

# VGR Specifications & Guidelines for Item Writers

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*As of 3 June 2019*

## Test Purpose

This test is designed to meet the needs of learners who study English in grades 4-6 of Uruguayan state primary schools and grade 1 of Uruguayan state secondary schools.

It is intended to:

- test language knowledge (knowledge of grammar and vocabulary in context) at A1, A2 and B1 levels of the CEFR;
- assess reading skills at A1, A2 and B1;
- help in measuring achievement at the end of a school year and placing learners into a suitable course for their level of language ability for the next year; and
- discriminate students most effectively between the A1, A2 and B1 levels of the Common European Framework.

The VG part of the test is not intended to test language *skills*, but language *knowledge*. It does not address abilities specific to comprehending or producing text, but taps into core knowledge of the grammar and vocabulary that contribute to these language skills.

In the Reading part of the test, items at A1 and A2 are designed to focus on local processing of words and phrases (i.e. word recognition, lexical access and syntactic parsing). Items at the A2 and B1 levels also involve similar local processing demands but also the processing of explicitly stated propositions. The higher level may also require test takers to connect ideas at the paragraph level and to form a conceptualisation of the meaning of a text as a whole (i.e. building a simple mental model).

The test needs to be delivered via computer or tablet within a short space of time. This implies a careful balance between obtaining as much information as possible about the test takers and the need for rapid collection of information, scoring and reporting.

The Uruguayan English Adaptive Test is administered once at the end of the year, and a report is produced based on the test results which presents the percentages of pupils who achieved each of the CEFR levels (i.e. overall population, per school year (4th, 5th or 6th), by learning context (taught or second language; at school or outside school)) and compares the results with those from previous years.

## Test Takers

Since this is a part of the instrument to test the impact of learning English in state schools in Uruguay, the target population of this test covers all learners who:

- learn English through the *Segundas Lenguas* face-to-face programme, who are children aged 9-11 years in 4th-6th grade of primary state school education in Uruguay. Slightly older students (12-13 years) who repeat a year (or years) may be in the cohort, but they are few.
- learn English through the *Ceibal en Inglés* video-conferencing programme, who are children aged 9-11 years in 4th-6th grade of primary state school education in Uruguay. Slightly older students (12-13 years) who repeat a year (or years) may be in the cohort, but they are few.
- are in their first year of secondary education, who are children aged 12-13 years, and learning English either with a face-to-face classroom teacher of English, or who also have videoconferencing lessons to supplement the face-to-face lessons. Slightly older students (14-15 years) who repeat a year (or years) may be in the cohort, but they are few.

## Outline

We take the view that grammar and vocabulary knowledge is a necessary condition for all language use. Grammar and vocabulary subtests consistently yield high correlations both with overall test scores and with other subtest scores on English language test batteries. We conclude that a grammar and vocabulary test will provide an efficient means of representing a learners' core language knowledge: a necessary foundation for learning other skills in English language programmes.

Reading skills are tested separately for the ability to read for orientation and instructions, the ability to read for correspondence and the ability to read for information. These specific reading skills are based on Khalifa and Weir's (2009) socio-cognitive reading model, as well as drawing from the content of the local syllabi in Uruguay and relevant CEFR descriptors at A1, A2 and B1.

The test is used to locate students into three levels: CEFR A1, A2, and B1.

Grammar items are based on:

- grammar used in English courses taught to primary grades 4-6 through *Ceibal en Inglés* or *Segundas Lenguas* and 1<sup>st</sup> students of Secondary students
- reference level descriptions linked to the Common European Framework of Reference for Languages (CEFR) at A1, A2 and B1

Vocabulary items are based on:

- vocabulary used in the same English courses
- wordlists linked to the CEFR levels.

Reading items are based on:

- Khalifa and Weir's (2009) socio-cognitive reading model (reading goals and level of reading processes)
- Reading activities/materials in the same English courses
- reference level descriptions linked to the Common European Framework of Reference for Languages (CEFR) at A1, A2 and B1

## Test Overview

This test consists of three sections: Vocabulary, Grammar and Reading. All students are required to answer questions for all three sections.

The Vocab and Grammar sections of the test consist of approximately 35 Vocabulary and Grammar items in total, which are all selected response items (i.e. multiple choice). The Reading section consists of 3 parts, totalling approximately 19 items. The number of items each student receives varies, as this is a computer adaptive test. Some additional pre-testing items may be continuously embedded in the test for the purpose of maintaining and enhancing the item bank.

Each correct response will be worth 1 point (pilot items will not be reported to the test takers).

The response format is 3-option multiple-choice.

Each test part is preceded by instructions and an example explaining the item types in the section.

As this is a computer adaptive test, there is no specific time limit for the test. However, test-takers usually take 20 minutes for completing the Vocab and Grammar section. For the Reading section, it is expected to take on average 20-25 minutes.

The Vocabulary section has three item types (Type 1, Type 2, Type 3), and the Grammar section has one item type (Type 4). The number of items measuring each test construct will differ according to the ability of each candidate, but the item bank ensures a comprehensive coverage of all types of item. **Table 1** provides the taxonomy of vocabulary and grammar targets (V01-V03; G01-G09). Although the number of items each test-taker is required to answer differs, ideally they all receive all types of VG items in the order of Type 1, Type 2, Type 3 and Type 4.

The Reading section includes three reading parts, each targeting at a particular set of reading skills. Part 1 items (9 items in total) are used to identify the reading level (A1, A2 or B1) of the test takers. Test takers are then assigned to do the Part 2 and Part 3 items at a specific level (A1, A2 or B1).

**Section 1. Vocabulary Section:**

**Item type 1:** Matching with picture (3-option multiple choice) covering V01

**Item type 2:** Collocation [COL] questions (3 option multiple choice) covering V02

**Item type 3:** Synonym [SYN] questions (3 option multiple choice) covering V01-V03

**Section 2. Grammar Section:**

**Item type 4:** Gap filling – single word, phrase and clause (3-option multiple choice) covering G01-G10

**Section 3. Reading Section:**

**Part 1:** Reading signs (A1/A2) and short notices (A2/B1) (3-option multiple choice)

Target skill: To test the ability to read for orientation and instructions

**Part 2:** Reading for correspondence (LEVEL SPECIFIC) (3-option multiple choice)

Target skill: To test the ability to read for correspondence

**Part 3:** Reading for information and pleasure (LEVEL SPECIFIC) (3-option multiple choice)

Target skill: To test the ability to read for information and for pleasure

**Topics** for the V/G items are of personal and descriptive nature that is familiar to the young test-takers. Suitable sources for input text include the online learning materials on the *Ceibal en Inglés*, *Segundas Lenguas* and 1<sup>st</sup> grade Secondary programmes (See **Appendix 2: Summary of Vocabulary and Grammar in English Syllabi**).

The **language** is of standard variety, but is not limited to British English. Both spoken language (in the form of short dialogues) and written varieties are included.

## Vocabulary items

### [Item Type 1 – Matching with Picture (Meaning)]

#### **General Description**

Test-takers are to choose a correct answer from the three options (A, B, C) of vocabulary items (i.e. single words, compound words, or short fixed phrases) which best matches a picture. This item type is the most suitable for A1 (and some A2) items, but becomes less suitable as the level increases.

#### **Prompt Attributes**

The prompt (instruction) should be “Look at the picture and choose the most appropriate word/phrase to complete the sentence.”

While the vocabulary items taught in the *Ceibal en Inglés, Segundas Lenguas* and 1<sup>st</sup> grade Secondary programmes should be considered, all target and distractor words should be checked against A1-B1 lists in English Vocabulary Profile (EVP) (<http://www.englishprofile.org/wordlists>). If the item is not available in the EVP list, the National British Corpus (NBC) should be consulted for its frequency figure in order to estimate an appropriate CEFR level.


#### **Response Attributes**


The test taker selects one of the three options (A, B, C). There is only one correct answer to each item. Before constructing answer options, make sure to read **Appendix 1: Guidelines for writing good distractors**.


Distractors do not have to be exactly the same CEFR level as the target item, but they should be accessible to the test takers at the target level of the item. Effort should be made to select distractors from the same, or one above/below the target CEFR level.

Special care should be taken not to select words that are too similar to the test takers' L1 (i.e. Spanish).

#### **Sample Items**

<b>Vocabulary (MwP)</b>	Look and the picture and choose the most appropriate option.	
<b>Level: A1</b>	This is a horse. In the picture I can see it has got small black eyes and long brown _____.	
<b>Content: V01-1</b>	<b>A) ears</b> B) tail C) feet	

<p><b>Vocabulary (MwP)</b></p> <p><b>Level: A1</b></p> <p><b>Content: V01-2</b></p>	<p>Look at the picture and choose the most appropriate option.</p> <p>The children are _____.</p> <p>A) running B) playing C) <b>sleeping</b></p>	
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<p><b>Vocabulary (MwP)</b></p> <p><b>Level: A2</b></p> <p><b>Content: V01-1</b></p>	<p>Look at the picture and choose the most appropriate option.</p> <p>_____ is the season we associate with lots of flowers.</p> <p>A) Winter B) Autumn C) <b>Spring</b></p>	
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## [Item Types 2 and 3 – Collocation (COL) and Synonym (SYN)]

### **General Description**

This item type is the most suitable for B1 (and some A2) items and is not likely to be suitable for A1.

### **Prompt Attributes**

While the vocabulary items taught in the *Ceibal en Inglés*, *Segundas Lenguas* and 1<sup>st</sup> grade Secondary programmes should be considered, all target and distractor words should be checked against A1-B1 lists in English Vocabulary Profile (<http://www.englishprofile.org/wordlists>). If the item is not available in the EVP list, the National British Corpus should be consulted for its frequency figure in order to estimate an appropriate CEFR level.

No picture is provided as it could introduce construct irrelevant variance.

The COL instruction should be “Choose the most appropriate word/phrase to complete the sentence.”.

The SYN instruction should be “Which word/phrase is most like **xxx**?” which appears after a prompt including the word, **xxx**.

### **Response Attributes**

Distractors do not have to be exactly the same CEFR level as the target item, but effort should be made to select all options from the same, or one above/below the target CEFR level. For example, the *SYN example [alike]* below is an B1 item, for which ‘alike’, ‘similar’, ‘gentle’ are at B1 and ‘competitive’ is at B2).

Options outside these three levels (e.g. the same, one above, one below) are not acceptable unless the words are judged as appropriate for the particular level of Uruguayan students (due to their learning materials).

Special care should be taken not to select words that are too similar to the test takers’ L1 (i.e. Spanish).

For all SYN items, the first letter of options should always be in lowercase, while COL options may start with capital or lowercase letters depending on where gaps are in a sentence.

### **Sample COLLOCATION Items**

<b>Vocabulary (COL)</b> <b>Level: A1</b> <b>Content: V02-3</b>	Choose the most appropriate option.  The girl is _____.  <b>A) tall</b> B) high C) long
<b>Vocabulary (COL)</b> <b>Level: A1</b> <b>Content: V02-2</b>	Choose the most appropriate option  Look at me! I’m _____ my new bike.  A) driving <b>B) riding</b> C) travelling
<b>Vocabulary (COL)</b> <b>Level A2</b> <b>Content: V02-1</b>	Choose the most appropriate option.  Caimans are reptiles. They live in the rivers and lakes of Central and South American _____.  A) countryside B) woods <b>C) rain forests.</b>

<b>Vocabulary (COL)</b> <b>Level: A2</b> <b>Content: V02-1</b>	<p>Choose the most appropriate option.</p> <p>People should be careful and always cross the street at the _____.</p> <p>A) crossroads  <b>B) crossing</b>  C) corner</p>
<b>Vocabulary (COL)</b> <b>Level: A2</b> <b>Content: V02-2</b>	<p>Choose the most appropriate option.</p> <p>At home we all get up early and _____ breakfast together. Then we go out to school or to work.</p> <p><b>A) have</b>  B) take  C) hold</p>
<b>Vocabulary (COL)</b> <b>Level: B1</b> <b>Content: V02-2</b>	<p>Choose the most appropriate word/phrase to complete the sentence.</p> <p>Animals can make different noises. Cows moo, cats meow and lions _____.</p> <p>A) bark  <b>B) roar</b>  C) shout</p>

**Sample SYNONYM Items**

<b>Vocabulary (SYN)</b> <b>Level: B1</b> <b>Content: V03-3</b>	<p>The sisters look so much <b>alike</b>.</p> <p>Which word/phrase is most like <b>alike</b>?</p> <p><b>A) similar</b>  B) gentle  C) competitive</p>
<b>Vocabulary (SYN)</b> <b>Level: B1</b> <b>Content: V03-3</b>	<p>The result of the match made everybody feel <b>cheerful</b>.</p> <p>Which word/phrase is most like <b>cheerful</b>?</p> <p>A) calm  B) frightened  <b>C) joyful</b></p>



## Grammar items

### [Item Type 4 - Gap filling (single word, phrase or clause)]

**General Description** – Three-option multiple choice gap-fill items consist of gapped texts accompanied by response options.

**Prompt Attributes** – The prompt consists of either a transcribed exchange or brief written text of one to three sentences. In the ‘spoken’ exchanges, the participants are identified by role (typically they will be Student A and Student B, but other roles such as teacher, shop assistant may also be used). Special care should be taken not to make the prompt too long, as it would add an unnecessary burden on test-takers (please note that this section assesses learners’ grammatical knowledge, not reading skills).

