World English
Placement Test Package

Rebecca Tarver Chase
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INTRODUCTION TO THE WORLD ENGLISH PLACEMENT TEST PACKAGE

The World English Placement Test Package was developed to help teachers place students in the most appropriate level of the World English program.

Personal Data Form and Needs Assessment Survey
In order to adapt coursework to the needs, expectations, and skill levels of students, it is advantageous to find out as much as possible about each individual as part of the initial assessment process. The Personal Data Form and Needs Assessment Survey may be used as is, translated, or otherwise adapted in order to gather important information about students.

Photocopy the forms and have each student fill out one or both of them. Explain that this information is being collected so that teachers can better adapt the classroom materials and techniques to suit the learners’ needs. Assure the students that any information on the forms will be kept confidential within the program.

The World English Placement Test Package
The World English Placement Test Package includes three types of tests. In addition to the core Placement Test, there are also separate Oral and Writing Placement Tests. An explanation of each test and instructions for their administration and scoring follow.

Placement Test
The Placement Test consists of 70 items. The first section of the Placement Test (50 items) is followed by an optional Listening Section (20 items). The audio portion of the Listening Section is provided on the World English Teacher’s Companion Website. Students can mark directly on the test sheets, or examiners may prefer to have students mark their answers on a photocopied Student Answer Sheet provided on page 16.

Listening Scripts and Answer Keys are provided.

Oral Placement Test
A separate, interview-based Oral Placement Test is included for programs that want to utilize this form of assessment as part of their placement process. This test consists of conversational prompts to be read by the examiner and is accompanied by Oral Assessment Guidelines to help examiners determine the appropriate level of the student.

Writing Placement Test
A separate, writing-based Writing Placement Test is included for programs that want to incorporate writing into their placement process. Students are asked to select a writing prompt and write about it.

Writing Assessment Guidelines are provided to help examiners determine the appropriate level of the student.
TEST ADMINISTRATION AND SCORING

The World English Placement Test Package allows teachers to consider multiple placement scenarios in determining the appropriate level of each student and was designed so that teachers could choose the method that best suits their needs. The most straightforward test is the Placement Test. The Oral and Writing Placement Tests are open-ended and, therefore, more subjective in nature. Some teachers may wish to use only the Placement Test, while others may wish to use it in combination with the Oral and/or Writing Placement Tests.

Depending on the curricular objectives of the program, evaluators may want to weight the scores on the various placement tests differently. For example, a program that emphasizes speaking skills may want to weight the score on the Oral Placement Test more heavily than the Writing Placement Test, while a program that emphasizes writing skills might consider the opposite. The charts below represent suggested placement levels using the different tests in the World English Placement Test Package.

Placement Test Administration, Scoring, and Recommended Levels
Photocopy a Placement Test for each student. Note that the last 20 items in the Placement Test constitute a Listening Section. These 20 items are optional and were designed to be used with the World English Placement Test Package. Teachers and/or examiners can read the listening content using the Listening Scripts provided. Teachers may have students mark their answers on the photocopy of the test itself. Alternatively, photocopy one Student Answer Sheet for each of the students and have them mark their responses on the answer sheets. Give students one point for each correct answer.

Refer to the chart below for level recommendations. Note that the chart provides recommended levels based on two testing scenarios: Placement Test without the Listening Section (50 items) and Placement Test with the Listening Section (70 items).

