English Level Test – Young Learners

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English Benchmark Test – Young Learners

Test Specification

V1.5 | July 2025

Version History

Version	Document Title	Author	Date	Changes
1.0	EBYL Test Specification	Mallory Klungtvedt	Nov 16, 2023	Baseline version created with document control
1.1	EBYL Test Specification	Jacky Cheng	Jan 8, 2025	Fixed typos and added "Number of Items Presented" section with count of items for each test level.
1.4	EBYL and ELYL Test Specification	Mallory Klungtvedt Jacky Cheng	April 29, 2025	Added information on ELYL and web-based delivery throughout.
1.5	ELYL and EBYL Test Specification	Jacky Cheng	May 21, 2025	Re-ordered the mentions of EBYL and ELYL and revised the information throughout

Table of Contents

Overview

This test specification covers two separate tests for young learners: English Level Test for Young Learners (ELYL) and English Benchmark Test for Young Learners (EBYL). Both tests are covered in this document due to the similarities across them and the ability for them to be used side-by-side as a holistic proficiency journey for learners ages 6-14 years old.

English Level Test for Young Learners

ELYL is web-delivered and tablet-based language proficiency assessment that can be used as a stand-alone assessment or accompany EBYL. Results from the ELYL test is designed to assess a learner's English proficiency for placement purposes, providing a corresponding CEFR level and GSE score range. Additionally, it offers a recommended EBYL level.

ELYL consists of two levels, (1) Beginner to Elementary and (2) Elementary to Intermediate, with two forms in each level for a total of four forms as shown in the table below:

ELYL Level	CEFR Levels	GSE Score Range	EBYL Levels
Beginner to Elementary	<A1-A2+	10-42	1-4
Elementary to Intermediate	A2-B1+	30-58	3-6

English Benchmark Test for Young Learners

EBYL is web-delivered and a tablet- based language proficiency assessment for English language learners in primary and secondary education aged 6-14. It consists of six levels, with five forms in each level, for a total of 30 forms. The six levels range from pre-A1 to B1+ on the Common European Framework of Reference (CEFR):

EBYL Level	CEFR Levels	GSE Score Range
1	<A1-A1	10-28
2	<A1-A1	16-32
3	A1-A2+	23-38
4	A1-B1	28-44
5	A2-B1	34-55
6	A2-B1+	42-58

There is also an unscored practice test form at each level with one item in each item type to familiarize students with the test and equipment.

Purpose of the test

English Level Test for Young Learners

ELYL can be used as a separate, standalone test to determine the general score range of students. The test will provide a recommended EBYL level, a CEFR level, and a GSE score range. As ELYL results provide a recommended EBYL level, it can also be used to determine the most appropriate of the six EBYL levels if a student's level is unknown for placement purposes. Overall, this test can be used to help teachers adapt learning materials to the appropriate level or to place students into the most appropriate class.

English Benchmark Test for Young Learners

EBYL can be used as a diagnostic and formative tool, administered at the beginning of the school year to obtain a baseline measure of a student's English proficiency, identifying learning needs and informing instruction. It can then be used as a progress monitor, with a minimum of 120 hours or more between each test, throughout the school year to advise learning plans. It can also be used as a predictor of student success on external high-stakes exams such as Pearson English International Certificate Young Learners and other similar exams.

The test provides detailed information to a teacher or administrator about each student or class in the ELL program. The information provided includes:

- A distribution of scores for all students in a class
- An overall score for each student
- A profile of subscores showing areas of strengths or weaknesses for the class
- A profile of subscores showing areas of strengths or weaknesses for each student
- Comparison of scores from one test administration to another

The information above allows the teacher to adapt learning materials to suit the level of both the class and individual students and to provide extension activities where the group or particular individuals are strong.

Test design

English Level Test for Young Learners

If desired, ELYL can be administered to determine the most appropriate EBYL level or to determine the general score range of students for placement purposes. There are two levels of ELYL, one aimed at pre-A1 to A2+ and one aimed at A2 to B1+:

ELYL Level	GSE Score Range	CEFR Level	Age
Beginner to Elementary	10-42	<A1-A2	6-12
Elementary to Intermediate	30-58	A2-B1+	9-14

There are two forms at the Beginner to Elementary level which are about 20 minutes in length, and there are two forms at the Elementary to Intermediate level which are about 25 minutes in length. Both the Beginner to Elementary and Elementary to Intermediate tests contain question types that cover Speaking, Listening, Reading, and Writing.

The test begins with microphone and audio calibration followed by an overall instructional video introducing the student to the test. Each new item section is prefaced by an instructional video specific to the upcoming item type. Instructional videos are allowed to be viewed up to two times before a student must proceed to the question.

English Benchmark Test for Young Learners

EBYL provides six test levels to ensure the greatest accuracy. If a learner has completed an ELYL test, the recommended EBYL level provided in the score report can be used to determine which test is most appropriate. For learners who have not taken an ELYL test, levels can be determined based on learning hours and/or previous English proficiency rather than age or grade, although age can be used as a guide. The table below can help select the most suitable level.