The instruction should be “Choose the most appropriate word/phrase to fill the gap in the text below”.

While the grammar items taught in the *Ceibal en Inglés, Segundas Lenguas* and 1<sup>st</sup> grade Secondary programmes should be considered, all grammatical items should adhere to Table 1 below. If you are not sure about the level of specific grammatical structures, confirm the level with A1-B1 lists in the English Grammar Profile (<http://www.englishprofile.org/english-grammar-profile/egp-online>).

The vocabulary included in the stem of an item and options should be accessible to the test takers at the target level of the item.

### **Response Attributes**

The test taker selects one of three options to fill each gap in the text. There is only one correct answer to each item. The response options should all be related to each other lexico-grammatically or semantically (see Appendix 1, *Guideline 3: Answer options should be homogeneous in content*). It should also be noted that items should tap into grammatical knowledge rather than vocabulary knowledge (meaning). It is encouraged to include typical grammatical errors made by Spanish learners of English.

### Sample Items

<p><b>Grammar</b></p> <p><b>Level: A1</b> <b>Content:</b> <b>G02-1</b></p>	<p>Choose the most appropriate option.</p> <p>Student A: Do you have a pen? Student B: Yes. There _____ a pen in my bag.</p>	<p><b>A) is</b> B) has C) does</p>
<p><b>Grammar</b></p> <p><b>Level: A1</b> <b>Content:</b> <b>G02-2</b></p>	<p>Choose the most appropriate option.</p> <p>Student A: Hi Tom! Do you have plans for the weekend? Student B: Well, I think _____ to the seaside with my parents.</p>	<p>A) I can go <b>B) I'm going to go</b> C) I went</p>
<p><b>Grammar</b></p> <p><b>Level: A1</b> <b>Content:</b> <b>G06-2</b></p>	<p>Choose the most appropriate option.</p> <p>Student A: What does your father do? Student B: He is a scientist. He is often away from home _____ he needs to carry out experiments in the laboratory.</p>	<p>A) but B) so <b>C) because</b></p>
<p><b>Grammar</b></p> <p><b>Level: A2</b> <b>Content:</b> <b>G04-1</b></p>	<p>Choose the most appropriate option.</p> <p>Last week, my friend and I met in a café _____ sells really nice chocolate cake.</p>	<p>A) when <b>B) which</b> C) who</p>
<p><b>Grammar</b></p> <p><b>Level: A2</b> <b>Content:</b> <b>G07-1</b></p>	<p>Choose the most appropriate option.</p> <p>Student A: The teacher told us to think of recommendations to protect the environment. Student B: Sure! For example, if we want to save energy, we _____ the lights off when we don't need them.</p>	<p><b>A) should turn</b> B) should to turn C) used to turn</p>
<p><b>Grammar</b></p> <p><b>Level: A2</b> <b>Content:</b> <b>G08-3</b></p>	<p>Choose the most appropriate option.</p> <p>Blue whales are the _____ marine mammals in the world and they live in most of the major oceans.</p>	<p><b>A) largest</b> B) larger C) large</p>

<b>Grammar</b>	Choose the most appropriate option.	A) if I have more money B) if I will have more money C) <b>if I had more money</b>
<b>Level: B1</b> <b>Content: G04-4</b>	I would love to travel around the world _____ .	
<b>Grammar</b>	Choose the most appropriate option.	<b>A) must</b> B) can C) may
<b>Level: B1</b> <b>Content: G07-1</b>	I am sure I left the keys at home. They ____ be somewhere in my room.	

*FAQ: What shall we do when the same item is not listed for the identical CEFR level in EVP and EGP?*

Please judge the suitability depending on (a) the focus of the question that you are constructing and (b) the extent to which the accurate understanding of the particular item is necessary to answer the question correctly.

For example, COULD is an A1 word in EVP but a grammatical structure with COULD is included in the A2 list of EGP.

- If COULD is the target of a Vocab question, COULD should be treated as an A1 item.
- If COULD is the target of a Grammar question, COULD should be treated as an A2 item.
- If COULD is used in a Reading text or question and if the accurate understanding of a grammatical structure with COULD is key to answer the question correctly, then COULD should not be used in an A1 text/question.

This is the rule of thumb to be kept in mind, but there are exceptions that you need to consider – **see the list of Spanish-English cognates in Appendix 5.**

If you are still uncertain after applying the above rule and consulting **Appendix 5**, then please rely on your expert judgement based on your knowledge of the local context and test-takers' L1.

**Table 1. Grammar and Vocabulary targets to be tagged to each item**

Content ID	Content	Subcontent ID	Subcontent	Example (A1)	Example (A2)	Example (B1)
G01	sentence structure and word building	G01-1	word order, part of speech	<u>I study English</u> . <u>I bought a red t-shirt</u> .	<u>He walked quickly</u> .	<u>I believe winter has been extremely cold so far</u> .
		G01-2	affixes (prefix, suffixes)	<u>non-smoking area</u>	<u>I reworked on it</u> . The referee <u>replayed</u> the scene again and again.	The school booked a prehistoric performance <u>in</u> the museum for kids.
G02	Verb form: tense, mood and aspect	G02-1	Existential there	<u>There is</u> a shop near my house.	<u>There were</u> many people at the airport. I need the bag because <u>there is</u> some money in it. <u>There're</u> a lot of people there.	The spring is the best time because <u>there aren't</u> too many tourists. <u>There will be</u> flying cars and buses in future.
		G02-2	present, past and future tenses	My mom <u>works</u> at home. The people <u>were</u> polite. I <u>went</u> to the park. Every day at college I <u>went</u> to class at 9 am. I'm going to <u>call</u> you this evening.	The journey <u>takes</u> about half an hour from Paris. They <u>didn't find</u> the treasure. I <u>am going to study</u> harder next year. It <u>will rain</u> tonight.	I <u>will be waiting</u> for you at the bus terminal. When I <u>got to</u> school, the lesson <u>had already started</u> . Thank you for your lovely letter which I <u>received</u> this morning.
		G02-3	simple, continuous and perfect aspect	I <u>study</u> English at college. I <u>don't like</u> maths. The giraffe <u>is eating</u> plants. We <u>are going to</u> watch a movie. [NO PERFECT AT A1]	He <u>was experimenting</u> when he discovered the penicillin. He <u>was studying</u> when the light went out. I <u>like</u> British people and <u>I've been to</u> the UK more than three times.	She <u>has been doing</u> the same thing for ages. The movie is starting at 11am. Why <u>are you moving</u> to a different area? It was the best birthday present I <u>have ever had</u> .
		G02-4	negatives, imperative	I <u>don't like</u> the soup. I <u>am not</u> happy. <u>Stand up</u> . <u>Listen to</u> the song. <u>Work in pairs</u> . <u>Turn left</u> . <u>Sit down</u> .	I <u>haven't eaten</u> Italian food for a long time. <u>Don't tell</u> Lucy. <u>Let's go to</u> the cinema.	I <u>am not going to go to</u> school tomorrow. <u>Do let me know</u> your views on this.
		G02-5	interrogatives, wh-questions, <sup>2</sup> tag questions	<u>Are you OK?</u> Do you like football? <u>What food</u> do you like? <u>How many</u> pets have you got? <u>What's</u> the weather like in	<u>Were there</u> many dolphins on the beach? <u>What music</u> was he famous for? <u>Where</u> was she born? <u>Why</u> is he famous? <u>What</u> cartoons did you use to	<u>Will you call me</u> when you get home? <u>Whose</u> portfolio is this? <u>How long</u> have you been learning English?

<sup>1</sup> The third option for word building might be the base form (eg: interest, interesting, interested). "Invented" words should be avoided.

<sup>2</sup> This category includes examples where interrogative pronouns, characteristic verb-subject inversions or whole interrogative structures might be tested.

				Montevideo? <u>Where is the Shopping mall?</u>	watch? <u>It's beautiful, isn't it?</u>	
		<b>G02-6</b>	<b>passives</b>	[NO PASSIVE AT A1]	<u>It's made by Sony. I was invited to a sports competition.</u>	<u>Some players were given special prizes after the World Cup. Many houses were damaged because of the floods.</u>
		<b>G02-7</b>	<b>transitivity, post-verb patterns</b>	<sup>3</sup> <u>I go to a club. He plays the piano. I like dancing. I want to be a computer analyst.</u>	<u>The little girl opened the door. When they arrived, they went straight to bed. I enjoyed the film. I go cycling in the morning.</u>	<u>There was a light breeze and the sun was shining brightly. I expect him to study very hard. I sent the flowers to her. He forgot to pay the membership. When he heard the bang, he started running.</u>
<b>G03</b>	<b>word agreement</b>	<b>G03-1</b>	<b>number-person / subject-verb agreement</b>	<u>I live in Pocitos. He lives in Carrasco. There is a park near the school. There are many cars in the street. The elephant has big ears.</u>	<u>We don't have holidays in August. I sometimes play the guitar at home.</u>	<u>Everybody believes there should be a larger school in the area. No-one knows the answer</u>
<b>G04</b>	<b>phrases and clauses (noun, adverbial, adjective)</b>	<b>G04-1</b>	<b>relative clauses</b>	[N/A AT A1]	<u>Horacio Quiroga is the author who wrote "Cuentos de la Selva". Pedro Figari painted scenes which were colourful. He is the actor who won the Oscar last year.</u>	<u>We visited the house where my grandparents used to live. I remember the day when my youngest sister was born. We have a new employee whose name is Mary Watts.</u>
		<b>G04-2</b>	<b>indirect speech</b>	[N/A AT A1]	[N/A AT A2]	<u>He said (that) he didn't like boxing. The teacher asked us where we had spent our holidays.</u>
		<b>G04-3</b>	<b>subordinate clauses</b>	<u>I go to school every day. I like summer because it's hot.</u>	<u>When I go to the seaside, I can go swimming.</u>	<u>I would rather stay at home as I am not feeling too well. I am saving some money so that I can go on a trip with my friends next year.</u>
		<b>G04-4</b>	<b>hopes,</b>	[N/A AT A1]	<u>I would like to go to Croatia. I</u>	<u>If I had more time, I would like</u>

<sup>3</sup> To test transitivity, erroneous structures might be chosen as alternatives. However, those structures should illustrate typical Uruguayan student errors.

			<b>wishes, conditionals</b>		<i>want to be a vet. What <u>would you like to do today</u>? If <u>you do exercise</u>, you must drink a lot of water.</i>	<i>to learn to play the piano. <u>If you had told me earlier</u>, I <u>would have picked</u> you up. I <u>wish</u> school holidays <u>were</u> longer.</i>
G05	pronouns and determiners	G05-1	<b>articles</b>	<i>I haven't got <u>a</u> pet. The school is near <u>the</u> house.</i>	<i><u>The</u> largest country in South America is Brazil.</i>	<i>I don't take sugar in <u>the</u> tea. I need <u>a</u> pair of scissors.</i>
		G05-2	<b>demonstratives</b>	<i><u>This</u> is my mother.</i>	<i><u>Those</u> animals are herbivores.</i>	<i>All <u>those</u> trees were planted by my grandfather.</i>
		G05-3	<b>quantifiers</b>	<i>Can I have <u>some</u> candles? There are <u>a lot of</u> trees in the forest.</i>	<i>There are <u>a few</u> trees in the savannah.</i>	<i><u>Every</u> student should have an identity card. I don't think there is <u>enough</u> food for everyone.</i>
		G05-4	<b>possessives, genitives</b>	<i>My house has three bedrooms. Do you like <u>your</u> teacher? Paula's pet is a lizard.</i>	<i><u>Our</u> house is near the beach. The children's room is upstairs.</i>	<i>They have finished painting <u>their</u> bedroom. She is a friend of <u>mine</u>. The <u>girls'</u> club organises plenty of interesting activities</i>
		G05-5	<b>reflexive and indefinite pronouns</b>	<i>[N/A AT A1]</i>	<i>I enjoyed <u>myself</u> at the party. <u>Everything</u> is nice in this store. <u>Somebody</u> told me about the party. Would you like <u>something</u> else?</i>	<i>Now with the Internet, you can learn a lot of things <u>by yourself</u>. <u>Nobody</u> answered the phone. I can't find <u>anything</u> here. <u>Nearly everyone</u> came.</i>
G06	discourse markers	G06-1	<b>coordinating conjunctions</b>	<i>My dog can run <u>and</u> jump. I like pasta <u>but</u> I don't like pizza.</i>	<i>I can run fast <u>but</u> I can't skate. Your house is near mine <u>so</u> you don't need to take a bus. You can choose football <u>or</u> basketball.</i>	<i>The summer was hot, <u>yet</u> rainy and windy. <u>Both</u> my parents <u>and</u> siblings love listening to jazz. You can <u>either</u> stay <u>or</u> join us for a drink.</i>
		G06-2	<b>subordinators</b>	<i>I love her <u>because</u> she is friendly. I don't drink orange juice <u>because</u> I am allergic.</i>	<i>I will let you know <u>when</u> I get to school. If you work hard, you will finish on time. I am saving money <u>to</u> go to England</i>	<i>We need to buy a new fridge <u>since</u> the old one is not working well. <u>Although</u> it was a beautiful day, I decided to stay indoors. He is working hard <u>so that</u> he can pass his exams.</i>
		G06-3	<b>sequential and logical connectors</b>	<i>[N/A AT A1]</i>	<i><u>First</u>, we went to the cinema. <u>After that</u>, we had some pizza</i>	<i><u>The</u> party was all right. <u>However</u>, I didn't know many</i>