<table>
<thead>
<tr>
<th>Placement Test score without Listening Section (50 items: 1 point per item)</th>
<th>Placement Test score with Listening Section (70 items: 1 point per item)</th>
<th>Recommended level of World English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20 points</td>
<td>Below 28 points</td>
<td>World English Intro</td>
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<tr>
<td>20 – 29 points</td>
<td>28 – 40 points</td>
<td>World English Book 1</td>
</tr>
<tr>
<td>30 – 39 points</td>
<td>40 – 55 points</td>
<td>World English Book 2</td>
</tr>
<tr>
<td>40 – 45 points</td>
<td>56 – 63 points</td>
<td>World English Book 3</td>
</tr>
<tr>
<td>Above 46 points</td>
<td>Above 64 points</td>
<td>Higher level series recommended. Visit <a href="http://www.heinle.com">www.heinle.com</a> for suggested titles.</td>
</tr>
</tbody>
</table>
Timing the Placement Test
Students should be given 30 minutes to complete the written portion (50 items) of the Placement Test after the examiner has read the instructions aloud and made sure that the students know how to use the Student Answer Sheet.

For the optional Listening Section the examiner should read each item from the listening transcript aloud two times. Do not read anything from the student answer sheet aloud. After reading each item, allow time for students to choose an answer. The listening test should take about 10 minutes.

Oral Placement Test Administration, Scoring, and Recommended Levels
Make one copy of the Oral Placement Test for each student interview. Starting with the speaking prompts for World English Intro, interview the student and mark an appropriate score in that section based on the Oral Assessment Guidelines.

Examiners may wish to take into account a variety of factors when evaluating the interviews, including whether the student is able to:

• Speak fluently without undue hesitation
• Use colloquial expressions appropriately
• Use complete sentences and phrases appropriately
• Pronounce words and phrases clearly

Continue through the various levels of speaking prompts, interviewing the student until he/she begins to have marked difficulty responding. When the student begins to reach an overall plateau score of 2 on a given level, this is the recommended level for that student. For example, if a students scores 4 or 5 when asked the World English Intro level prompts, continue interviewing using the World English Book 1 prompts. If the student continues to score 3 or 4 on this section, proceed to the World English Book 2 prompts. If the student’s overall score on the World English Book 2 prompts is 2, this is the recommended level for the student.

If the student scores higher than 4 on the World English Book 3 prompts, a higher-level series is recommended. Visit www.heinle.com for suggested titles.
Writing Placement Test Administration, Scoring, and Recommended Levels

Make one copy of the Writing Placement Test for each student. Ask the students to write about one of the writing prompts. Alternatively, you may write some or all of the writing prompts on the board and have students write on a separate piece of paper. Examiners may also wish to set a time limit and/or a minimum/maximum word count for this section.

Correct each student’s paper and score it using the Writing Assessment Guidelines. Examiners may wish to take into account a variety of factors when awarding a score, including whether the student is able to:
• follow standard writing conventions,
• write fully developed sentences or paragraphs,
• select words and phrases appropriately, and
• organize views clearly and in an appropriate way.

Refer to the chart below for level recommendations from the Writing Placement Test.

<table>
<thead>
<tr>
<th>Writing Placement Test score</th>
<th>Recommended level of World English</th>
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<tr>
<td>0 – 2 points</td>
<td>World English Intro</td>
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<tr>
<td>3 – 5 points</td>
<td>World English Book 1</td>
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<td>6 – 7 points</td>
<td>World English Book 2</td>
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<tr>
<td>8 – 9 points</td>
<td>World English Book 3</td>
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Overall Placement Considerations

Some programs may wish to place students based on their Placement Test scores alone. Others may wish to factor in scores from the Oral and/or Writing Placement Tests. In cases where these scores indicate similar levels, this is very straightforward. However, in cases where the student scores higher on one test and lower on another, the examiners will have to decide how to weight the scores on the various tests to determine the final placement level for each student. For example, in a case where the student scores at the lower end of World English Book 2 on the Placement Test and at the upper end of World English Book 1 on the Oral or Writing Placement Test, the examiner should take the objectives of the program into consideration in determining whether the student should be placed in World English Book 1 or World English Book 2. If the main objective is to develop fluency in conversational skills and the Oral Placement Test score is lower, it might be best to place the student in the lower level in that program.