EBYL Level	GSE Score Range	CEFR Level	Age	Hours Learning
1	10-28	<A1-A1	6	After 120-240 hours
2	16-32	<A1-A2	7-8	240-440 hours
3	23-38	A1-A2+	9-10	440-840 hours
4	28-44	A1-B1	11-12	840-1240 hours
5	34-55	A2-B1+	12-13	After 1200 hours
6	42-58	A2+-B1+	13-14	After 1500 hours

As a general recommendation, students should start from Level 1 unless:

- o   an ELYL score report recommended a higher EBYL level or
- o   the student has more than 120 hours learning or
- o   it is known that the student is already at a higher GSE level or
- o   the student comes from an English as a second language context or
- o   they are an older beginner with some exposure to English in school

The test is designed to be 20-40 minutes in length depending on the level. The test begins with microphone and audio calibration followed by an overall instructional video introducing the student to the test. Each new item section is prefaced by an instructional video specific to the upcoming item type. Instructional videos are allowed to be viewed up to two times before a student must proceed to the question.

Test Administration

Both ELYL and EBYL are available via web browser on a laptop or desktop computer as well as mobile application on Apple iOS and Android tablets. Both delivery modes require an administrator overseeing its delivery as well as individual headphones with a built-in microphone for each student and a stable internet connection. In addition, the English Benchmark app is needed for tablet delivery.

Full advice on best practices and the steps involved for administration are given in a [user guide](). Some key points are noted below:

- Administer practice tests in advance so students can familiarize themselves with the test (e.g., show how to sit, use headsets, and answer different question types).
- Set up suitable rooms and space out desks (3 meters apart in each direction).
- Monitor behaviour to ensure children are using headsets correctly.

An initial test should be taken at the start of the academic year to benchmark students and inform learning goals for the year. A subsequent test may be taken after a minimum of 120 hours of teaching/learning time to measure student progress from the initial test and identify any new and/or changes in learning goals. A final test should be taken at the end of the year to review progress from initial benchmark and set goals/inform planning for the next year.

Content Design and Development

Item Development

The questions in ELYL and EBYL were developed by an experienced team of writers. Item writers utilized a wide range of language and grammatical constructions appropriate for the grade-level. Homogeneity and repetitiveness in vocabulary and grammatical constructions were avoided as much as possible. Items were written to a variety of language strands and GSE learning objectives.

Once written, all questions were reviewed by teams in different countries. Comments and suggestions for improvement were stored with the test questions on a secure database. The questions then went through further review by an expert panel and decisions were made on the quality of the questions, which to keep and which to reject. All questions were then thoroughly reviewed by Pearson staff to ensure that they conform to the item specifications. Images and high-quality recordings were added to complete the questions before they went forward to be calibrated. Content was designed in a way to be general and not culturally specific to a certain demographic.

Illustrations

Items that contain illustrations were created by a professional illustrator and were further reviewed by Pearson test developers for appropriateness of item content. Any illustration in which reviewers noted some type of irregularity was either modified or excluded from insertion in the operational test.

Item Recording

Items that contain audio were recorded by both amateur and professional voice talents who represent a diverse sample of L1 speakers of English (British, American, Australian, and Canadian). The prompts were spoken at a speed which is appropriate to the level of the test. Voices, including those used for general and item specific instructions, are both clear in themselves and are clearly distinguishable from those of other speakers.

 To ensure intelligibility and acceptability of the speakers, all recordings are vetted by Pearson test developers through multiple independent reviews for quality, clarity, and conformity to natural conversational styles as well as the intended content. Any recording in which reviewers noted some type of irregularity was either re-recorded or excluded from insertion in the operational test.

Item Types

There are 7 item types in ELYL and 19 in EBYL. These item types utilize a variety of stimulus modalities in item presentation such as audio, video, still graphics and texts. Students' responses are collected through speech, typed text or screen touch on a tablet or clicking and moving with a mouse on a computer. In this sense, both the items and students' responses are in multi-media formats.

The table below describes each item type, what learners are expected to do, and what the item type measures.

Task	Item Description	Skills Required	EBYL Level	ELYL Level	Response Type	Domain(s)	Scoring
Say the word	Verbally identify the image shown ("Say what's in the picture.")	Listening, Speaking	1		Short response	Speaking	Accuracy in identifying an object in a picture
Say the letters	Read a list of 5 upper- and lower-case letters aloud ("Now read these letters out loud."	Reading	1		Short response	Reading	Accuracy in reading letters aloud
Pick the right letter	From a group of 3 letters, touch the one that represents the sound played ("Touch the letter that makes the sound X.")	Reading	1		Selected response	Reading	Accuracy in identifying the correct letter based on a letter sound
Pick the word you hear	From a group of 4 words, touch the one that is heard ("Touch the word X.")	Reading	1-2		Selected response	Reading	Accuracy in identifying the spoken word
Write about the picture	Write a short description about the picture shown on the screen ("Write about	Writing	3	Beginner to Elementary	Short response	Writing	Responses scored for content while following appropriate spelling