					in a bar.	people there. <i>Therefore</i> , I went home early. <i>On the one hand</i> , he is kind and friendly. <i>Moreover</i> , we will have time to visit Rome.
G07	modality	G07-1	modal verbs	<i>Can I have a pencil, please?</i> My pet <u>can</u> jump.	We <u>should</u> walk to school. We <u>shouldn't</u> throw litter. We <u>mustn't</u> shout in the classroom.	It <u>might</u> get even colder in July. You <u>can't</u> be tired after just half an hour.
		G07-2	adjectives/adverbs indicating modality	[N/A AT A1]	I'm <u>sure</u> that you will love it. It is <u>probably</u> in the sitting room on the table. You should <u>probably</u> wear a T-shirt and shorts, with sneakers.	It's <u>important</u> that you eat healthy food. She will <u>probably</u> find a new job soon. I will <u>certainly</u> ring you on Friday.
G08	modification	G08-1	adjectives as modifiers	Peter is wearing <u>green</u> shorts and white trainers. She has <u>small green</u> eyes.	I am looking for a <u>quiet</u> place to live.	Yesterday my boss told me that at 10.15am I have an <u>important</u> meeting. He drives a <u>huge, black</u> car. He is a <u>well-known</u> writer. She's a <u>really good</u> teacher. Paula is <u>too young to</u> drive.
		G08-2	adverbs as modifiers	I hope you get well <u>very soon</u> . I like my job <u>very much</u> .	<u>Yesterday</u> I went shopping. I have to pay <u>weekly or monthly</u> .	The police officer <u>immediately</u> rang the alarm. I love musicals, <u>particularly</u> if there is some romance in them.
		G08-3	comparatives	I am <u>taller than</u> my mum. The <u>fastest</u> animal is the cheetah. The whale is <u>bigger than</u> the dolphin.	European cars are <u>more expensive than</u> American cars.	I think this World Cup was <u>much more exciting than</u> the previous one.
		G08-4	intensifiers, downgraders	My aunt is <u>very</u> thin.	The trip was <u>really</u> exciting. The tickets were <u>quite</u> expensive. The temperature was <u>too</u> high in Sweden this summer.	It's <u>extremely</u> hot and humid in Ivory Coast. The film was <u>a little bit</u> better. The accident happened <u>too</u> fast. I <u>do</u> miss you.
G09	prepositions and prepositional phrases	G09-1	prepositions, prepositional phrases	The book is <u>on</u> the table. There is a supermarket <u>opposite</u> my home. Your pencil is <u>under</u> the desk. I go to the park <u>with</u> my	We walked <u>along</u> the road. I love to read novels <u>during</u> my holidays. Peter likes painting different things <u>such as</u> people	The Gift Shop is <u>beside</u> the main entrance. <u>In the middle of</u> the hall there is a huge sculpture. <u>According to</u> the weather forecast, low temperatures will continue. I

				dog.	and animals.	decided to study Education <u>instead of</u> Architecture. She stayed at home <u>because of</u> the weather. <u>In spite of</u> the rain, we enjoyed the show.
		G09-2	multi-word lexical verb	I <u>get up</u> at 7:30. I <u>listen to</u> music in the living room. I can <u>look after</u> her.	We should <u>turn off</u> the light. We shouldn't <u>throw away</u> plastic bottles.	The children <u>made up</u> a fantastic story. I <u>gave up</u> playing the violin because it was too difficult. Why don't you <u>think it over</u> before you <u>make up</u> your mind?
G010	Numerals	G010-1	Ordinal, cardinal, clock time, dates	I have <u>three</u> sisters. The class starts at <u>one thirty</u> .	We came <u>fourth</u> in the 2010 World Cup. My birthday is on December <u>3<sup>rd</sup></u> .	Only <u>70%</u> of the population voted in the General Election.
Content ID	Content	Subcontent ID	Subcontent	Example (A1)	Example (A2)	Example (B1)
V01	meaning	V01-1	noun	See EVP	See EVP	See EVP
		V01-2	verb	See EVP	See EVP	See EVP
		V01-3	adj., adv.	See EVP	See EVP	See EVP
V02	collocation	V02-1	noun	Sophie is my <u>sister</u> . I have <u>breakfast</u> in the morning.	There are a lot of magazines at the <u>bookshop</u> . Plants grow from <u>seeds</u> .	Uruguay has white sandy beaches but very few <u>palm trees</u> . I wouldn't like to live in the <u>countryside</u> .
		V02-2	verb	I <u>am</u> 12 years old. I <u>have got</u> 5 brothers.	I <u>am wearing</u> my new jacket today. People used to <u>gather</u> fruit and <u>hunt</u> animals.	It's important to <u>exercise</u> muscles regularly. If you work in a shop, you have to know how to <u>deal with</u> customers.
		V02-3	adj., adv.	I don't like <u>windy</u> days. The town is <u>noisy</u> because there are many cars.	He was <u>shocked</u> when he heard the news. Anna answered <u>sadly</u> . Cheetahs run very <u>fast</u> .	Some football players are very <u>good-looking</u> .
V03	synonym	V03-1	noun	[N/A AT A1]	They live in the <u>forest</u> (jungle, wood)	You can get it at the <u>store</u> (market, outlet)



		<b>V03-2</b>	<b>verb</b>	[N/A AT A1]	They can <u>speak</u> many languages (talk , chat)	That noise <u>annoys</u> me (irritates, upsets)
		<b>V03-3</b>	<b>adj., adv.</b>	[N/A AT A1]	Those animals are <u>quick</u> (fast, speedy)	They were <u>frightened</u> (scared terrified)

## Reading items

The Reading section consists of three reading parts, each targeting at a particular set of reading skills. Part 1 items are used to identify the reading level (A1, A2 or B1) of the test takers. Test takers are then assigned to do the Part 2 and Part 3 items at a specific level (A1, A2 or B1).

**Part 1:** Reading signs (A1/A2) and short notices (A2/B1) (3-option multiple choice)

Target skill: To test the ability to read for orientation and instructions

**Part 2:** Reading for correspondence (LEVEL SPECIFIC) (3-option multiple choice)

Target skill: To test the ability to read for correspondence

**Part 3:** Reading for information and Reading for pleasure (LEVEL SPECIFIC) (3-option multiple choice)

Target skill: To test the ability to read for information / read for pleasure

**Tables 2-8** below specify the features of the three Reading parts.

**Note:** In addition to these three parts, sample pre-A1 items, which aim to enhance the test taking experience of very weak students, are presented in **Appendix 6**, but the use of these items should be restricted. These pre-A1 items should not be considered as part of the standard Reading test.

**Table 2: Reading Part 1 (A1, A2 and B1)**

TEST:	Primary English Adaptive test	COMPONENT:	Reading	Part 1
Features of the Test				
<b>Skills focus</b>	Reading for orientation/ instructions			
<b>Task level (CEFR or any other reference levels)</b>	A1, A2 and B1			
<b>Relevant CEFR descriptors</b>	<p><b>Reading for orientations</b></p> <p><b>A1</b></p> <ul style="list-style-type: none"> <li>• Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.</li> <li>• Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts).</li> <li>• Can understand basic hotel information, e.g. times when meals are served.</li> <li>• Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.)</li> </ul> <p><b>A2</b></p> <ul style="list-style-type: none"> <li>• Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.</li> <li>• Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).</li> <li>• Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</li> <li>• Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</li> </ul> <p><b>B1</b></p> <ul style="list-style-type: none"> <li>• Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</li> <li>• Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</li> <li>• Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.</li> </ul> <p><b>Reading for instructions</b></p> <p><b>A1</b></p> <ul style="list-style-type: none"> <li>• Can follow short, simple, written directions (e.g. to go from X to Y, etc.)</li> </ul> <p><b>A2</b></p> <ul style="list-style-type: none"> <li>• Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.</li> <li>• Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.</li> <li>• Can understand instructions on medicine labels and expressed in the form of a simple command, for example, 'To be taken before meals', 'Not to be taken if driving'.</li> </ul> <p><b>B1</b></p> <ul style="list-style-type: none"> <li>• Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.</li> <li>• Can follow simple instructions given on packaging, for example cooking instructions.</li> </ul>			
<b>Task description</b>	The students are required to first read the prompt (e.g. a note, advertisement etc.) and then answer the question. They are required to answer the questions based on what they understood from the prompts.			
<b>Instructions to candidates</b>	Is the sentence about the Reading text 'True' (a) or 'False' (b)? If there is not enough information, choose 'Doesn't say' (c).			
<b>Presentation of instruction</b>	Aural	Written (in Spanish for A1; English for A2 and B1)	Visual/ non-verbal (e.g. figure)	
<b>Response format</b>	Selected response. 3-option multiple choice. A) True B) False C) Doesn't say			
<b>Number of items</b>	Each student will complete 9 items in total. Using the adaptive test algorithm, the test delivers Items based on students' performance.			
<b>Time allowed per item</b>	45 seconds per item (tbc)			
<b>Rating and weighting</b>	1 point per item			

Reading: Cognitive processing [Goal setting]	Expeditious reading: local (scan/search for specifics)		Careful reading: local (understanding sentence)	
	Expeditious reading: global (skim for gist/search for key ideas & detail)		Careful reading: global (comprehend main idea(s)/overall text(s))	
Reading: Cognitive processing [Levels of reading] <sup>4</sup>	Word recognition			
	Lexical access			
	Syntactic parsing			
	Establishing propositional meaning (clause/sentence levels) <i>(Note: this is mainly for understanding the statements)</i>			
	Inferencing			
	Building a mental model			
	Creating a text level representation (discourse structure level)			
Creating an intertextual representation (multi-text level)				
<b>Features of the Input / Prompt</b>				
Genre	A1: advertisements, written directions, store guides A2: everyday materials, e.g. menus, recipes, medicine labels, experiments, regulations, instructions B1: labels of foodstuffs and medicine, adverts in newspapers or magazines, cooking instructions, manuals			
Word count	A1 - Prompt: 5 words (±2) A2 - Prompt: 15 words (±5) B1 - Prompt: 35 words (±5)		Statement: 7 words (±2) Statement:: 9 words (±2) Statement:: 9 words (±2)	
Domain	Personal (A1/A2)	Social (B1)	Work	Academic
Content knowledge	General			Specific
Cultural specificity	Neutral			Specific
Topic familiarity	Familiar			Unfamiliar
Nature of information	Only concrete	Mostly concrete	Fairly abstract	Mainly abstract
Presentation	Verbal		Non-verbal (i.e. graphs)	Both
Lexical level (prompt)	<p><b>85%</b> or above of the vocabulary (tokens) should be at the target level or below. should be at the target level or below. Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample items provided on p.35-37.</p> <p><b>A1 prompts:</b> EVP: A1: 87.50%, A2: 12.50%</p> <p><b>A2 prompts:</b> EVP: A1: 55.56%, A2: 35.56%, B1: 8.89%</p> <p><b>B1 prompts:</b> EVP: A1: 57.95%, A2: 20.45%, B1: 13.64%, B2: 3.41%, C1: 2.27%, unlisted: 2.27%</p>			
Lexical level (question)	<p><b>90%</b> or above of the vocabulary (tokens) should be at the target level or below. Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample items provided on p.35-37. The percentages refer to <b>tokens</b>.</p> <p><b>A1 statements</b> EVP: A1 100%</p> <p><b>A2 statements</b> EVP: A1: 71.43%, A2: 23.81%, B1: 4.76%</p> <p><b>B1 statements</b> EVP: A1: 71.43%, A2: 25.00%, B1: 3.57%</p>			
Grammatical level	Check ( <a href="http://www.englishprofile.org/english-grammar-profile/egp-online">http://www.englishprofile.org/english-grammar-profile/egp-online</a> ) that most grammar and sentence structures are at or below the target level			

<sup>4</sup> These are the list of cognitive operations that a test-taker can go through during reading. Basic operations are listed towards the top, and more complex operations are at the bottom. (Recommended reading: Khalifa, H. & Weir, C. J. (2009). *Examining Reading*. Cambridge: CUP.