Ongoing and End-of-Term Assessment in World English

In addition to the World English Placement Test Package, the World English Assessment CD-ROM with ExamView® contains banks of test items that teachers can use to create specialized exams for each course. For more information see the World English Assessment CD-ROM with ExamView®.
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<th>PERSONAL DATA FORM</th>
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<td>Birth Date:</td>
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<td>Month/Day/Year</td>
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<tr>
<td>Signature of Student:</td>
<td>____________________</td>
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</table>

The student completed this form: (Circle one)

- Alone
- With assistance

Signature of person helping student provide information: ____________________
NEEDS ASSESSMENT SURVEY

1. In your language, are reading and writing easy or difficult for you? ______________

2. How did you learn to read and write? (Circle one.) school  family  tutor

3. Years of education: (Circle last year completed.)  5 6 7 8 9 10 11 12 13 14 15 16
   (elementary)  (secondary)  (university)

4. Other education: ____________________________________________________________

5. Other languages you speak: ________________________________________________

6. Other languages you read or write: __________________________________________

7. What type of materials do you like to read in your language? ________________

8. What do you write in your language? (Circle one.)
   letters  stories  lists  notes  other

9. Have you studied English before? ________ Where? _________________________

10. How long have you studied English? _________________________________

11. Describe your ability in English: (Circle the best description.)
   **Understanding** is . . .  always difficult  sometimes difficult  never difficult
   **Speaking** is . . .  always difficult  sometimes difficult  never difficult
   **Reading** is . . .  always difficult  sometimes difficult  never difficult
   **Writing** is . . .  always difficult  sometimes difficult  never difficult

12. Why do you want to learn English? ________________________________________

13. What is the most important thing you want to learn? ________________________

14. Do you have any questions about this program? _____________________________

The student completed this form: (Circle one.)  Alone  With assistance

Signature of person helping student provide information: _________________________
PLACEMENT TEST

Directions: Circle the correct letter.

1. These are your books, _____ they?
   a. isn’t
   b. aren’t
   c. weren’t

2. I told the teacher _____ I had seen.
   a. what
   b. which
   c. where

3. We talked about _____ new words.
   a. learn
   b. learned
   c. learning

4. A lot of rice is grown in Asia.
   The sentence is mostly about _____.
   a. why people grow rice
   b. how people grow rice
   c. where people grow rice

5. I asked a woman when I could catch the Broadway bus. She said, “The Broadway bus arrives at six o’clock.”
   The Broadway bus _____.
   a. will arrive in the future
   b. has already arrived
   c. won’t be arriving

6. I would travel to Hawaii if I _____ a lot of money in the lottery.
   a. get
   b. won
   c. will

7. This is the dress _____ my grandmother made.
   a. whom
   b. where
   c. which

8. “Carl would rather not go to the party.”
   The speaker means _____.
   a. Carl really wants to go.
   b. Carl doesn’t want to go.
   c. Carl wishes he could go.

   a. moved
   b. moving
   c. has moved

10. If I have enough time, I _____ help you with your homework.
    a. am
    b. will
    c. would

11. Right now, it _____.
    a. rain
    b. rains
    c. is raining

12. This pen is _____ same as that one.
    a. as
    b. not
    c. the

13. “Do you think it will rain?”
    The speaker wants to know about _____.
    a. the weather now
    b. the weather in the past
    c. the weather in the future

14. She doesn’t want _____ coffee.
    a. any
    b. some
    c. many
15. “Stephanie will regret her decision sooner or later.”
The speaker means Stephanie _____.
   a. might make a decision soon.
   b. could be happier later.
   c. is definitely going to be sorry.

16. All of the food _____ on the table.
   a. is
   b. am
   c. are

17. “We ran out of milk.”
The speaker means we have _____.
   a. no milk
   b. some milk
   c. a lot of milk

18. Robert _____ his keys in the living room.
   a. find
   b. found
   c. founded

19. Don and Nancy _____ the house yesterday.
   a. cleaned
   b. cleaning
   c. cleaner

20. Leah said, “I’m bored with this book. Let’s watch TV.”
   Why did Leah want to watch TV?
   a. The TV wasn’t interesting.
   b. Leah wasn’t interesting.
   c. The book wasn’t interesting.