	what's happening in the picture.")					
Listen and act	Listen to a prompt and then touch or move the specified object on the screen ("Touch/move the X.")	Listening	1-6	Beginner to Elementary , Elementary to Intermediate	Selected response	Listening	Accuracy in correctly touching/moving specified object
Repeat the sentence	Listen to a short sentence and repeat it verbatim	Listening, Speaking	1, 5, 6	Beginner to Elementary , Elementary to Intermediate	Short response	Listening, Speaking	Accuracy in reproducing the words in the correct order
Listen and retell	Listen to an audio passage twice (narrative or expository) presented with supporting images. Then retell it in your own words.	Listening, Speaking	2-6	Beginner to Elementary , Elementary to Intermediate	Extended constructed response	Listening, Speaking	Quality of retell content, grammar, and vocabulary
Read and act	Read a prompt on the screen and then touch or move a specified object on the screen ("Touch the X.")	Reading	2-6	Beginner to Elementary , Elementary to Intermediate	Selected response	Reading	Accuracy in correctly touching/moving specified object
Complete the sentence	Read a sentence with a missing word and supporting image, then type the missing word in the blank.	Reading, Writing	2-6	Beginner to Elementary , Elementary to Intermediate	Short response	Writing	Accuracy in producing an appropriate word for the sentence
Put the word in the sentence	Drag the word at the top of the screen and place it in the correct place to make a grammatically correct sentence	Reading	3-6	Elementary to Intermediate	Selected response	Reading	Accuracy in creating a grammatically correct sentence
Speak in the situation	Listen twice to an audio prompt describing a situation with a supporting image and verbally respond appropriately ("What do you say to X?")	Listening, Speaking	4		Extended constructed response	Speaking	Responses scored for content (situational appropriateness) and pronunciation
Finish the story	Listen to a beginning of a story with 3 images. Make a sentence to	Writing	2-3		Selected response	Writing	Accuracy in selecting the correct words to form a sentence

	describe the last image by selecting appropriate words for each blank						that describes the final image
Listen and read aloud	Listen along while a passage is read out loud, then read it out loud yourself	Reading, Speaking	3		Extended response	Reading, Speaking	Accuracy in reproducing the words in the passage
Write the story	Write the story shown in the 3 panels on screen	Writing	4-6	Elementary to Intermediate	Extended constructed response	Writing	Quality of story content, grammar, and vocabulary
Watch and explain	Watch and listen twice to a video of a mini lecture explaining a concept. Then summarize the content verbally ("Retell what you learned about X.") Then verbally answer a comprehension question about the video content.	Listening, Speaking	5-6		Summary response: extended constructed response Comprehension question: short response	Listening, Speaking	Summary response scored for quality of the summary, grammar, pronunciation, and fluency Comprehension response scored for accuracy in producing key word(s)
Read aloud and answer	Read a passage aloud and then verbally answer a comprehension question about the passage	Reading, Speaking	4-6		Read passage: extended constructed response Comprehension question: short response	Reading	Passage reading scored for accuracy in reproducing the words in the passage, expressiveness, pronunciation, and reading rate Comprehension response scored for accuracy in producing key word(s)
Answer the question	Look at a picture and verbally answer a spoken question	Listening, Speaking	1-4	Beginner to Elementary	Short response	Listening, Speaking	Accuracy in producing the key words
Read the sentence	Read the sentence on the screen out loud	Reading	2		Short response	Reading	Accuracy in reproducing the words in the sentence

Number of Items Presented

English Level Test for Young Learners

ELYL consists of two levels, with two forms in each level, for a total of four forms. For each level and form, there are 20 to 21 items presented. A breakdown of item count by level is shown below.

Item Type	Beginner to Elementary	Elementary to Intermediate
Repeat the Sentence	5	5
Answer the Question	3	
Listen and Act	2	2
Read and Act	2	2
Complete the Sentence	5	5
Listen and Retell	2	2
Put the Word in the Sentence		3
Write about the Picture	2	
Write the Story		1
Total	*21*	*20*

English Benchmark Test for Young Learners

EBYL consists of six levels, with five forms in each level, for a total of 30 forms. For each level and form, there are 38 to 41 items presented. A breakdown of item count by level is shown below.

Item Type	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Repeat the Sentence	8				10	10
Answer the Question	6	8	8	6		
Listen and Act	5	5	5	6	5	5
Say the Letters	4					
Pick the Right Letter	4					
Pick the Word You Hear	6	6				
Say the Word	6					
Read the Sentence		5				
Read and Act		4	5	5	5	5
Complete the Sentence		5	6	8	8	8
Listen and Retell		2	2	2	2	2
Finish the Story		4	2			
Put the Word in the Sentence			6	6	6	6
Listen and Read Aloud			2			
Write about the Picture			2			
Read the Passage				2	2	2
Speak in the Situation				2		
Write the Story				2	2	2
Watch and Explain					1	1
Total	*39*	*39*	*38*	*39*	*41*	*41*

Score Reporting

English Level Test for Young Learners

The ELYL score report for all forms consists of a recommended EBYL level (1-6), a CEFR level (pre-A1 to B1+), a GSE score range, and descriptors of the student's current capabilities. No sub-skill scores are provided in ELYL; an EBYL test is recommended for greater accuracy of

skill scores.