<b>Readability level</b>	Non-applicable as readability scores are not accurate on short documents (>100 words)
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**Table 3: Reading Part 2 (A1)**

TEST:	Primary English Adaptive test		COMPONENT:	Reading		Part 2
Features of the Test						
Skills focus	Reading for correspondence					
Task level (CEFR or any other reference levels)	A1					
Relevant CEFR descriptors	<ul style="list-style-type: none"> <li>• Can understand short, simple messages on postcards/notes/short letters.</li> <li>• Can understand short simple messages sent via social media or email, e.g. proposing what to do, when and where to meet.</li> </ul>					
Task description	The students are required to read the text (e.g. a postcards, letter or email etc) and answer 5 questions based on what they understood from the text.					
Instructions to candidates	Read the text. Are sentences 10-14 'True' (a) or 'False' (b)? If there is not enough information to answer, choose 'Doesn't say' (c).					
Presentation of instruction	Aural		Written (in Spanish for A1)		Visual/ non-verbal (e.g. figure)	
Response format	Selected response. 3-option multiple choice. A) True B) False C) Doesn't say					
Number of items	Each student will complete 5 items.					
Time allowed per item	Text: 2 mins (tbc); Questions 45 seconds per item (tbc);					
Rating and weighting	1 point per item					
Reading: Cognitive processing [Goal setting]	Expeditious reading: local (scan/search for specifics)			Careful reading: local (understanding sentence)		
	See question 2 as an example (p.38)					
Reading: Cognitive processing [Levels of reading] <sup>5</sup>	Expeditious reading: global (skim for gist/search for key ideas & detail)			Careful reading: global (comprehend main idea(s)/overall text(s))		
	<b>Word recognition</b> <b>Lexical access</b> <b>Syntactic parsing</b> <b>Establishing propositional meaning (clause/sentence levels)</b> <b>Inferencing</b> <b>Building a mental model</b> <b>Creating a text level representation (discourse structure level)</b> <b>Creating an intertextual representation (multi-text level)</b>					
Features of the Input / Prompt						
Genre	Simple messages via personal letter, postcards, social media or email e.g. proposing what to do, when and where to meet					
Word count	Prompt: 60±5 Question: 8±2					
Domain	Personal		Social		Work	Academic
Content knowledge	General					Specific
Cultural specificity	Neutral					Specific
Topic familiarity	Familiar					Unfamiliar
Nature of information	Only concrete		Mostly concrete		Fairly abstract	Mainly abstract
Presentation	Verbal			Non-verbal (i.e. graphs)		Both
Lexical level	Passage					

<sup>5</sup> These are the list of cognitive operations that a test-taker can go through during reading. Basic operations are listed towards the top, and more complex operations are at the bottom. (Recommended reading: Khalifa, H. & Weir, C. J. (2009). *Examining Reading*. Cambridge: CUP.

	<p><b>85%</b> or above of the vocabulary (tokens) should be at the target level or below. Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample item provided on p.38.</p> <p><b>EVP:</b>  A1: 86.79%  Unlisted: 13.21% (e.g. proper nouns)</p> <p><b>Questions</b>  <b>70%</b> or above of the vocabulary (tokens) should be at the target level or below. Note As the prompts in this part are letters, the questions tend to involve proper nouns.  Check that the words beyond the target level are pronoun nouns instead of other difficult words.</p> <p><b>EVP:</b>  A1: 74.19%  Unlisted: 25.81% (e.g. Disneyland (1); Paul (1); Sofia (5); USA (1))  Note that all vocab beyond A1 in this example are proper nouns.</p>
<b>Grammatical level</b>	please check ( <a href="http://www.englishprofile.org/english-grammar-profile/egp-online">http://www.englishprofile.org/english-grammar-profile/egp-online</a> ) that most grammar and sentence structures are at A1
<b>Readability level</b>	Non-applicable as readability scores are not accurate on short documents (>100 words)

**Table 4: Reading Part 2 (A2)**

TEST:	Primary English Adaptive test	COMPONENT:	Reading	Part 2
<b>Features of the Test</b>				
<b>Skills focus</b>	Reading for correspondence			
<b>Task level (CEFR or any other reference levels)</b>	A2			
<b>Relevant CEFR descriptors</b>	<ul style="list-style-type: none"> <li>• Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.</li> <li>• Can understand short simple personal letters.</li> <li>• Can understand very simple formal emails and letters.</li> </ul>			
<b>Task description</b>	The students are required to read the text and answer 5 questions based on what they understood from the text.			
<b>Instructions to candidates</b>	Read the text. Are sentences 10-14 'True' (a) or 'False' (b)? If there is not enough information to answer, choose 'Doesn't say' (c).			
<b>Presentation of instruction</b>	Aural	Written (in English)		Visual/ non-verbal (e.g. figure)
<b>Response format</b>	Selected response. 3-option multiple choice. A) True B) False C) Doesn't say			
<b>Number of items</b>	Each student will complete 5 items.			
<b>Time allowed per item</b>	Text: 2 mins; Questions 45 seconds per item (tbc);			
<b>Rating and weighting</b>	1 point per item			
<b>Reading: Cognitive processing [Goal setting]</b>	<b>Expeditious reading: local</b> (scan/search for specifics)		<b>Careful reading: local</b> (understanding sentence)	
	<b>Expeditious reading: global</b> (skim for gist/search for key ideas & detail)		<b>Careful reading: global</b> (comprehend main idea(s)/overall text(s))	
<b>Reading: Cognitive processing [Levels of reading]<sup>6</sup></b>	<b>Word recognition</b>			
	<b>Lexical access</b>			
	<b>Syntactic parsing</b>			
	<b>Establishing propositional meaning</b> (clause/sentence levels)			
	<b>Inferencing</b>			
	<b>Building a mental model</b>			
	<b>Creating a text level representation</b> (discourse structure level)			
<b>Creating an intertextual representation</b> (multi-text level)				
<b>Features of the Input / Prompt</b>				
<b>Genre</b>	Personal letter, email or post (also see Appendix 4)			
<b>Word count</b>	Prompt: 125±10 Question: 8±2			
<b>Domain</b>	Personal	Social	Work	Academic
<b>Content knowledge</b>	General			Specific
<b>Cultural specificity</b>	Neutral			Specific
<b>Topic familiarity</b>	Familiar			Unfamiliar
<b>Nature of information</b>	Only concrete	Mostly concrete	Fairly abstract	Mainly abstract
<b>Presentation</b>	Verbal		Non-verbal (i.e. graphs)	Both
<b>Lexical level</b>				

<sup>6</sup> These are the list of cognitive operations that a test-taker can go through during reading. Basic operations are listed towards the top, and more complex operations are at the bottom. (Recommended reading: Khalifa, H. & Weir, C. J. (2009). *Examining Reading*. Cambridge: CUP.



	<p><b>85%</b> or above of the vocabulary (tokens) should be at the target level or below. Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample item provided on p.39.</p> <p><b>EVP:</b>  A1: 77.19%  A2: 14.91%  B1: 1.75%  B2: 0.88% (e.g. coming to)  Unlisted: 5.26% (e.g. proper nouns)</p> <p><b>Questions</b>  <b>70%</b> or above of the vocabulary (tokens) should be at the target level or below.  Note As the prompts in this part are letters, the questions tend to involve proper nouns.  Check that the words beyond the target level are pronoun nouns instead of other difficult words.</p> <p>For example</p> <p><b>EVP:</b>  A1: 58.97%  A2: 15.38%  B1: 2.56  Unlisted: 23.08% (proper nouns)</p>
<b>Grammatical level</b>	please check ( <a href="http://www.englishprofile.org/english-grammar-profile/egp-online">http://www.englishprofile.org/english-grammar-profile/egp-online</a> ) that most grammar and sentence structures are at A2
<b>Readability level (for reference)</b>	<p><b>Flesch-Kincaid Grade Level = 1.66</b> (the higher the more difficult)  (Reference KET: 5.5, range 2-7.4)</p> <p><b>Flesch Reading Ease = 94.91</b> (the higher the easier)  (Reference KET: 78.3)</p>

**Table 5: Reading Part 2 (B1)**

TEST:	Primary English Adaptive test	COMPONENT:	Reading	Part 2
<b>Features of the Test</b>				
<b>Skills focus</b>	Reading for correspondence			
<b>Task level (CEFR or any other reference levels)</b>	B1			
<b>Relevant CEFR descriptors</b>	<ul style="list-style-type: none"> <li>• Can understand the description of events, feelings and wishes in personal letters well enough in personal letters to correspond regularly with a pen friend.</li> <li>• Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.</li> </ul>			
<b>Task description</b>	The students are required to read the text and answer the following 5 questions based on what they understood from the text.			
<b>Instructions to candidates</b>	Read the text. Are sentences 10-14 'True' (a) or 'False' (b)? If there is not enough information to answer, choose 'Doesn't say' (c).			
<b>Presentation of instruction</b>	Aural	Written (in English for B1)		Visual/ non-verbal (e.g. figure)
<b>Response format</b>	Selected response. 3-option multiple choice. A) True B) False C) Doesn't say			
<b>Number of items</b>	Each student will complete 5 items.			
<b>Time allowed per item</b>	Text: 2.5 mins; Questions 45 seconds per item (tbc);			
<b>Rating and weighting</b>	1 point per item			
<b>Reading: Cognitive processing [Goal setting]</b>	<b>Expeditious reading: local</b> (scan/search for specifics)		<b>Careful reading: local</b> (understanding sentence)	
	<b>Expeditious reading: global</b> (skim for gist/search for key ideas & detail)		<b>Careful reading: global</b> (comprehend main idea(s)/overall text(s))  (refer to Task 2 Q3 on p.40-41 as an example)	
<b>Reading: Cognitive processing [Levels of reading]<sup>7</sup></b>	<b>Word recognition</b>			
	<b>Lexical access</b>			
	<b>Syntactic parsing</b>			
	<b>Establishing propositional meaning</b> (clause/sentence levels)			
	<b>Inferencing</b> (refer to Task 2 Q5 on p.40-41; no more than one inferencing question per text)			
	<b>Building a mental model</b>			
	<b>Creating a text level representation</b>			
<b>Creating an intertextual representation</b> (multi-text level)				
<b>Features of the Input / Prompt</b>				
<b>Genre</b>	standard formal correspondence, description of events, feelings and wishes in personal letters			
<b>Word count</b>	Prompt: 150 ±15		Question: 10 ±2	
<b>Domain</b>	Personal	Social	Work	Academic
<b>Content knowledge</b>	General			Specific
<b>Cultural specificity</b>	Neutral			Specific
<b>Topic familiarity</b>	Familiar			Unfamiliar
<b>Nature of information</b>	Only concrete	Mostly concrete	Fairly abstract	Mainly abstract
<b>Presentation</b>	Verbal		Non-verbal (i.e. graphs)	Both
<b>Lexical level</b>	<b>85%</b> or above of the vocabulary (tokens) should be at the target level or below.			

<sup>7</sup> These are the list of cognitive operations that a test-taker can go through during reading. Basic operations are listed towards the top, and more complex operations are at the bottom. (Recommended reading: Khalifa, H. & Weir, C. J. (2009). *Examining Reading*. Cambridge: CUP.

	<p>Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample item provided on p.40.</p> <p><b>EVP:</b>  A1: 72.85%  A2: 15.89%  B1: 6.62%  B2: 1.99%  C1: 0.66% (e.g. newsletter)  Unlisted: 1.99%</p> <p><b>Questions</b>  <b>70%</b> or above of the vocabulary (tokens) should be at the target level or below.  Note As the prompts in this part are letters, the questions tend to involve proper nouns. Check that the words beyond the target level are pronoun nouns instead of other difficult words.</p> <p><b>EVP:</b>  A1: 83.02%  A2: 13.21%  B1: 1.89%  B2: 1.89%</p>
<b>Grammatical level</b>	Check ( <a href="http://www.englishprofile.org/english-grammar-profile/egp-online">http://www.englishprofile.org/english-grammar-profile/egp-online</a> ) that most grammar and sentence structures are at B1.
<b>Readability level</b>	<p><b>Flesch-Kincaid Grade Level = 4.96</b>  (Reference PET: 7.9, range 5-10.1)</p> <p><b>Flesch Reading Ease = 80.31</b>  (Reference PET: 64.7)</p>

**Table 6: Reading Part 3 (A1)**

TEST:	Primary English Adaptive test	COMPONENT:	Reading	Part 3
Features of the Test				
<b>Skills focus</b>	Reading for Information/ Pleasure			
<b>Task level (CEFR or any other reference levels)</b>	A1			
<b>Relevant CEFR descriptors</b>	<p><b>Overall Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul> <p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li>Can understand short, illustrated narratives about everyday activities that are written in simple words.</li> <li>Can understand the outline of short texts in illustrated stories, provided that the images help him/her to guess a lot of the content</li> </ul>			
<b>Task description</b>	The students are required to read the article and answer 5 questions based on what they understood from the text.			
<b>Instructions to candidates</b>	Based on the information provided in the article, choose the most appropriate answer (a), (b) or (c) for Questions 15-19.			
<b>Presentation of instruction</b>	Aural	Written (in Spanish for A1)	Visual/ non-verbal (e.g. figure)	
<b>Response format</b>	Selected response. 3-option multiple choice.			
<b>Number of items</b>	Each student will complete 5 items.			
<b>Time allowed per item</b>	Text: 3 mins; Questions 45 seconds per item (tbc);			
<b>Rating and weighting</b>	1 point per item			
<b>Reading: Cognitive processing [Goal setting]</b>	<b>Expeditious reading: local</b> (scan/search for specifics)		<b>Careful reading: local</b> (understanding sentence)	
	<b>Expeditious reading: global</b> (skim for gist/search for key ideas & detail)		<b>Careful reading: global</b> (comprehend main idea(s)/overall text(s))	
<b>Reading: Cognitive processing [Levels of reading]<sup>8</sup></b>	<b>Word recognition</b>			
	<b>Lexical access</b>			
	<b>Syntactic parsing</b>			
	<b>Establishing propositional meaning</b> (clause/sentence levels)			
	<b>Inferencing</b>			
	<b>Building a mental model</b>			
	<b>Creating a text level representation</b> (discourse structure level)			
	<b>Creating an intertextual representation</b> (multi-text level)			
Features of the Input / Prompt				
<b>Genre</b>	short texts about stories or everyday activities			
<b>Word count</b>	A1 - Prompt: 100±10		Question: no more than 12 (including options)	
<b>Domain</b>	Personal	Social	Work	Academic
<b>Content knowledge</b>	General			Specific
<b>Cultural specificity</b>	Neutral			Specific
<b>Topic familiarity</b>	Familiar			Unfamiliar

<sup>8</sup> These are the list of cognitive operations that a test-taker can go through during reading. Basic operations are listed towards the top, and more complex operations are at the bottom. (Recommended reading: Khalifa, H. & Weir, C. J. (2009). *Examining Reading*. Cambridge: CUP.