21. We _____ to have a test next Friday.
   a. are going
   b. may going
   c. will going

22. “You lost the tennis match, didn’t you?”
The speaker thinks you _____.
   a. didn’t lose the match
   b. probably lost the match
   c. will most likely lose the match

23. Dave and Chris _____ very early tomorrow morning.
   a. will leaving
   b. are leaving
   c. have left

24. _____ a new language is never easy.
   a. Learn
   b. Learned
   c. Learning

25. When Larry arrived, the family sat down to eat.
   Which event happened first?
   a. The family sat down.
   b. Everyone ate.
   c. Larry arrived.

26. The laundry was _____ by my sister.
   a. do
   b. done
   c. doing

27. I won’t play basketball with Pete because he never _____ the rules.
   a. attends
   b. follows
   c. targets

28. The teacher is writing the answers on the board.
   The sentence is about _____.
   a. the past
   b. the present
   c. the future
29. Greg is taller than Samuel. Which sentence could be true?
   a. Greg is 181 cm tall, and Samuel is 176 cm tall.
   b. Greg is 176 cm tall, and Samuel is 181 cm tall.
   c. Greg is 181 cm tall, and Samuel is 181 cm tall.

   a. the higher
   b. the highest
   c. the most high

31. Before you travel by train, you need to buy a _____.
   a. travel agent
   b. reservation
   c. ticket

32. A _____ is a kind of vegetable.
   a. strawberry
   b. wheat
   c. carrot

33. “The airplane is crowded.” The speaker means the airplane is _____.
   a. quite new
   b. too full
   c. very late

34. People usually touch something with their _____.
   a. eyes
   b. noses
   c. fingers

35. Melanie said to Grace, “The blue dictionary is mine.” Melanie means the dictionary belongs to _____.
   a. Melanie
   b. Grace
   c. Melanie and Grace

36. There _____ two lamps in the bedroom.
   a. is
   b. are
   c. was

37. _____ he goes is not my problem.
   a. Who
   b. What
   c. Where

38. Bill’s class, which meets at 11:00, has 28 students in it. Bill has _____.
   a. one class
   b. at least two classes
   c. three or more classes

39. Patty and Lou went to India. The sentence means _____.
   a. Only Patty went.
   b. They both went.
   c. Lou went alone.

40. What time _____ the class begin?
   a. does
   b. was
   c. is
41. The children _____ in the classroom.
   a. is
   b. am
   c. are

42. “The situation has really gotten out of hand.”
The speaker means the situation is _____.
   a. not easy to understand
   b. not under control
   c. not beneficial

43. My father enjoys _____ golf.
   a. plays
   b. playing
   c. to play

44. The class hasn’t ended _____.
   a. yet
   b. now
   c. already

45. If you cope with something, you _____ with it.
   a. play
   b. deal
   c. tend

46. Remember to send _____ an email.
   a. her
   b. she
   c. hers

47. Adele exercises _____ healthy.
   a. to be
   b. was
   c. are

48. Could you please tell me _____?
   a. where is the Grand Hotel
   b. is where the Grand Hotel
   c. where the Grand Hotel is

49. “Can you give me a hand?”
The speaker wants _____.
   a. help
   b. praise
   c. money

50. Neither Mark nor Alex knows the answer.
The sentence means _____.
   a. Mark doesn’t know the answer, and Alex doesn’t know the answer.
   b. Mark knows the answer, but Alex doesn’t know it.
   c. Mark and Alex both know the answer.
LISTENING TEST

51. The speaker is talking about _____.
   a. the past
   b. the present
   c. the future

52. Which food will Mario NOT eat?
   a. cheese
   b. steak
   c. onions

53. Who wrote the paper?
   a. Mary
   b. Kathy
   c. Mary and Kathy

54. Which sentence is true?
   a. The weather was colder yesterday.
   b. The weather is warmer today.
   c. The weather was warmer yesterday.