Student responses are uploaded to Pearson for marking when the computer or tablet is connected to the internet. Results are typically available within an hour. Teachers can access test results on the Test Hub portal. The score should be used to set learning goals for and to align teaching strategies to the student's particular needs.

English Benchmark Test for Young Learners

The EBYL score report for all levels except Level 1 consists of an Overall score and four sub-skill scores: Speaking, Listening, Writing, and Reading. Together these provide detailed feedback for test takers and advise them on their future learning.

The EBYL Level 1 score report consists of an Overall, Speaking, Listening, and Reading score. Writing is not offered for the Level 1 test as children at this level often have little experience writing in English, especially if they are not used to the Roman alphabet. They are asked to give short answers to questions, and these are taken into consideration in their overall score; however, the amount they write is insufficient to provide a separate Writing score. As a result, the test places greater emphasis on assessing their Speaking to determine their productive ability.

Student responses are uploaded to Pearson for marking when the computer or tablet is connected to the internet. Results are typically available within an hour. Teachers can access test results on the Test Hub portal. The EBYL score report consists of student performance across each skill and provides an overall score on the GSE. The scores are accompanied by information about what they were able to do and some areas for them to work on. The can-do statements and recommendations provided in the report are directly related to the student's scores for each skill. They should be used to set learning goals for and to align teaching strategies to the student's particular needs. If using a Pearson course, suggestions for activities in the textbook are also provided which can help students with the areas they need to focus on. In addition, class reports are available if more than one student in a class completes a test. Averages of scores by skill for the whole class and each students' skill scores are provided.

EBYL can be used to monitor progress in general proficiency over time as long as enough time is allowed between tests. On the progress view, teachers can see how students' scores have changed between tests, identify trends in strengths or weaknesses, and see improvements.

Alignment to the CEFR and the Global Scale of English (GSE)

In order to align ELYL and EBYL scores to the GSE and CEFR levels, a standard setting study was conducted. In it, nine panelists rated a range of ELYL and EBYL responses for speaking, listening, reading and writing and assigned CEFR levels to each student for each skill (below A1, low A1, high A1, low A2, high A2, low B1, high B1, B2 or higher). Data was aggregated using FACETS models and regression equations were used within each skill to create the relationship between EBYL and ELYL scores, GSE scores and CEFR levels. The project to develop GSE Learning Objectives for Young Learners builds upon the research carried out by

Brian North (North, 2000) and the Council of Europe in creating the CEFR (Council of Europe, 2001). The table below shows what students can do at each of the CEFR levels as they progress on their learning journey.

CEFR Level	GSE score range	Capabilities of learners summarized in the GSE Learning Objectives for Young Learners (2022)
<A1	10-21	Can understand very short simple utterances related to immediate needs, basic personal details or topics of immediate personal relevance, when spoken slowly and clearly. Can communicate using a basic range of memorized words and short phrases as well as gestures and actions. Can use basic social formulae e.g. greetings, thanks and apologies. Can copy familiar words and short phrases.
A1	22-29	Can understand and use a basic range of words, simple phrases and everyday standard expressions related to personal information and very familiar topics. Can follow slow, clearly articulated speech, with pausing and repetition by the other person. Can understand most of what is said if delivered clearly, slowly and directly in simple routine everyday exchanges. Can communicate using simple phrases, basic sentence patterns and fixed expressions. Can answer simple questions on familiar topics using a few words or short sentences. Can interact in a simple way provided the other person talks slowly, repeats or paraphrases as necessary and helps them to formulate what they want to say. Can write phrases and simple isolated sentences and very short, simple texts on familiar topics.
A2	30-35	Can understand and use a range of simple phrases and expressions that they hear or read related to areas of personal relevance, familiar topics and topics related to other subjects of study. Can follow short, simple social exchanges spoken slowly and clearly. Can communicate limited information related to everyday situations. Can ask and answer questions about everyday life and activities in a simple way. Can describe people, places and possessions in simple terms. Can produce very simple paragraph-length connected texts on familiar topics (up to 50 words).
A2+	36-42	Can understand and use simple language related to aspects of their environment, past activities and experiences and general topics. Can understand slow, clear standard speech on familiar matters, with some repetition or reformulation by the other person. Can initiate, maintain and close simple, restricted face-to-face conversations in predictable everyday situations. Can exchange information and express ideas on familiar topics in simple terms, provided the other person helps if necessary. Can write simple structured paragraphs and short, simple texts of more than one paragraph.