Nature of information	Only concrete	Mostly concrete	Fairly abstract	Mainly abstract
Presentation	Verbal		Non-verbal (i.e. graphs)	Both
<b>Lexical level</b>	<p><b>Passage</b>  <b>85%</b> or above of the vocabulary (tokens) should be at the target level or below.  Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample item provided on p.41.  <b>EVP:</b>  A1: 87.25%  B1: 1.96%  Unlisted: 10.78%</p> <p><b>Questions (including options)</b>  <b>70%</b> or above of the vocabulary (tokens) should be at the target level or below.  Those which are above the target level should not hinder students to answer the question correctly.  Check that the most of words beyond the target level are pronoun nouns instead of other difficult words.</p> <p><b>EVP:</b>  A1: 85.92%  A2: 2.82%  Unlisted: 11.27%</p>			
<b>Grammatical level</b>	please check ( <a href="http://www.englishprofile.org/english-grammar-profile/egp-online">http://www.englishprofile.org/english-grammar-profile/egp-online</a> ) that most grammar and sentence structures are at A1.			
<b>Readability level</b>	<b>Flesch-Kincaid Grade Level = 3.21</b> (No Reference at A1 level) <b>Flesch Reading Ease = 90.43</b> (No Reference at A1 level)			

**Table 7: Reading Part 3 (A2)**

TEST:	Primary English Adaptive test	COMPONENT:	Reading	Part 3
Features of the Test				
Skills focus	Reading for Information /Pleasure			
Task level (CEFR or any other reference levels)	A2			
Relevant CEFR descriptors	<p><b>Overall Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</li> <li>• Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>• Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</li> <li>• Can understand the main point of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</li> <li>• Can understand texts describing people, places, everyday life and culture, etc. provided that they are written in simple language.</li> <li>• Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.</li> <li>• Can understand the main points in short news items on subjects of personal interest (for example sport, celebrities).</li> </ul> <p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li>• Can understand enough to read short, simple stories involving familiar, concrete situations written in high frequency everyday language.</li> <li>• Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).</li> <li>• Can understand short narratives and descriptions of someone’s life written in simple words.</li> <li>• Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.</li> <li>• Can understand much of the information provided in a short description of a person (e.g. a celebrity) provided it is clearly written in simple language.</li> </ul>			
Task description	The students are required to read the article and answer 5 questions based on what they understood from the text.			
Instructions to candidates	Based on the information provided in the article, choose the most appropriate answer (a), (b) or (c) for Questions 15-19.			
Presentation of instruction	Aural	Written (in English for A2)	Visual/ non-verbal (e.g. figure)	
Response format	Selected response. 3-option multiple choice.			
Number of items	Each student will complete 5 items.			
Time allowed per item	Text: 3 mins; Questions 45 seconds per item (tbc);			
Rating and weighting	1 point per item			
Reading: Cognitive processing [Goal setting]	<b>Expeditious reading: local</b> (scan/search for specifics)		<b>Careful reading: local</b> (understanding sentence)	
	<b>Expeditious reading: global</b> (skim for gist/search for key ideas & detail)		<b>Careful reading: global</b> (comprehend main idea(s)/overall text(s))	
	<a href="#">Refer to Q3 on p.42 as an example</a>			
Reading: Cognitive processing [Levels of reading] <sup>9</sup>	<b>Word recognition</b>			
	<b>Lexical access</b>			
	<b>Syntactic parsing</b>			

<sup>9</sup> These are the list of cognitive operations that a test-taker can go through during reading. Basic operations are listed towards the top, and more complex operations are at the bottom. (Recommended reading: Khalifa, H. & Weir, C. J. (2009). *Examining Reading*. Cambridge: CUP.

	<b>Establishing propositional meaning</b> (clause/sentence levels)			
	<b>Inferencing</b>			
	<b>Building a mental model</b>			
	<b>Creating a text level representation</b> (discourse structure level)			
	<b>Creating an intertextual representation</b> (multi-text level)			
<b>Features of the Input / Prompt</b>				
<b>Genre</b>	A2: simple texts on everyday or job-related language e.g. hobbies, sports, leisure activities, animals, someone's life, brochures and maps, short news items, e.g. hobbies, sports, leisure activities, animals, photo story e.g. in a lifestyle magazine Objective, personal and imaginative descriptions. Descriptive reports (about animals), sequential explanations (e.g. life cycle of a plant); personal recount (e.g. summer holiday), biographical and historical recount.			
<b>Word count</b>	A2 - Prompt: 150±10      Question: no more than 12 (including options)			
<b>Domain</b>	Personal	Social	Work	Academic
<b>Content knowledge</b>	General			Specific
<b>Cultural specificity</b>	Neutral			Specific
<b>Topic familiarity</b>	Familiar			Unfamiliar
<b>Nature of information</b>	Only concrete	Mostly concrete	Fairly abstract	Mainly abstract
<b>Presentation</b>	Verbal		Non-verbal (i.e. graphs)	Both
<b>Lexical level</b>	<p><b>Passage</b>  <b>85%</b> or above of the vocabulary (tokens) should be at the target level or below.  Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample item provided on p.42.  <b>EVP:</b>  A1: 68.92%  A2: 20.95%  B1: 1.35%  B2: 1.35%  Unlisted: 7.43%</p> <p><b>Questions (including options)</b>  <b>70%</b> or above of the vocabulary (tokens) should be at the target level or below.  Those which are above the target level should not hinder students to answer the question correctly.  Check that most of the words beyond the target level are pronoun nouns instead of other difficult words.</p> <p><b>EVP:</b>  A1: 63.92%  A2: 21.65%  B1: 2.06%  B2: 2.06%  Unlisted: 10.31%</p>			
<b>Grammatical level</b>	please check ( <a href="http://www.englishprofile.org/english-grammar-profile/egp-online">http://www.englishprofile.org/english-grammar-profile/egp-online</a> ) that most grammar and sentence structures are at A2.			
<b>Readability level</b>	<b>Flesch-Kincaid Grade Level = 5.29</b> (Reference KET: 5.5, range 2-7.4) <b>Flesch Reading Ease = 75.22</b> (Reference KET: 78.3)			

**Table 8: Reading Part 3 (B1)**

TEST:	Primary English Adaptive test	COMPONENT:	Reading	Part 3
<b>Features of the Test</b>				
<b>Skills focus</b>	Reading for Information /Pleasure			
<b>Task level (CEFR or any other reference levels)</b>	B1			
<b>Relevant CEFR descriptors</b>	<p><b>Overall Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</li> <li>Can recognize significant points in straightforward newspaper articles on familiar subjects.</li> <li>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</li> <li>Can recognize the line of argument in the treatment of an issue presented, though not necessarily in detail.</li> <li>Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.</li> </ul> <p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li>Can understand the description of places, events, feelings and perspectives in narratives, travelogues, biographies, guides and magazine articles written in high frequency everyday language.</li> <li>Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.</li> <li>Can understand a travel diary mainly describing the daily events of a journey and the experiences and discoveries the person has made.</li> </ul>			
<b>Task description</b>	The students are required to read the article and answer 5 questions based on what they understood from the text.			
<b>Instructions to candidates</b>	Based on the information provided in the article, choose the most appropriate answer (a), (b) or (c) for Questions 15-19.			
<b>Presentation of instruction</b>	Aural	Written	Visual/ non-verbal (e.g. figure)	
<b>Response format</b>	Selected response. 3-option multiple choice.			
<b>Number of items</b>	Each student will complete 5 items.			
<b>Time allowed per item</b>	Text: 3 mins; Questions 45 seconds per item (tbc);			
<b>Rating and weighting</b>	1 point per item			
<b>Reading: Cognitive processing [Goal setting]</b>	<b>Expeditious reading: local</b> (scan/search for specifics)		<b>Careful reading: local</b> (understanding sentence)	
	<b>Expeditious reading: global</b> (skim for gist/search for key ideas & detail)		<b>Careful reading: global</b> (comprehend main idea(s)/overall text(s))	
	<a href="#">See Q5 as an example</a>			
<b>Reading: Cognitive processing [Levels of reading]<sup>10</sup></b>	<b>Word recognition</b>			
	<b>Lexical access</b>			
	<b>Syntactic parsing</b>			
	<b>Establishing propositional meaning</b> (clause/sentence levels)			
	<b>Inferencing</b>			
	<b>Building a mental model</b>			

<sup>10</sup> These are the list of cognitive operations that a test-taker can go through during reading. Basic operations are listed towards the top, and more complex operations are at the bottom. (Recommended reading: Khalifa, H. & Weir, C. J. (2009). *Examining Reading*. Cambridge: CUP.



	<b>Creating a text level representation</b> (discourse structure level)			
	<b>Creating an intertextual representation</b> (multi-text level)			
<b>Features of the Input / Prompt</b>				
<b>Genre</b>	factual texts, straightforward newspaper articles, description of places, events, feelings and perspectives, daily events of a journey, experiences or discoveries			
<b>Word count</b>	B1 - Prompt: 180±10      Question: no more than 12 (including options)			
<b>Domain</b>	Personal	Social	Work	Academic
<b>Content knowledge</b>	General			Specific
<b>Cultural specificity</b>	Neutral			Specific
<b>Topic familiarity</b>	Familiar			Unfamiliar
<b>Nature of information</b>	Only concrete	Mostly concrete	Fairly abstract	Mainly abstract
<b>Presentation</b>	Verbal		Non-verbal (i.e. graphs)	Both
<b>Lexical level</b>	<p><b>Passage</b>  <b>85%</b> or above of the vocabulary (tokens) should be at the target level or below.  Those which are above the target level should not hinder students to answer the question correctly.</p> <p>The following analysis uses the sample item provided on p.43-44.  <b>EVP:</b>  A1: 59.77%  A2: 22.99%  B1: 9.77%  B2: 4.02%  C1: 0.57%  Unlisted: 2.87%</p> <p><b>Questions (including options)</b>  <b>70%</b> or above of the vocabulary (tokens) should be at the target level or below.  Those which are above the target level should not hinder students to answer the question correctly.  Check that most of the words beyond the target level are pronoun nouns instead of other difficult words.</p> <p><b>EVP:</b>  A1: 60.48%  A2: 20.16%  B1: 10.48%  B2: 8.06%  Unlisted: 0.81%</p>			
<b>Grammatical level</b>	please check ( <a href="http://www.englishprofile.org/english-grammar-profile/egp-online">http://www.englishprofile.org/english-grammar-profile/egp-online</a> ) that most grammar and sentence structures are at B1			
<b>Readability level (for reference only)</b>	<b>Flesch-Kincaid Grade Level = 6.91</b> (Reference PET: 7.9, range 5-10.1) <b>Flesch Reading Ease = 63.42</b> (Reference PET: 64.7)			

*FAQ: What shall we do when there is a discrepancy between the Uruguayan students' knowledge and EVP level?*

We should always consider Uruguayan students' knowledge when judging the suitability of vocabulary at a level. For example, if most local students are familiar with certain words, e.g. school subjects, these words can be used even if they might be at a level higher than the target level. Please see a list of examples of these vocabulary items in **Appendix X** as well as **English-Spanish cognates in Appendix 5**.

*FAQ: Shall I refer to the scoreboard in Text Inspector?*

No, please refer to the primary analysis figures instead of the results on the scoreboard page, as illustrated in the item writing guidelines below.

*FAQ: What shall we do when the Flesch-Kincaide Grade Level and Flesch Reading Ease Score of a text seem unreasonable?*

These readability scores are sensitive towards sentence length and structure. As we tend to work with short texts in this test, this might affect the reliability of the measures. These measures are usually useful in a sense that they provide a quick analysis of the difficulty level of a text. This is particularly useful when we are working with many texts at time. However, like using many automated analysis tools, the results require human judgment to determine why a text is easy or difficult.

## Sample Items

### Part 1 (See Table 2):

Instrucciones:

Lee el texto y luego indica si la oración que aparece debajo es “Verdadera” (a) o “Falsa” (b).

Si consideras que no hay suficiente información selecciona “No lo dice” (c)

#### A1 items:

Bookshop  
Monday to Saturday ..... open

1. You can buy books on Monday.

- A) **True**
- B) False
- C) Doesn't say

A1 Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.

Restaurant  
Sorry - No pets

2. You can take a dog to the restaurant.

- A) True
- B) **False**
- C) Doesn't say

A1 Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.

All computers  
Half price 50%

3. All computers are cheaper.

- A) **True**
- B) False
- C) Doesn't say

A1 Can find and understand simple, important information in advertisements

All jackets  
3 for 2

4. You can buy summer jackets.

- A) True
- B) False
- C) **Doesn't say**

A1 Can find and understand simple, important information in advertisements

**A2 items:**

<b>Menu</b>	
Fish and chips	£6.50
Cheese burger	£3.44
Chicken	burger
£4.39	
Double cheese burger	£4.99
Chicken and mushroom pie	£4.69

A2 Can find specific, predictable information in simple everyday material such as menus

1. There are two children dishes.

- A) True
- B) False
- C) Doesn't say

1. Cut the chicken into small pieces
2. Heat some oil in a pan
3. Add the chicken
4. Add some tomatoes

2. You should add tomatoes before you cook the chicken.

- A) True
- B) False
- C) Doesn't say

A2 Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.

