanced ones – are apprehensive about speaking, the Speaking Test should be the last measure for determining placement. If you are still unsure of which level to place a student into after all other measures, administer the Speaking Test. This portion of the assessment consists of 5 photos, with 3 questions relating to the theme shown in the photo. There is a separate set of questions for each proficiency level. So, for the student who places in between *Impact* Levels 1 and 2, begin by asking Level 2 speaking questions. If you see the student is struggling to answer, switch to the Level 1 questions and note the student's response.

Use the **Teacher Answer Key** to give each student a score out of 50 for the General Placement Test and out of 10 for the Listening Test. For the Writing and Speaking tests, assessment guidelines are provided below. Use these guidelines to give students a score out of 10 for the Writing Test and out of 6 for the Speaking Test.

Decide which level of *Impact* would be most appropriate for your students, using the following guidelines. It is possible that some students may get different levels for each of the sections. This is normal— some students may have stronger oral communication skills than literacy skills, or vice versa. Though many students will clearly place into a level, you may find that others will not fall into a single level, even after administering all sections of the placement test. In these cases, use your own discretion, though it may be best to place such students at the lower of the two levels.

General Placement Test

Student Score (indicates total number correct)	Appropriate Level of *Impact*
19 or below	Not ready for *Impact*
20–26	Book 1
27–34	Book 2
35–42	Book 3
43 and above	Book 4

Listening

Student Score (indicates total number correct)	Appropriate Level of *Impact*
4 or below	Not ready for *Impact*
5	Book 1
6–7	Book 2
8–9	Book 3
10	Book 4

Writing

Student Score (indicates total number correct)	Appropriate Level of *Impact*
0–2	Not ready for *Impact*
3–4	Book 1
5–6	Book 2
7–8	Book 3
9–10	Book 4

Assessment guide for *Impact* Placement Test: Writing

Points	Benchmarks	Placement
1–2	• Writing is in single words or very short (2–3 word) sentences. • Response includes only the simple present tense or the infinitive, even though another tense may have been required. • Writing responds to the prompt at the most basic level, but offers little or no detail. • Writing includes only basic, beginner-level vocabulary words. • Writing includes errors that demonstrate unfamiliarity with spelling and basic English mechanics (i.e. capital letters, periods).	**Not ready for *Impact***
3–4	• Writing is at the paragraph level. Paragraph includes short, simple sentences. • Response includes verbs in either the simple present or the simple past tense. Paragraph uses a single verb tense throughout. • Writing demonstrates knowledge of simple modal verbs, such as *can* or *should.* • Writing responds to the prompt with some detail, including correct use of basic descriptive words. • Writing includes mostly basic vocabulary, with one or two higher-level words. • Although some errors may occur, writing reflects familiarity with basic mechanics of English (i.e. capital letters, periods, question marks).	***Impact* Level 1**
5–6	• Response is 1–2 paragraphs in length. Writing is mostly in simple sentences. However, some sentences include more than one clause. • Response includes more advanced verb tenses, including examples of any of the following: simple past, present perfect, and present/past progressive tense. • Writing employs adjectives and adverbs both alone and in comparative structures to add detail to the response. • Writing demonstrates proficiency with a variety of basic vocabulary words, and includes some higher-level words. • Response includes correct spelling, mechanics (including the use of commas, exclamation points, and apostrophes), and word choice (i.e. prepositions).	***Impact* Level 2**

7–8	• Response is given in an organized, multi-paragraph essay. • Sentence structure is more sophisticated. Many sentences include more than one clause. • A variety of present and past tenses are used, including examples of perfect tenses, progressive tenses, and/or the passive voice. • Writing includes a wide variety of adjectives and adverbs both alone and in comparative structures to add detail to response. • Writing demonstrates an intermediate-level vocabulary proficiency, such as the ability to use different members of word families or the ability to use more advanced synonyms for familiar words. • Writer responds to the prompts with examples and details to support the main idea. • Writer's voice is clear and consistent throughout the essay. • Response includes correct spelling, mechanics, and word choice (i.e. prepositions, particles, etc.) most of the time.	***Impact*** **Level 3**
9–10	• Response is given in an organized, multi-paragraph essay. • Sentences include a variety of sophisticated structures such as relative clauses, embedded clauses, or reported speech. • Response employs a variety of appropriate verb tenses such as narrative tenses, perfect tenses, passive voice, and conditionals. • Writing includes a rich variety of high-level vocabulary words. • Writing responds to the prompt with many examples and details to support the main idea. • The writer's voice is clear and consistent throughout the essay. • Writing has few or no spelling or mechanical errors.	***Impact*** **Level 4**

Speaking

The questions for the speaking placement test are available in the Answer Key section on the ExamView® speaking placement test. A PDF version is also available on the Teacher's Resource Website at **NGL.Cengage.com/impact**.

Student should score a 5 or above on the assigned speaking placement test in order to be placed into the *Impact* level that corresponds with the rest of that student's placement test results.

Assessment guide for *Impact* Placement Test: Speaking

Based on the results of other areas of the placement test, assign the most appropriate test level, and grade it out of 6 points. If student does not achieve a score of 5 or above, place the student in the previous level. For example, if student achieves a score of 3 on the Impact Level 2 test, then assign the Level 1 test, or simply place the student into Impact Level 1. If student earns below a 4 on the pre-Level 1 Placement Test, student may not be ready for the Impact series.

Points	Benchmarks
0	• Does not respond or responds in an incomprehensible way.
1	• Speaks with frequent hesitation or doesn't respond. • Lacks confidence in spoken response. • Speech is difficult to understand. • Answers in one- or two-word utterances. • Uses incorrect vocabulary often. • Makes many errors in form or function.
2	• Responds to all prompts, but with hesitation. • Begins to show confidence in spoken response. • Speech is mostly comprehensible, though still difficult to understand at times. • Answers in short, simple utterances. • May use incorrect vocabulary at times. • Makes some errors in form or function.
3	• Responds to all prompts with some hesitation. • Speaks somewhat confidently. • Speaks clearly and comprehensibly, with some errors in pronunciation. • Uses complex language structures at times, though not always. • Uses correct vocabulary much of the time; mainly speaks with familiar, high-frequency words. • Makes some errors in form or function, but errors do not make it hard to understand.

4	• Speaks somewhat fluently, though hesitates occasionally. • Usually responds with confidence. • Speaks clearly and is easy to understand. Pronunciation is mostly accurate. • Uses (level-appropriate) complex language structures often. • Uses correct vocabulary most of the time; attempts to incorporate specific, lower-frequency words and colloquial expressions. • Makes some errors in form or function, but errors do not make it hard to understand.
5	• Speaks fluently; hesitates only once or twice during assessment. • Demonstrates confidence most of the time. • Speaks clearly and is easy to understand. • Mostly uses vocabulary and expressions that are varied and level-appropriate; may occasionally still misuse a word or phrase. • Makes few errors in form or function.
6	• Speaks fluently without hesitation. • Responds with confidence. • Speaks clearly and is easy to understand. • Uses vocabulary and expressions that are varied and level-appropriate. • Makes one or no errors in form or function.