55. The speaker is talking about _____.
   a. the past
   b. the present
   c. the future

56. Which sentence could be true?
   a. Ron weighs 69 kg, and Taylor weighs 76 kg.
   b. Ron weighs 76 kg, and Taylor weighs 69 kg.
   c. Ron weighs 69 kg, and Taylor weighs 69 kg.

57. The speaker is talking about _____.
   a. the past
   b. the present
   c. the future

58. The speaker thinks you can't _____ Lisa.
   a. hear
   b. trust
   c. match

59. The speaker plans to buy _____.
   a. one thing
   b. two things
   c. three things

60. This is a _____.
   a. refusal
   b. complaint
   c. compliment

61. Which sentence is true?
   a. The speaker has no money.
   b. The speaker has some money.
   c. The speaker will give you money.

62. The speaker is probably _____.
   a. at a travel agency
   b. at a doctor’s office
   c. at a restaurant

63. The speaker is talking about _____.
   a. why the woman spoke
   b. when the woman spoke
   c. how the woman spoke

64. The speaker thinks _____.
   a. scuba diving is dangerous
   b. you’re not going scuba diving
   c. scuba diving is usually safe
Name: ___________________________ Date: ______________

65. You should send a fax to _____.
   a. a man
   b. a woman
   c. two people

66. Which happened first?
   a. I arrived.
   b. I saw the band.
   c. The band started playing.

67. The speaker is talking about _____.
   a. one person
   b. at least two people
   c. three or more people

68. The speaker’s grandfather is _____.
   a. dead
   b. blind
   c. alive

69. How much water does Tom want?
   a. none
   b. a small amount
   c. a large amount

70. The speaker is going to _____.
   a. spend some money at the bank
   b. put some money in the bank
   c. get some money from the bank
LISTENING SCRIPT
(for the examiner)

51. We studied this last month.
52. Mario never eats dairy products.
53. This paper was written by Mary’s sister Kathy.
54. It’s colder today than it was yesterday.
55. My family is arriving on Saturday.
56. Ron weighs more than Taylor.
57. When did the movie start?
58. You can’t count on Lisa.
59. We can buy either cookies or cake.
60. That’s a beautiful dress!
61. I would give you money if I had some.
62. My throat hurts, and I think I have a fever.
63. The woman spoke loudly.
64. You’re going scuba diving? Isn’t that dangerous?
65. After you call Chris, you should send her a fax, too.
66. The band was playing when I arrived.
67. One of my friends is going to see a movie.
68. My grandfather has had a good life.
69. Tom wants a little water.
70. I’m going downtown. I need to deposit some money.
## ANSWER KEY

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<td>29.</td>
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Name: _____________________________________________ Date: ______________