<b>Drinks</b>		<b>Desserts</b>	
Water	£1.00	Chocolate cake	£2.50
Orange juice	£1.99	Apple pie	£3.50
Tea	£1.50	Ice cream	£3.00
Coffee	£2.00		

3. The restaurant sells hot and iced tea.

- A) True
- B) False
- C) Doesn't say

A2 Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.

**B1 items:**

<b>Nutrition</b>	<b>Per 100g</b>
Energy	358 kcal
Protein	11g
Carbohydrate	68g
Fat	2g
Salt	1g

high fat – more than 17g of fat per 100g  
low fat – 3g of fat or less per 100g

Note: nutrition and carbohydrate above B1 but they are English-Spanish cognates (see Appendix 5)

1. The food of this label is low in fat.

- A) **True**
- B) False
- C) Doesn't say

B1 Can pick out important information about preparation and usage on the labels of foodstuffs and medicine.

Medicine label  
**60 Pantoprazole 20mg tablets**

Take one tablet two times daily until finishes  
Take after breakfast and before bed time  
Take with water  
Once finished visit your doctor  
Warning: keep out of reach of children.

2. You should take the medicine with an empty stomach.

- A) True
- B) **False**
- C) Doesn't say

B1 Can pick out important information about preparation and usage on the labels of foodstuffs and medicine.

Green Kids Planet is an award-winning nature magazine for kids aged 7-11 that is fun and educational. Challenge and entertain their minds with new information, exciting projects and fun activities – delivered to your door each month.

3. You can choose when to receive the magazine each month.

- A) True
- B) False
- C) **Doesn't say**

B1 Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.

## Part 2 (LEVEL SPECIFIC)

### A1 items (See Table 3):

Lee el texto que aparece debajo. Luego indica si las oraciones 1-5 son “Verdaderas” (a) o “Falsas”. Si consideras que no hay suficiente información, elige “No lo dice” (c)

Dear Camila,

I am having a great time in USA. Paul took me to a restaurant, a park, a museum and a shop. It is hot here. Tomorrow we will go to Disneyland. It is expensive but we will have our lunch in Disneyland. Paul would like to visit us next summer.

Love,  
Sofía

1. Sofía enjoys her time in USA.  
A) **True**  
B) False  
C) Doesn't say
2. Sofía went to three places there.  
A) True  
B) **False**  
C) Doesn't say
3. Sofía loves the weather there.  
A) True  
B) False  
C) **Doesn't say**
4. Sofía will not have lunch in Disneyland.  
A) True  
B) **False**  
C) Doesn't say
5. Paul wants to visit Sofía next summer.  
A) **True**  
B) False  
C) Doesn't say

local expeditious reading to check the number of places visited
---

**A2 items (See Table 4):**

**Instruction: Read the text. Are sentences 1-5 'True' (a) or 'False' (b)? If there is not enough information to answer, choose 'Doesn't say' (c).**

Hi Santiago,

I am really happy that you are coming to see me next week. Let's decide what to do. We can go camping by the south coast. It is a favourite camping area for teenagers. The coast has great beaches. I'm sure you would enjoy the beautiful view. I know you love football. Me too! We can also watch the World Cup with my friends. England is playing on Friday. So what do you think?

One more thing, you told me last time that you got a new Xbox. Can you bring it with you? We can play games together. I hope you have enough space in your suitcase.

Can't wait to see you!

Andy

1. Andy is going to visit Santiago next week.  
A) True  
**B) False**  
C) Doesn't say
2. The south coast is a popular place for camping.  
**A) True**  
B) False  
C) Doesn't say
3. Andy is going to wait for Santiago at the airport.  
A) True  
B) False  
**C) Doesn't say**
4. Santiago and Andy do not like sports.  
A) True  
**B) False**  
C) Doesn't say
5. Andy wants to play Xbox with Santiago.  
**A) True**  
B) False  
C) Doesn't say

**B1 items (See Table 5):**

**Instruction: Read the text. Are sentences 1-5 ‘True’ (a) or ‘False’ (b)? If there is not enough information to answer, choose ‘Doesn’t say’ (c).**

School Newsletter No. 5

Please read this with your parents!

To support our Year 3 science topic of ‘Iron Age’, the school will take the children to the Natural Museum. We have arranged interactive activities full of facts and fun for the children. An actor will run a show for the children. During the show, he will ask the children to join him in exploring the Iron Age. There will be role-plays. The children can act on the stage! Such interactive activities will help the children to learn more about living in the old days. We are sure that the children will love the trip!

To parents: If you want your child to join the trip, payments should be made online by Friday 23<sup>rd</sup> November. You will also need to sign a form to give us permission to take your child on the trip.

Please contact us for any further information.

1. The school is taking children to watch “Iron Age’ in a museum.  
A) True  
**B) False**  
C) Doesn’t say
  
2. During the trip, the children will be invited to join a show.  
**A) True**  
B) False  
C) Doesn’t say
  
3. The trip aims at helping children understand the life in the past.  
**A) True**  
B) False  
C) Doesn’t say
  
4. Parents can go to the museum with their children.  
A) True  
B) False  
**C) Doesn’t say**
  
5. The school believes that students can learn through activities.  
**A) True**  
B) False  
C) Doesn’t say

Understanding overall meaning of the text

Inferencing from the text (i.e. no additional world knowledge required)



### Part 3: (LEVEL SPECIFIC)

Instruction: Based on the information provided in the article, choose the most appropriate answer (a), (b) or (c) for Questions 1-5.

**A1 items (See Table 6):**

**Para las preguntas 1-5, selecciona la respuesta apropiada (a), (b) o (c), de acuerdo con la información presentada en el artículo.**

Robert is 14 years old. He does homework, meets his friends and plays sports like any other kids. But from 4pm to 5pm Robert does something different. He cooks dinner for his family. His mum, dad, and two sisters love his food. Robert thinks that Math and English are important but kids need to learn other things too.

“First I taught him how to cook easy meals” said Robert’s mum. Then she taught him how to use her cooking book to cook different meals. In the past, Robert did not help at home. Now things are different and his mum is happy.

1. It takes about ..... for Robert to cook dinner.

- A) half an hour
- B) an hour**
- C) two hours

Search for specific details,  
e.g. time

2. Robert thinks that .....

- A) sports are not important.
- B) Math is more important than English.
- C) it is good to learn things outside school subjects.**

3. Robert has ..... sisters.

- A) 1
- B) 2
- C) 3**

Search for specific details,  
e.g. no of children

4. Robert learnt cooking by.....

- A) making easy food.**
- B) watching cooking shows.
- C) going to a cooking school.

5. Mum was not happy when Robert did not .....

- A) meet his friends
- B) finish his homework.
- C) help at home.**

**A2 items (See Table 7):**

**Instruction: Based on the information provided in the article, choose the most appropriate answer (a), (b) or (c) for Questions 1-5.**

5 years ago, a 14-year-old boy called Anderes was studying for his exam. But he was bored. He went on a website called YouTube. He watched a video of a boy singing a song and thought he could sing better than him. So, he turned on his camera and sang a famous song in a funny way. He posted the video under the name Anderesthesinger.

After 3 days, Anderes had 200 followers. He started to post videos to YouTube every week. A year later, one of his videos was shown at a popular TV programme. He became famous and had even more followers. Because of those videos, he now has enough money to buy a house!

Anderes is planning to make more videos. But he wants to try other types of video. He is also interested in live shows. His dream is to have his own show in the theatre!

1. Anderes ..... 5 years ago.  
A) passed his exam because he studied hard  
**B) watched a YouTube video because he was bored**  
C) became famous because he made videos
2. Anderes had 200 viewers after he.....  
**A) posted his first video on Youtube.**  
B) sang famous songs every week.  
C) sent his videos to a TV programme.
3. Anderes became rich because he .....  
A) made comments on YouTube videos.  
**B) posted funny videos on Youtube.**  
C) had a good singing voice.
4. Anderes wants to .....  
A) stop making videos.  
B) get better at singing.  
**C) make new types of video.**
5. Anderes's dream is to .....  
A) make a TV programme.  
**B) have a live show.**  
C) make more money.

Q3: Global careful reading: Understanding the main idea of the passage (students need to read different places of the passage to get this item correct
--

**B1 items (See Table 8):**

**Instruction: Based on the information provided in the article, choose the most appropriate answer (a), (b) or (c) for Questions 1-5.**

Earthquakes (i.e. shaking of the ground) happen in many areas of the world. Anyone could someday be caught in an earthquake. Therefore, it is important to learn more about it. The *Earthquake Planning and Protection Organization* provides useful information about earthquakes. Below are their suggestions.

**PREPARE YOURSELF AND YOUR FAMILY NOW**

All family members should

- know how to turn off gas, water, and electricity.
- discuss a family emergency plan together in advance.
- Find out emergency telephone numbers (doctor, hospital, police etc.).

**DURING AN EARTHQUAKE, STAY CALM**

- If you are inside, stay under a desk or table. Stay away from windows.
- If there isn't a desk or table, drop to the ground. Cover your head and neck with your hands and arms.
- If you are outside, move to a clear area. Stand away from buildings, trees, telephones and electrical lines.

**AFTER AN EARTHQUAKE**

- Wear shoes to avoid cuts.
- Do not go back to the house to collect things.
- Turn on the radio and listen for further information and instructions.
- Use a phone only for emergencies (e.g. call an ambulance).

1. The *Earthquake Planning and Protection Organization* .....  
A) works with the police and hospitals.  
B) organises classes on emergency planning.  
**C) offers advice on how to stay safe.**
2. To prepare for an earthquake, you should .....  
A) always turn off gas, water and electricity.  
B) call the police and ask for advice.  
**C) talk about an emergency plan with your family.**
3. To stay safe during an earthquake, you should .....  
A) stay away from desks, tables and windows.  
B) hide under buildings and trees.  
**C) protect your head and neck.**
4. After an earthquake, you should .....  
A) call your friends to check if they are safe.  
**B) pay attention to public announcements.**  
C) check the damage of the house.

5. The reading text gives advice on .....
- A) **how to react when an earthquake happens.**
  - B) how earthquakes can cause damages.
  - C) how to predict an earthquake.

## Appendix 1: Guidelines for writing good distractors

In the 3-option multiple-choice item format that is used in the Primary Adaptive English Test, one of the answer options is the 'key', i.e. the correct option, and two others are 'distractors'. Writing good distractors is actually very difficult because they have to look plausible enough but be definitely wrong, which makes constructing multiple-choice items more challenging than is generally perceived.

In Phase 1 of the project, problematic items were identified due to violating some principles of constructing good multiple-choice options as discussed below. In order to tap into the construct that is aimed to measure using indirect test methods like multiple-choice, careful development and rigorous review of items are essential.

A set of basic guidelines for writing good distractors is presented below. Examples below are taken from listening items, but the same principles apply to other parts of the test.

### **Guideline 1. All answer options should be plausible.**

The role of the wrong answer option is to serve as distractors that should be selected by test-takers who have not achieved the level of knowledge required, but ignored by test-takers who have. Implausible distractors fail to attract any test-takers, and therefore do not give any useful information for the test. It is useful to collect answers given in previous open-ended exams to provide realistic distractors; common student errors provide a good source of attractive distractors.

### **Guideline 2. Answer options should be mutually exclusive.**

Answer options with overlapping content may be considered "trick" items by test-takers, excessive use of which can erode trust and respect for the testing process. ING1098 illustrates this point.

ING1098

Listen to the dialogue and complete the sentence.

What the woman said is \_\_\_\_\_

A) wrong B) completely sure C) probably wrong

Options A (wrong) and C (probably wrong) are not quite mutually exclusive, which makes this item problematic. Moreover, Option B is not a plausible distractor because it is grammatically inconsistent with the stem (i.e. "What the woman said is completely sure" is not grammatically correct) (see also Guideline 4). Therefore, Option B can be immediately eliminated, which makes this item practically a binary-choice item. In addition, options with extreme adverbs such as 'completely', 'always' and 'never' are better to be avoided as test-wise test-takers would know that they tend to be wrong options, so are less effective.

### **Guideline 3. Answer options should be homogeneous in content.**

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ING977

Escucha la frase y completa la oración.

Lorenzo likes playing \_\_\_\_\_

Alternatives that are heterogeneous in content can provide cues to student about the correct answer. ING977 illustrate this point.

Options A and B present a place whereas Option C refers to time, which makes Option C stand out as an odd one. All the answer options should list either a place (e.g. park, playground, schoolyard) or time (e.g. during lunch break, after school, in the morning).

**Guideline 4. Answer options should be free from clues about which option is correct.**

Stronger test-takers are alert to inadvertent clues to the correct answer, such as differences in grammar, length, formatting, and language choice in the options. It is, therefore, important that all answer options:

- have grammar consistent with the stem
- are parallel in form
- are similar in length.

ING1098 illustrates this point.

ING1098

Escucha la frase y completa la oración.

David is going to \_\_\_\_\_

A) present his mother and sister B) ballet dance C) do a presentation

For ING1098, Option B is not grammatically consistent with the stem. It is suggested that this option should be changed to, for example, 'dance ballet' rather than 'ballet dance', so that the verb comes after the stem as the other options do.