| B1	43-50	Can understand the main points of clear standard speech on familiar matters regularly encountered in school, free time etc. Can enter unprepared into conversation, express personal opinions on familiar topics and interact in predictable everyday situations. Have a sufficient range of language to describe experiences and events, dreams, hopes and ambitions in some detail, and briefly give reasons and explanations for statements, opinions and plans. Can follow much of everyday conversation if speakers avoid very idiomatic usage. Can talk about a prepared topic and cope with limited questions. Can produce simple, connected texts with basic structure on a range of topics that are familiar or of personal interest.
B1+	51-58	Can understand a large part of many TV programs on familiar topics. Can summarize and give their opinion about a short story, article, talk or discussion, and answer further questions about details. Can exchange information on routine and non-routine matters. Can write short, simple essays with basic structure on familiar topics.

Score Reports

A variety of score reports are available in Test Hub. The examples below show some possible views.

English Level Test for Young Learners

Level Test for Young Learners reports include results displayed as:

- CEFR grade
- GSE range
- Recommended Benchmark for Young Learners level
- Overall Current Capabilities
- Individual and Group reports

Group Report
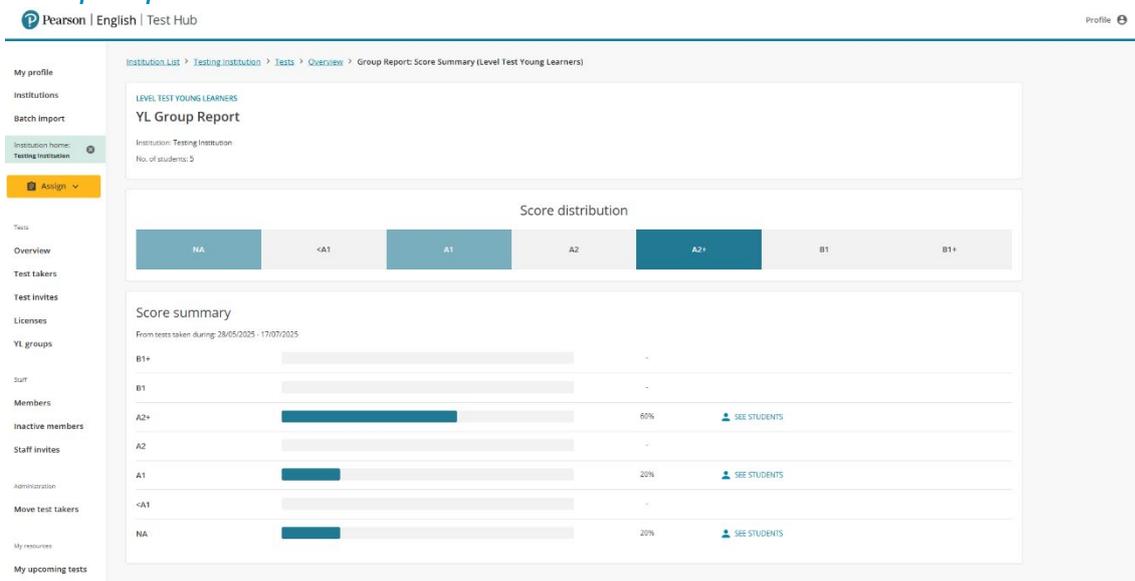
Teacher Report

Victor Jardan

Test submitted on: **17/06/2025**
Institution: **Testing Institution**
YL group: **EBYL test codes**

Current capabilities

At the A2+ level, learners are on the verge of being classed as Independent users, and are becoming less dependent on the other speaker to modify their language to make communication possible. What distinguishes A2+ level is the ability to participate more actively in simple, predictable routine social exchanges, although some help is still necessary, and the ability to sustain longer monologues. They can make themselves understood, exchange information and express ideas on familiar topics in simple terms using a limited range of grammar structures and sentence patterns, with less need for support.
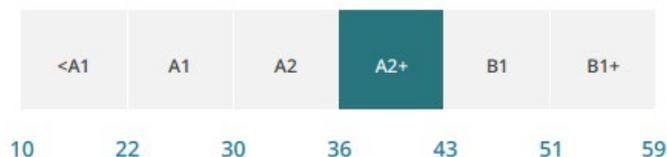
OVERALL SCORE

CEFR: A2+
GSE: 36-42

Suggested level of Benchmark Test Young Learners

📊 Level 4

CEFR score: A2+   GSE range: 36-42

<A1	A1	A2	**A2+**	B1	B1+
10	22	30	36 43	51	59

Learners at this level...

- Can understand and use simple language related to aspects of their environment, past activities and experiences and general topics.

- Can understand slow, clear standard speech on familiar matters, with some repetition or reformulation by the other person.

- Can initiate, maintain and close simple, restricted face-to-face conversations in predictable everyday situations.

- Can exchange information and express ideas on familiar topics in simple terms, provided the other person helps if necessary.