**ORAL PLACEMENT TEST**

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Speaking Prompt</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>World English Intro</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give personal information</td>
<td>• What’s your name? How do you spell your name? What’s your email address?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Talk about family</td>
<td>• How many people are there in your family? Do you have any brothers or sisters?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Talk about schedules and routines</td>
<td>• Tell me about your day. What time do you usually get up? What do you have for lunch?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Describe housing</td>
<td>• Do you live in a house or an apartment? How many rooms are there? What things are in the kitchen?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Talk about work</td>
<td>• Do you have a part-time job? What do you do? What do you want to do?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>World English 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe people</td>
<td>• Tell me about your brother or sister (or a friend). What does he/she look like? How is he/she tall or short? What is his/her hair color? What is his/her eye color?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Describe feelings</td>
<td>• If a man yawns, how does he feel? If woman laughs, how does she feel? If a boy cries, how does he feel?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Talk about body and health</td>
<td>• Have you ever felt sore from playing a sport? What part of your body hurt? What did you do to feel better?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Describe future actions with <em>going to</em></td>
<td>• What are you going to do this weekend? Describe your plans using <em>going to</em>.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>World English 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about cooking</td>
<td>• Do you cook? What meals can you make? Do you like to try new recipes?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Describe the community</td>
<td>• What city/town do you live in? Tell me about your neighborhood. How much pollution does your city/town have?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Describe skills</td>
<td>• What is your dream job? What skills do you need for that job?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Express agreement or disagreement</td>
<td>• Do you have a cell phone? Many people believe it is important to have a cell phone. Do you agree or disagree? Why?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>World English 3</strong></td>
<td></td>
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</tr>
<tr>
<td>Talk about memory</td>
<td>• Tell me about your memory? Do you usually remember the names of people you meet? Is it easier for you to remember a person’s name or face?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Give approximations</td>
<td>• How many people live in your city/town? In your country?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Make a complaint</td>
<td>• Have you ever complained about a problem? What did you say? What happened?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Provide reasons why</td>
<td>• Do you think computers are a good thing? Why or why not? Explain.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**TOTAL:** _______
## ORAL ASSESSMENT GUIDELINES

Use the following guidelines to score each learner’s speaking ability for the **Oral Placement Test** (p. 17).

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1 Low | Speaks with frequent hesitation; occasionally does not respond verbally.  
Rarely responds with confidence; frequently reluctant to use the language.  
Speech and pronunciation are usually not easily understood.  
Rarely uses complete sentences and phrases appropriately.  
Rarely uses appropriate and varied vocabulary.  
Makes numerous errors in form or function. |
| 2 Fair | Speaks with frequent hesitation.  
Rarely responds with confidence; often reluctant to use the language.  
Speech and pronunciation are usually not easily understood.  
Uses very few colloquial expressions appropriately.  
Occasionally uses appropriate and varied vocabulary.  
Makes frequent errors in form or function. |
| 3 Good | Speaks fluently with a little hesitation.  
Usually responds with confidence.  
Speech and pronunciation may not always be easily understood.  
Uses a few colloquial expressions appropriately.  
Almost always uses complete sentences and phrases appropriately.  
Almost always uses appropriate and varied vocabulary on most occasions.  
Makes occasional errors in form or function. |
| 4 Very Good | Speaks fluently without much hesitation.  
Rarely responds with confidence; frequently reluctant to use the language.  
Speech and pronunciation are always clear and easily understood.  
Uses most colloquial expressions appropriately.  
Almost always uses complete sentences and phrases appropriately.  
Almost always uses appropriate and varied vocabulary.  
Very few errors in form or function. |
| 5 Excellent | Speaks fluently without hesitation.  
Responds with confidence.  
Speech and pronunciation are clear and easily understood.  
Uses colloquial expressions appropriately.  
Uses appropriate and varied vocabulary.  
Very few errors in form or function. |
WRITING PLACEMENT TEST

Choose ONE of these topics and write about it.

• Write about your house or apartment. How many rooms are there? What are they? What is your favorite room? Why?

• Write about a person you know very well. Who is this person? What does he/she look like? Why is he/she important to you?

• Write about your neighborhood. What does it look like? What is in your neighborhood? Is it quiet or noisy? What things do you like your neighborhood? What things do you not like your neighborhood?

• Write about something you bought recently. What did you buy? Where did you buy it? How much did it cost? Why did you buy it?