## **Appendix 2: Summary of Vocabulary and Grammar in English Syllabi**

See a separate document

## Appendix 3: Guidelines on analysing the prompts and questions using automated textual analysis software

The Part 2 A1 text and items are selected as a sample to discuss the analyses and explain the *Features of the Input / Prompt* (i.e. word count, EVP, frequency list and readability scores).

Note: The text and items below are taken from an earlier draft version.

### Part 2

#### A1 item:

Dear Camila,

I am having a great time here in Los Angeles. Uncle Raul showed me everywhere- Hollywood, Griffith Park, the Museum of Art and Farmers Market. It is sunny and warm every day. Tomorrow we are going to visit Disneyland. There are two parks in Disneyland and we are going to see them. It is expensive but we are going to have our lunch at a restaurant in Disneyland.

I wish you were here.

Love,

Sofia

1. Sofia enjoys being in Los Angeles.  
A) **True**  
B) False  
C) Doesn't say
2. Uncle Raul took Sofia to 5 places in Los Angeles.  
A) True  
B) **False**  
C) Doesn't say
3. Sofia loves the weather in Los Angeles.  
A) True  
B) False  
C) **Doesn't say**
4. Sofia and uncle Raul cannot buy their lunch at Disneyland restaurant because it is very expensive.  
A) True  
B) **False**  
C) Doesn't say
5. Camila wishes Sofia were with her visiting Los Angeles.  
A) True  
B) **False**  
C) Doesn't say



## 1. Word counts

Word count	A1 - Prompt: 60±5 Question: 8±2 (i.e. the average of all 5 questions)
------------	---

- Anytime you want to know the total number of words in your Word document, look at the status bar at the bottom of the Word window. If you don't see the word count in the status bar, right-click the status bar and then click Word Count.
- Select the prompt you want to count and look at the status bar.
- Do it separately for questions.

**A1 Type 2**

Dear Camila,

I am having a great time here in Los Angeles. Uncle Raul took me to the Art and Farmers Market. It is sunny and warm every day. We went to Disneyland and we are going to see them. It is expensive.

I wish you were here.

Love,

Sofia

1. Sofia enjoys being in Los Angeles.
  - a. **True**
  - b. False
  - c. Doesn't say
2. Uncle Raul took Sofia to 5 places in Los Angeles.
  - a. True

PAGE 1 OF 4 77 OF 1185 WORDS

## 2. Lexical level: EVP

For example

<b>Lexical level</b>	<b>Passage</b> Most vocabulary ( <b>80% or above</b> ) should be at the target level or below. Those which are above the target level should not hinder students to answer the questions correctly.
----------------------	---

- Go to <https://textinspector.com/>, enter the email address and password you used to register with Text Inspector and login,
- Copy the text you want to analyse and paste it into the box on the right side of the screen (you need to delete the text already existed in the box first),
- Delete any number you have in the text before you click on the **ANALYSE** key,

**Try it out right now**

Analyse up to 250 words free.

Dear Camila,  
I am having a great time here in Los Angeles. Uncle Raul showed me everywhere- Hollywood, Griffith Park, the Museum of Art and Farmers Market. It is sunny and warm every day. Tomorrow we are going to visit Disneyland. There are two parks in Disneyland and we are going to see them. It is expensive but we are going to have our lunch at a restaurant in Disneyland.  
I wish you were here.  
Love,  
Sofia

**ANALYSE**

- After you press the **ANALYSE** key, a summary page will pop up which shows the basic statistics of your text.
- On the left side of the page, find **Lexis: EVP** under tools and click on it,

textinspector.com

TOOLS ✂

- Statistics
- Lexical Diversity
- Tagger
- Errors
- Lexis: EVP
- Lexis: BNC
- Lexis: COCA
- Lexis: AWL
- Metadiscourse
- SCORECARD
- EXPORT

HOW DID YOU SCORE?

100%

Subscribers can get a complete *Lexical Profile Score* on the *Scorecard* page. [Click here](#) or use the side menu. Your text must be longer than 100 words.

This tool analyses the basic Statistics of your text.

Summary

Sentence count	8 (Amer
Token count (excluding numbers)	77 (Am
Type count (unique tokens, excluding numbers)	57 (Am
Average sentence length	9.62 wo
Type/token ratio	0.74
Number count	0 / 0 tot
Syllable count	114 (An
Words with more than 2 syllables	13
Words with more than 2 syllables - Percentage	16.88

- You will see a summary of the word list, types and tokens along with a bar graph. Under the word list, the CERF proficiency levels (A1, A2, B1, B2, C1 and C1) are shown.
- Under the *type*, the number of words classified under each level along with their percentage are demonstrated. As you see in case of the text we are using as a sample here (A1 Part 2 text), 39 words are within level A1 (which is 69.64% of the text) and 9 words are at level A2 (which is 16.07% of the text).
- You can also see that 8 words are not listed in the analysis (14.29% of the text is offlist).
- If you scroll the screen down, you will see the statistics and details under which by clicking on **SHOW WORDS**, you can see exactly which words are listed under each level.
- You can also check the unlisted words. In this example, Los Angeles, Camila, Disneyland, Griffith, Hollywood, Raul, Sofia are the offlist words as they are proper nouns.
- The percentages of words at each level are reported in the test specification form.

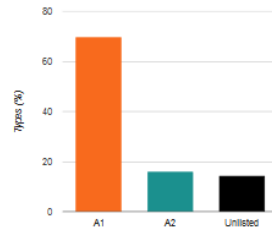
TOOLS ✂

- Statistics
- Lexical Diversity
- Tagger
- Errors
- Lexis: EVP
- Lexis: BNC
- Lexis: COCA
- Lexis: AWL
- Metadiscourse
- SCORECARD
- EXPORT

This tool analyses your text according to the English Vocabulary Profile from Cambridge University Press. Click for an explanation. If you want to correct any analysis, go to *Input* below, change the tag, then click *Update*.

Summary

Word List	Types	Tokens
A1	39 (69.64%)	53 (71.62%)
A2	9 (16.07%)	11 (14.86%)
Unlisted	8 (14.29%)	10 (13.51%)



Statistics and details [EXPORT STATISTICS AND DETAILS](#) (Toggle all words)

**A1** 39 types / 53 tokens  
69.64% / 71.62%  
[\(Show words\)](#)

**A2** 9 types / 11 tokens  
16.07% / 14.86%  
[\(Show words\)](#)

**Unlisted** 8 types / 10 tokens  
14.29% / 13.51%  
[\(Hide words\)](#)

- angeles (1) (Amend)
- camila (1) (Amend)
- disneyland (3) (Amend)
- griffith (1) (Amend)
- hollywood (1) (Amend)
- los (1) (Amend)
- raul (1) (Amend)

### 3. Readability level:

Readability level	Flesch-Kincaid Grade Level = 5.66 Flesch Reading Ease = 71.41
-------------------	--

- Go to <https://textinspector.com/>; copy and paste your text into the box; click on **ANALYSE**,
- Scroll the screen down and you will see the readability scores of **Flesch Reading Ease, Flesch Reading Ease**. It is important to note that the Readability Scores are not accurate on short documents. Readability scores should only be considered for longer (100 word+) texts.

The screenshot shows the TextInspector website interface. On the left is a sidebar with navigation options: Statistics (selected), Lexical Diversity, Tagger, Errors, Lexis: EVP, Lexis: BNC, Lexis: COCA, Lexis: AWL, Metadiscourse, SCORECARD, and EXPORT. The main content area features a '100%' progress indicator and a note about Lexical Profile Scores. Below this is a 'Summary' table with various text statistics. A 'Readability Scores' section contains a red warning box and a table with scores for Flesch Reading Ease (71.81), Flesch-Kincaid Grade (5.63), and Gunning Fog index (10.60). The 'Input Sentences' section lists three sample sentences.

Sentence count	8 (Amend)
Token count (excluding numbers)	77 (Amend)
Type count (unique tokens, excluding numbers)	57 (Amend)
Average sentence length	9.62 words
Type/token ratio	0.74
Number count	0 / 0 total digits
Syllable count	114 (Amend)
Words with more than 2 syllables	13
Words with more than 2 syllables - Percentage	16.88
Average syllables per sentence	14.25
Average syllables per word	1.48
Syllables per 100 words	148.05

Readability scores are not accurate on short documents. These scores should only be considered for larger (100 word+) documents.	
Flesch Reading Ease	71.81
Flesch-Kincaid Grade	5.63
Gunning Fog index	10.60

**Input Sentences**

1. Dear Camila, I am having a great time here in Los Angeles.
2. Uncle Raul showed me everywhere- Hollywood, Griffith Park, the Museum of Art and Farmers Market.
3. It is sunny and warm every day.

## Appendix 4: Other sources of help and inspiration for test material

We have so far described the following as helpful sources:

- The English Syllabi summarised in **Appendix 2**
- *English Vocabulary Profile* (<http://www.englishprofile.org/wordlists>)
- *English Grammar Profile* (<http://www.englishprofile.org/english-grammar-profile/egg-online>)
- *Compleat Lexical Tutor* (<http://www.lextutor.ca/>): This is an invaluable set of tools that include concordances based on a number of small corpora, word frequency estimates and links to word lists. Different elements on the site can be used to check that you are using words across all items that are at a suitable level for the test. The web *Vocabprofiler* tools (e.g. BNC20 as used in Appendix 3) will help you to see that the vocabulary distractors and reading texts are at a suitable frequency level.
- *Text Inspector* (<https://textinspector.com/>): Text Inspector also offers similar analyses, but the value of Text Inspector is its association with the English Vocabulary Profile list, so the level of each word (from the Cambridge Learner Corpus) can be immediately identified. The feature can also be accessed via <http://www.englishprofile.org/wordlists/text-inspector>

### Student work

Common errors in student work can inspire good items and can be a good source of distractors.

### Support materials at school

Information for students about services, requirements and issues provided by schools, local community etc. can be a useful source of material relevant to their life. Also keep your ears open for student conversations and service encounters that might fit the test.

### Online dictionaries and thesauruses

The online dictionary at <http://dictionary.reference.com/> and the related thesaurus <http://thesaurus.reference.com/> are helpful – particularly for the vocabulary items – as are similar online tools and the reference tools available through Microsoft Word.

*Note that material accessed from these sources should always be adapted rather than used verbatim.*

## Appendix 4: Genre and Text types for designing test material

CONTENT	SUBCONTENT
<b><i>Reading for Orientation/ Instructions</i></b>	A1: <ul style="list-style-type: none"> <li>• Signs, short notices</li> </ul>
	A2: <ul style="list-style-type: none"> <li>• Menus, lists</li> <li>• Simple instructions, recipes</li> <li>• Simple packaging information (labels)</li> </ul>
	B1: <ul style="list-style-type: none"> <li>• Foodstuff, or medicine labels</li> <li>• Adverts, notices, brochures</li> <li>• Users' Instructions</li> </ul>
<b><i>Reading for Correspondence</i></b>	A1: <ul style="list-style-type: none"> <li>• Notes, e-mails, text messages</li> </ul>
	A2: <ul style="list-style-type: none"> <li>• Personal letters, e-mails</li> </ul>
	B1: <ul style="list-style-type: none"> <li>• Personal letters</li> <li>• Standard formal correspondence</li> </ul>
<b><i>Reading for Information /Pleasure</i></b>	A1: <ul style="list-style-type: none"> <li>• Stories: simple recount, narratives</li> <li>• Basic descriptive reports</li> </ul>
	A2: <ul style="list-style-type: none"> <li>• Description: objective / imaginative</li> <li>• Stories: personal recount, narrative</li> <li>• Factual stories: biographical recount</li> <li>• Reports: articles, brochures</li> <li>• Explanation: sequence</li> </ul>
	B1: <ul style="list-style-type: none"> <li>• Recount: personal, biographical, historical</li> <li>• Story genres: moral tale/ fable, anecdote, narrative</li> <li>• Explanation: sequential, causal, consequential</li> <li>• Report: descriptive, classifying</li> <li>• Procedures: "HOW TO" texts</li> </ul>

## Appendix 5: English-Spanish cognates

(Taken from [www.realfastspanish.com/vocabulary/spanish-cognates](http://www.realfastspanish.com/vocabulary/spanish-cognates))

Spanish English	Spanish English	Spanish English
Actor Actor	Debate Debate	Habitual Habitual
Admirable Admirable	Decisión Decision	Hobby Hobby
Agenda Agenda	Diagonal Diagonal	Horizontal Horizontal
Alcohol Alcohol	Dimensión Dimension	Horror Horror
Altar Altar	Director Director	Hospital Hospital
Animal Animal	Disco Disco	Hotel Hotel
Area Area	División Division	Idea Idea
Artificial Artificial	Doctor Doctor	Ideal Ideal
Auto Auto	Drama Drama	Imperial Imperial
Balance Balance	Editorial Editorial	Implacable Implacable
Bar Bar	Electoral Electoral	Incursión Incursion
Base Base	Elemental Elemental	Individual Individual
Bridge Bridge	Enigma Enigma	Industrial Industrial
Brutal Brutal	Error Error	Inevitable Inevitable
Cable Cable	Exclusive Exclusive	Inferior Inferior
Café Cafe	Excursión Excursion	Informal Informal
Canal Canal	Experimental Experimental	Informative Informative
Cáncer Cancer	Explosión Explosion	Inseparable Inseparable
Canon Canon	Expulsión Expulsion	Inspector Inspector
Capital Capital	Extensión Extension	Interminable Interminable
Carbon Carbon	Exterior Exterior	Invasión Invasión
Cartón Carton	Factor Factor	Invisible Invisible
Central Central	Familiar Familiar	Irregular Irregular
Cerebral Cerebral	Fatal Fatal	Judicial Judicial
Cheque Cheque	Federal Federal	Kilo Kilo
Chocolate Chocolate	Festival Festival	Lateral Lateral
Circular Circular	Final Final	Legal Legal
Civil Civil	Flexible Flexible	Liberal Liberal
Club Club	Formal Formal	Literal Literal
Collar Collar	Formula Formula	Local Local
Colonial Colonial	Frontal Frontal	
Coma Coma	Fundamental Fundamental	
Combustión Combustion	Gala Gala	
Conclusión Conclusion	Gas Gas	
Conductor Conductor	Gene Gene	
Confusión Confusion	General General	
Considerable Considerable	Génesis Genesis	
Control Control	Global Global	
Cordial Cordial	Grave Grave	
Criminal Criminal		
Crisis Crisis		
Cultural Cultural		