- Can write simple structured paragraphs and short, simple texts of more than one paragraph.

English Benchmark Test for Young Learners

Benchmark Test for Young Learners offers a wider range of results than the Level Test for Young Learners.

Additional information includes;

- GSE score per level and overall score
- Results at individual skill level
- Performance Summary, Recommended Activities, and Suggested GSE Learning Objectives per skill
- Optional courseware mapping to relevant courseware
- Progress reports
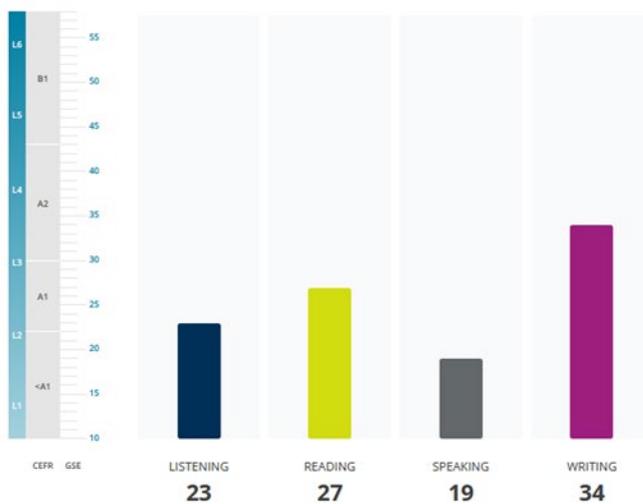- Separate reports for Teachers and Parents

Class Reports

Class Report

Institution: The Norwegian University Of Science
Class: Intermediate Plus A2+
No. of students: 4

All levels ∨

Average scores for each skill

	LISTENING	READING	SPEAKING	WRITING
	23	27	19	34

The bars show the median score for each skill. We do not include BL or NS values when calculating the median.

Test Takers

Name ⇕	Level ⇕	Overall ⇕	Listening ⇕	Reading ⇕	Speaking ⇕	Writing ⇕
Samantha Fox	Level 2	21	20	25	19	18
Felicia Holmes	Level 5	42	50	45	39	34
Clark Logan	Level 2	29*	25	29	NS	34
Guinever Roosevelt	Level 1	16	16	20	12	-

Rows per page: 10 ⌄   〈   〉

Select your course

COURSE NAME
WIDER WORLD ⌄

COURSE LEVEL
LEVEL 1 ⌄

Listening: 23

PERFORMANCE SUMMARY

Students at this level can usually understand basic language (simple phrases and short simple questions) relating to personal topics (likes/dislikes, their friends, homes etc). Range of classroom instructions is still quite limited. They understand simple directions and can only get the gist of short, simple stories if told slowly and clearly with the support of pictures and gestures.

RECOMMENDED ACTIVITIES

Keep extending the range of language associated with personal topics. Develop the range of classroom language to include more instructions associated with completing an exercise or activity. Introduce simple narratives, giving a high level of visual support.

● SB: Unit 0.2, Activity 1; Unit 0.4, Activity 1, 5   ● SB: Unit 1.5, Activity 7   ● SB: Unit 1.2, Activity 1, 5; Unit 1.5, Activity 7   ● SB: Unit 0.4, Activity 8

Speaking: 19

PERFORMANCE SUMMARY

Students can generally use single words and set phrases to introduce and talk about themselves. They are able to name everyday objects, animals, or people around them (or in pictures) using single words, but they struggle to extend this to talk in full sentences and/or to talk about subjects beyond their immediate environment.

RECOMMENDED ACTIVITIES

Do vocabulary building exercises to develop vocabulary, structures and expressions relating to their interests, family and friends. Watch a video together and encourage them to sing along and learn the new words.

SUGGESTED GSE LEARNING OBJECTIVES

Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.
Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures.
Can answer short, simple questions related to basic personal information, using a single word or phrase.

Writing: 34

PERFORMANCE SUMMARY

Students at this level can generally write simple sentences about themselves (their likes and dislikes), objects, and people with support. They are able to use simple linking words (eg. 'and', 'but'). They struggle to write about the topics that go beyond their immediate world. Functional language is still fairly limited in range.

RECOMMENDED ACTIVITIES

Present and practice new verb tenses, within a greater range of relevant topic areas. Begin to use student generated functional language eg. brainstorm ways to apologise/give instructions/give simple advice etc.

SUGGESTED GSE LEARNING OBJECTIVES

Can write short, basic descriptions of everyday activities, given prompts or a model.
Can describe the position of things in a picture using simple fixed expressions, e.g. 'in the front', 'at the back', given a model.
Can write a simple text containing key information, given a model.

Can understand simple contractions (e.g. 'I'm', 'he's', 'we're').
Can understand short, simple questions related to basic personal information, if spoken slowly and clearly.
Can recognise words I know in short descriptions of (things, people)
Can understand basic questions about personal details

Reading: 27

PERFORMANCE SUMMARY

Students can generally understand basic sentences describing people's physical appearance (e.g. eye/hair colour, height) and their likes and dislikes, objects and animals , if supported by pictures. They may not quite follow simple descriptions of routines and past events without pictorial support. They still struggle to fully understand illustrated narratives with detail.