• Imagine that a waiter in a restaurant was very rude to you and your friends. Write a letter to the manager of the restaurant and complain. Tell the manager what happened, why you are upset, and what he/she should do to make you happy again.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>0 – 1</td>
<td>Beginner</td>
</tr>
<tr>
<td></td>
<td>➢ Writing is mostly incomprehensible and seems to take a lot of effort.</td>
</tr>
<tr>
<td></td>
<td>➢ The purpose and aim of the writing is unclear.</td>
</tr>
<tr>
<td></td>
<td>➢ The words chosen are not appropriate for the type of piece being written.</td>
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<tr>
<td></td>
<td>➢ The writing is not at the paragraph level.</td>
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<tr>
<td></td>
<td>➢ There are frequent errors in grammar and/or punctuation.</td>
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<tr>
<td>2 – 3</td>
<td>Low</td>
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<tr>
<td></td>
<td>➢ Writing is not well developed and appears to take a lot of effort.</td>
</tr>
<tr>
<td></td>
<td>➢ The purpose and aim of the writing is rarely clear.</td>
</tr>
<tr>
<td></td>
<td>➢ The writing does not flow well at the paragraph and sentence level.</td>
</tr>
<tr>
<td></td>
<td>➢ The voice of the author is rarely clear and very rarely comes through strongly.</td>
</tr>
<tr>
<td></td>
<td>➢ The words chosen are rarely appropriate for the type of piece being written.</td>
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<tr>
<td></td>
<td>➢ The organization is not appropriate for the type of piece being written.</td>
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<tr>
<td></td>
<td>➢ Standard writing conventions are rarely followed; there are many errors in grammar and/or punctuation.</td>
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<tr>
<td>4 – 5</td>
<td>Fair</td>
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<tr>
<td></td>
<td>➢ Writing is fairly well developed, although it appears to take some effort.</td>
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<tr>
<td></td>
<td>➢ The purpose and aim of the writing are not always clear.</td>
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<tr>
<td></td>
<td>➢ The writing flows fairly well at the paragraph and sentence level.</td>
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<tr>
<td></td>
<td>➢ The voice of the author is sometimes clear and occasionally comes through strongly.</td>
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<tr>
<td></td>
<td>➢ The words chosen are not always appropriate for the type of piece being written.</td>
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<tr>
<td></td>
<td>➢ The organization is not particularly appropriate for the type of piece being written.</td>
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<tr>
<td></td>
<td>➢ Standard writing conventions are not always followed; there are several errors in grammar and/or punctuation.</td>
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<tr>
<td>6 – 7</td>
<td>Good</td>
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<tr>
<td></td>
<td>➢ Writing is developed and does not appear to take much effort.</td>
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<tr>
<td></td>
<td>➢ The purpose and aim of the writing is clear.</td>
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<tr>
<td></td>
<td>➢ The writing usually flows at both the paragraph and sentence level.</td>
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<tr>
<td></td>
<td>➢ The voice of the author is usually clear and usually comes through strongly.</td>
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<td>➢ The words chosen are usually appropriate for the type of piece being written.</td>
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<td>➢ The organization is generally appropriate for the type of piece being written.</td>
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<td>➢ In general, standard writing conventions are followed, but there are a few errors in grammar and/or punctuation.</td>
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<tr>
<td>8 – 9</td>
<td>Very Good</td>
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<td></td>
<td>➢ The purpose and aim of the writing are clear.</td>
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<td>➢ The writing flows at both the paragraph and sentence level.</td>
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<tr>
<td></td>
<td>➢ The voice of the author is clear and comes through strongly.</td>
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<tr>
<td></td>
<td>➢ The words chosen are appropriate for the type of piece being written.</td>
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<td>➢ The conventions of standard writing are usually followed.</td>
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<tr>
<td>10</td>
<td>Excellent</td>
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<tr>
<td></td>
<td>➢ Writing is fully developed and appears effortless.</td>
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<td></td>
<td>➢ The purpose and aim of the writing are very clear.</td>
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<td></td>
<td>➢ The writing always flows at both the paragraph and sentence level.</td>
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<td>➢ The voice of the author is very clear and comes through strongly.</td>
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<td>➢ The words chosen are very appropriate for the type of piece being written.</td>
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<tr>
<td></td>
<td>➢ The organization is very appropriate for the type of piece being written.</td>
</tr>
<tr>
<td></td>
<td>➢ The conventions of standard writing are followed.</td>
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</table>