<b>Spanish English</b>	<b>Spanish English</b>	<b>Spanish English</b>
Macho Macho	Panorama Panorama	Taxi Taxi
Maestro Maestro	Particular Particular	Televisión Television
Mango Mango	Pasta Pasta	Terrible Terrible
Manía Mania	Pastor Pastor	Terror Terror
Manual Manual	Patio Patio	Total Total
Marginal Marginal	Patrón Patron	Transcendental
Mate Mate	Peculiar Peculiar	Transcendental
Material Material	Penal Penal	Triple Triple
Matrimonial Matrimonial	Perfume Perfume	Tropical Tropical
Medieval Medieval	Personal Personal	Unión Unión
Mediocre Mediocre	Peseta Peseta	Universal Universal
Melon Melon	Piano Piano	Usual Usual
Mental Mental	Plural Plural	Verbal Verbal
Menú Menu	Popular Popular	Versión Version
Metal Metal	Pretension Pretension	Vertical Vertical
Miserable Miserable	Principal Principal	Violín Violin
Moral Moral	Probable Probable	Visible Visible
Mortal Mortal	Propaganda Propaganda	Visual Visual
Motel Motel	Protector Protector	Vital Vital
Motor Motor	Provincial Provincial	Vulgar Vulgar
Múltiple Multiple	Radical Radical	Vulnerable Vulnerable
Municipal Municipal	Radio Radio	
Musical Musical	Región Region	
Natural Natural	Regional Regional	
Noble Noble	Regular Regular	
Normal Normal	Religion Religion	
Nostalgia Nostalgia	Reunión Reunion	
Ópera Ópera	Revision Revision	
Oral Oral	Ritual Ritual	
Oriental Oriental	Rural Rural	
Original Original	Secular Secular	
	Sentimental Sentimental	
	Serial Serial	
	Sexual Sexual	
	Similar Similar	
	Simple Simple	
	Singular Singular	
	Social Social	
	Solar Solar	
	Solo Solo	
	Subversión Subversion	
	Superficial Superficial	
	Superior Superior	

## Appendix 6: Example pre-A1 Reading items

### Part 1

Look at the picture and read the sentence. Chose the correct answer. There are 2 examples.

Examples:



1. This is a taxi.

- a. True
- b. False



2. This is a knife.

- a. True
- b. False

## Part 2

Hello Sofia.

Hi Peter.


Yes, it is nice.

I am from Spain.  
Where are you from?

They are Spanish, too.

It is nice to see you at school every day.

Where are you from?



11

1. Peter and Sofia are students.  
True  False
2. Peter and Sofia go to the same school.  
True
3. Sofia is from Germany. Where are your parents from?  
True
4. Peter is from Spain.  
True
5. Sofia's parents are from Spain.  
True  False

## Part 3

<sup>11</sup> <https://www.wikihow.com>

Look at the picture and read the sentences. Put tick ✓ or cross × in the boxes. There are 2 examples.



Examples:

The boy and girl are looking at the river.

True  False

The girl is wearing a red dress.

True  False

Questions:

1. There is a boat in the river.  
True  False
2. A giraffe is standing behind the trees.  
True  False
3. There is an elephant next to the boy.  
True  False
4. A bird is sitting on the tree.  
True  False
5. The duck has three kids.  
True  False

## Appendix 7: Item Review Checklist

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<sup>12</sup> <https://childrensministryramblings.wordpress.com/2015/04/18/review-the-bible-app-for-kids/>

Please use this checklist before submitting your items to the Item Writer Leader, or when you review new items developed by other item writers.

## **Vocabulary and Grammar Checklist**

(also read **Appendix 1: Guidelines for writing good distractors**)

### **Item target**

- items accurately target the specified content/sub-content (e.g. G01-1, V01-1; see Table 1).
- items target the appropriate CEFR levels as specified in Table 1.
- grammar items target grammatical features/structures, not meaning of words.
- vocabulary items accurately target the feature of the words specified under each category, i.e. matching pictures (meaning), collocation, and synonym.

### **Stems**

- stems do not contain irrelevant or extraneous material.
- stems are phrased as clearly as possible.
- stems are not too long or complex (note: these are vocab/grammar items, not reading).
- vocabulary and grammatical structures in the stems are at target levels; if not, they don't affect the test-takers' understanding of the items.

### **Answer options**

- there is only one correct option in the answer options.
- order of the correct answers is mixed up (e.g. correct answers are not always choice c; [tips] options may be presented in an alphabetical order to avoid being biased towards certain positions).
- answer options are homogenous in content (i.e. grammatically and lexically as parallel as possible, similar in length).
- answers are not obvious for test-takers due to their L1 knowledge.
- correct answer options are at target levels, but distractors can be at one level below/above the target levels.

## Reading Items Checklist

### Reading texts

- the texts are using the target genres.
- the texts are at appropriate lengths.
- the vocabulary items in texts are at target levels (based on EVP and local students' knowledge).
- texts' readability levels ascend as the (CEFR) level goes up (note: FRE: the higher the score is, the easier the text gets; FKG: the higher the score is, the harder the text gets).

### Items

- items test reading skills at the target level.
- items test varied types of reading skill at each level.
- items are presented in the order of the presentation of information.
- items test reading ability, not general/background knowledge; test-takers cannot answer the items without reading the text.
- titles of the texts do not give clues to choose correct answers of any items.

### Question prompts

- prompts are at appropriate lengths.
- prompts do not contain irrelevant or extraneous material.
- prompts are all relevant to the content of the reading text.
- vocabulary items in prompts are accessible to test-takers at target levels (based on EVP and local students' knowledge).
- grammatical structures in prompts are accessible to test-takers at target levels (based on EGP and local students' knowledge; see also Table 1).

### Answer options

- there is only one correct option in the answer options.
- order of the correct answers is mixed up (e.g. correct answers are not always choice c; [tips] options may be presented in an alphabetical order to avoid being biased towards certain positions).
- choosing correct answer does not depend on understanding the words in the reading text that are higher than the target level.
- answer options are homogenous in content and similar in length.
- distractors are plausible (not too easy and non-functioning).
- answer options don't contain repetitive wording.
- answers are not obvious for test takers due to their L1 knowledge.

## Vocabulary and Grammar items with comments

### Good items

<b>Vocabulary (COL)</b>	Lee el texto y selecciona la opción correcta: On Sunday afternoons I _____ TV with my family.	
<b>Level: A1</b>		
<b>Content: V02-2</b>	a) see b) look c) <b>watch</b>	

It is a good item, as:


- It tests voc (COL), not other features.
- There is only one correct answer in the answer options.
- Answer options are homogenous in content and length.
- This item was informed by Uruguayan students' common mistakes.

<b>Grammar</b>	Elige la opción correcta:	a) the fastest b) <b>faster than</b> c) fast than
<b>Level: A1</b>		
<b>Content: G08-3</b>	The rabbit is _____ the tortoise.	

It is a good item, as:

- It truly tests comparatives.
- It is phrased as clearly as possible.
- Answer options are homogenous in content and in length.

### Items that require revisions

<b>Vocabulary (MwP)</b>	Mira la foto y elige la opción correcta: I like _____.	
<b>Level: A1</b>		
<b>Content: V01-1</b>	a) carrots b) onions c) <b>tomatoes</b>	

This item needs revising, as:

- The answer is obvious for test takers due to their L1 knowledge.

<b>Vocabulary</b>	Choose the most appropriate word to complete the sentence.
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<b>(COL)</b>	What do you _____ in your free time?
<b>Level: A2</b>	a) <b>do</b>
<b>Content: V02-2</b>	b) make
	c) produce

This item needs revising, as:

- Depending on the context, all choices could be correct.

<b>Vocabulary</b>	Choose the most appropriate word to complete the sentence.
<b>(SYN)</b>	Don't _____ your rubbish on the floor!
<b>Level: A2</b>	a) send
<b>Content: V03-2</b>	b) project
	c) <b>throw</b>

This item needs revising, as:

- RUBBISH is at a B1 word, and it affects the test-takers' understanding of the item.

<b>Grammar</b>	Elige la opción correcta:	a) is twelve years
<b>Level: A1</b>	My best friend lives in Tacuarembó.	<b>b) is twelve years old</b>
<b>Content: G02-1</b>	His name is Pedro. He _____.	c) has twelve years old

This item needs revising, as:  
 It does not test the sub-content it is supposed to test. This item is supposed to test auxiliary verbs. However, it tests collocation. This item may be changed to:  
 He-----twelve years old.  
 A) is  
 B) has  
 C) does



## Reading items with comments

### Good items

#### Part 1, B1

CHILDREN'S BOOK FESTIVAL!  
Wednesday, September 28<sup>th</sup> - 10:30 a.m. to 5:30  
p.m.  
Sunny Valley College  
A free community event with free parking!  
More than 100 popular authors ▪ Famous  
illustrators ▪ Books to buy ▪ Family entertainment ▪  
Professional Storytellers ▪ Food Trucks  
Celebrating our 10<sup>th</sup> anniversary!  
Exhibitors call: 4 707 90 90  
Sponsors call: 2 613 43 36

This item is good, as:

- the text is using the target genre.
- the text and prompt are at appropriate lengths.
- the vocabulary items in the text and prompts are at B1 level (with a very few exceptions such as sponsor and community are higher, which don't affect test-takers' ability to choose the answer)
- It requires students to read carefully.

You should make a phone call to buy your tickets for the event.

- A) True
- B) False**
- C) Doesn't say

**Part 2, A1**

**To:** [alex@xmail.com](mailto:alex@xmail.com)  
**From:** [laura@xmail.com](mailto:laura@xmail.com)  
**Subject:** My trip to Rio de Janeiro

Dear Alex

I am having a great time here in Rio de Janeiro with my family. It is a very big city. The weather in July is warm and **sunny**, and you can go to the beach every day! The food is **excellent** and not expensive. Yesterday we went to The Sugar Loaf, The Corcovado, Maracanã Football **Stadium** and the Botanical Garden. I made a lot of friends and I would like to see them again next year!

Love,  
Laura

1. Laura enjoys being in Rio de Janeiro.

- A) True**
- B) False
- C) Doesn't say

2. Laura goes to the beach every morning.

- A) True
- B) False
- C) Doesn't say**

This is good, as:

- the vocabulary items in the text and prompts are at A1 (with a few exceptions (i.e. SUNNY, EXCELLENT, STADIUM) that are higher, but they don't affect test-takers' ability to select the answers)
- items do not test test-takers' general knowledge.
- items are presented in the order of the presentation of information.

3. The food in Rio de Janeiro is cheap.

- A) True**
- B) False
- C) Doesn't say

4. Laura went to five places in Rio de Janeiro.

- A) True
- B) False**
- C) Doesn't say

5. Laura will visit Rio de Janeiro next year too.

- A) True
- B) False
- C) Doesn't say**

*Items that require revisions:*

*Part 1, A2*

**PREVENT ILLNESSES**  
**Wash your hands**  
**BEFORE you EAT**

This item needs revising, as:

- text is too short for A2.
- PREVENT and ILLNESS are at B1 level and they affect the answer.

If you do not wash your hand before you eat, you may become ill.

**A) True**

B) False

C) Doesn't say

**Part 2, A2**

Dear Uncle Mario,  
I had the best birthday ever! Your present arrived in the morning and I was so excited with the drone that mum **allowed** me to skip school. Dad and I took it outside for an exploration flight; the box said it needed six batteries, so we had to go to the supermarket first. We placed the **landing pad** in the backyard and tried to make it fly over the neighbour's house before **landing**. It was doing great!  
It really had extended fly time; it **lasted** for hours until Sultan the neighbour's dog **attacked** it. It was **completely destroyed**. But not all was lost, dad **filmed** the whole thing and we **uploaded** it in YouTube, we got one thousand likes in the first hour!  
As I said, this was the best birthday ever. Thank you so much for my present.  
Love  
María José

This needs revising, as:

- The text is too short for A2.
- items don't test varied types of reading skill at A2 level (items 4 and 5 test inferencing skill).
- in item 2, choosing the correct answer mainly depends on the word SKIP which is higher than the target level.
- if test-takers don't know what 'drone' is, they could miss the whole text.

3) They went to the supermarket to buy batteries.

- a) **True**
- b) False
- c) Doesn't say

1) The drone arrived at Maria Jose's house in the afternoon.

- a) True
- b) False**
- c) Doesn't say

2) She went to school on her birthday.

- a) True
- b) False**

c) Doesn't say