RECOMMENDED ACTIVITIES

Support students understanding by reading short narratives aloud and asking and answering basic comprehension questions about texts (spoken and written questions could be included). Provide integrated reading/speaking skills work - eg. students can work in pairs, one student read the description of an object/animal and the other student has to guess what it is or Reading/writing skill work - e.g. Show students images related to a text then get them to work together to write down all the words they can see in the images or related to the images.

- SB: Unit 3, 3, Activity 5 Unit 4.3, Activity 6, 7   ● SB: Unit 3.6, Activity 4, 5, 6   ● SB: Unit 1.3, Activity 5, 6

SUGGESTED GSE LEARNING OBJECTIVES

Can understand simple stories about everyday activities with pictures to help.
Can understand basic information about people's likes and dislikes, if supported by pictures.
Can understand short, simple descriptions of objects, people and animals if supported by pictures.

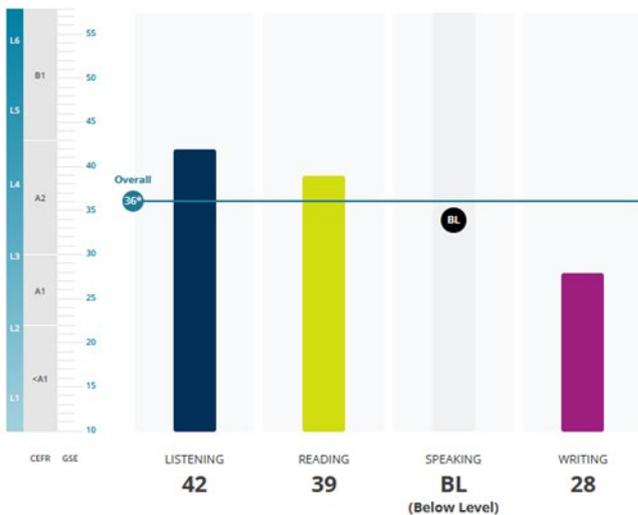## *Teacher Reports*

TEACHER	PARENT

LEVEL 4

Felicia Holmes

Test submitted on: 16/10/2023

Institution: The Norwegian University Of Science

Class: Intermediate Plus A2+

Scores for each skill

OVERALL SCORE
36*

	LISTENING	READING	SPEAKING	WRITING
	42	39	BL (Below Level)	28

Select your course

COURSE NAME: MEPRO BIG ENGLISH

COURSE LEVEL: LEVEL 2

Listening: 42

PERFORMANCE SUMMARY

The students understand the main information in short, informal conversations on familiar topics in a small range of contexts - eg. simple directions, short announcements, telephone answer messages etc and they are beginning to understand some detail in extended dialogues.

RECOMMENDED ACTIVITIES

Give the student practice at listening to details in dialogues and monologues on familiar topics in a range of contexts eg. simple directions, short announcements, telephone answer messages etc. Introduce guessing the meaning of unfamiliar words from context.

SUGGESTED GSE LEARNING OBJECTIVES

Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts.
Can understand simple conversations about things that have happened in the past.

Reading: 39

PERFORMANCE SUMMARY

The student can understand simple descriptive texts on familiar topics and the main information from simple factual, informative texts eg. leaflets, advertisements, recipes, and simple emails and text messages.

RECOMMENDED ACTIVITIES

Encourage the student to look at wider features and information given in a text and use the whole context to work out what the text/information is about. Give them a simple text to read and ask them to extract factual information, or guess the meaning of unfamiliar words. Give them part of a story to read and ask them to guess what would happen next.

- Unit 2, Ex 15; Unit 5, Ex 15; Unit 9, Ex 17; WB: Unit 5, Ex 14   ● Unit 8, Ex 6; Unit 9, Ex 3, 6, 7; WB: Unit 5, Ex 19; Unit 8, Ex 5; Unit 9, Ex 3, 5

SUGGESTED GSE LEARNING OBJECTIVES

Can identify specific information related to a familiar topic in a short, simple text.
Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails).

Writing: 28

PERFORMANCE SUMMARY

The student can produce short, texts about themselves and/or people in their wider environment using appropriate structures and vocabulary. They can use language for a wider range of simple functions (eg. wishing someone a Happy Birthday, simple agreement) appropriately.

RECOMMENDED ACTIVITIES

Encourage students to write simple sentences describing people, animals and familiar things.

- Unit 6, Ex 12, 24; Check Unit 4-6, Ex 5   ● WB: Unit 6, Ex 7, 9, 10, 20; Unit 9, ThinkBig; Unit 9, Ex 18   ● Unit 5, Ex 25

SUGGESTED GSE LEARNING OBJECTIVES

Can write a single basic sentence about daily routines and activities.
Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model.
Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures.

Progress Reports

Clark Logan

Institution: The Norwegian University Of Science

Select tests to include

You can include a minimum of 2 tests and maximum of 3 tests in the Progress report

Generate Progress Report ^

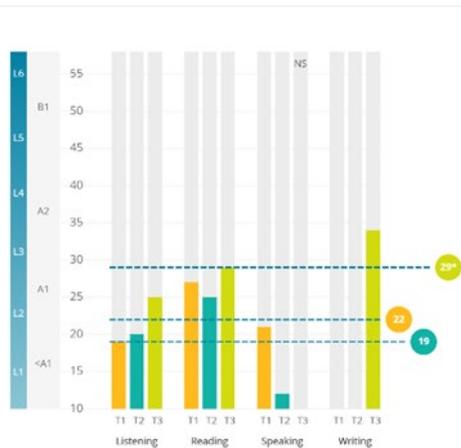|		
☑ Level 1		Completed On: 16/10/2023
☑ Level 1		Completed On: 16/10/2023
☑ Level 2		Completed On: 18/10/2023

Test 1
LEVEL 1   View report
Completed on16/10/2023
Overall score: 22

Test 2
LEVEL 1   View report
Completed on16/10/2023
Overall score: 19

Test 3
LEVEL 2   View report
Completed on18/10/2023
Overall score: 29*

Clark's performance across selected tests

LATEST SCORE
29*

TEST 3					29*						
TEST 2			19								
TEST 1				22							
GSE	10	15	20	25	30	35	40	45	50	55	
CEFR		<A1		A1		A2			B1		
	L1		L2		L3		L4		L5		L6

Skill performance score

BASED ON THE PREVIOUS TWO TESTS

Reading
Clark's reading performance has **increased** by **4 on the GSE**

Writing
It not possible to report on the progress between the most recent tests in this report.

Listening
Clark's listening performance has **increased** by **5 on the GSE**

Speaking
It not possible to report on the progress between the most recent tests in this report.
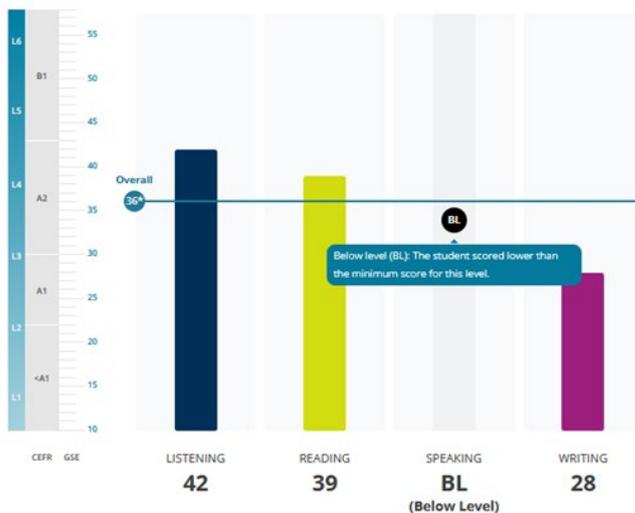
Parent Reports

LEVEL 4

Felicia Holmes

Test submitted on: 16/10/2023

Institution: The Norwegian University Of Science

Class: Intermediate Plus A2+

Scores for each skill

OVERALL SCORE

36*

CEFR | GSE

	LISTENING	READING	SPEAKING	WRITING
	42	**39**	**BL** (Below Level)	**28**

Below level (BL): The student scored lower than the minimum score for this level.

Listening: 42

PERFORMANCE SUMMARY

The student can understand most of the concrete details in informal conversation on familiar topics. They can understand simple directions on how to get somewhere using a map. They can identify key details in factual talks on familiar topics (e.g. name, number, place etc), in short stories and simple conversations about past events.

RECOMMENDED ACTIVITIES

Watch a TV programme together and ask them different questions about it. Use a map and practise talking about directions. Tell them about past events/ read stories to them/listen to short conversation/announcements and test their understanding by asking them questions.

Reading: 39

PERFORMANCE SUMMARY

The student can understand the correct sequence of events in a simple story or dialogue and simple details about likes and preferences in short, simple personal texts. They can guess the meaning of some unfamiliar words. They can extract factual details from a simple text and the main information in basic diagrams related to familiar topics.

RECOMMENDED ACTIVITIES

Read stories with your child and get them to follow the sequence of events by focusing on linking words/phrases and practice scanning to find key details in simple factual texts.

Writing: 28

PERFORMANCE SUMMARY

The student can write sentences and very short texts with simple grammar and vocabulary in familiar topic areas given a model. They can write list for specific purposes in a limited way. They can write basic sentences about daily routines and activities, everyday items(e.g. classroom objects) and their family members.

RECOMMENDED ACTIVITIES

Get the child to practise writing two or three sentences on familiar topics without always using a model from the teacher or coursebook. Encourage them to increase vocabulary topic areas to include e.g. hobbies/their house/family members etc.