

# Benchmark Test A

## Student B Demo

Test submitted on: 24/05/2021

Institution: POCR Institute

### Current capabilities

The student has control of a set of basic structures, words and functional language for predictable content. They can understand simple texts on a familiar topic and make basic inferences. They can understand standard speech on familiar matters, with some repetition or reformulation. They can deal with practical everyday demands, exchanging straightforward factual information. They can initiate, maintain and close simple, restricted face-to-face conversations. They can write a series of simple phrases and basic sentence patterns linked with simple connectors. They can write short, simple, informal notes, emails and messages relating to everyday matters and short descriptions on very familiar topics.

OVERALL SCORE

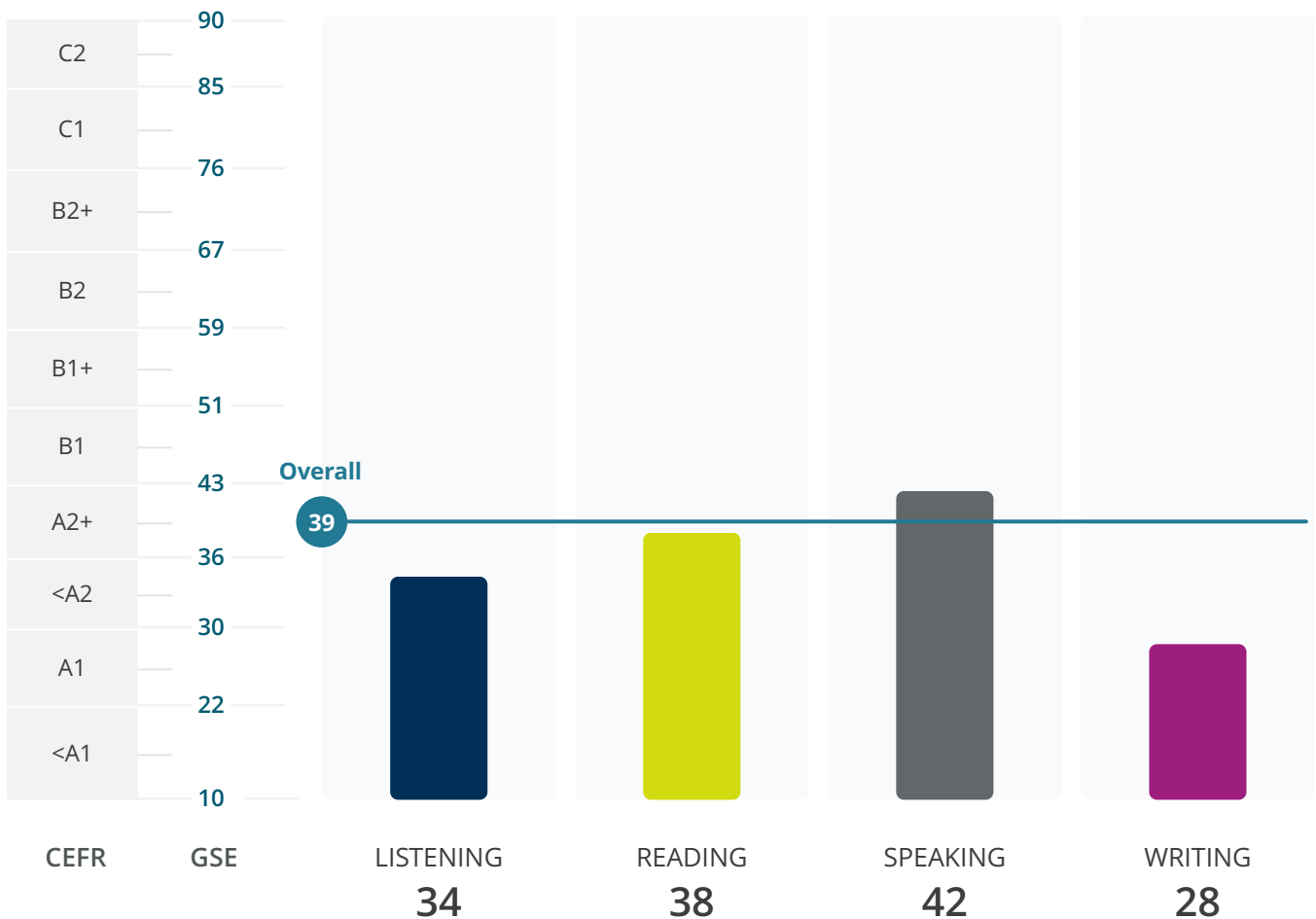
**39**

CEFR: A2+


Please note your overall score assesses your English proficiency across all the skills displayed in this report as well as enabling skills such as Grammar and Vocabulary.


This explains why your overall score is not an average of your individual skills scores.

### Scores for each skill



# Course mapping

 COURSE NAME  
SPEAKOUT 2E

 COURSE LEVEL  
ELEMENTARY

## Listening: 34

### PERFORMANCE SUMMARY

The student can understand language relating to their own lives and experiences (e.g. daily routines, family). They can understand the main information in simple descriptions, dialogues and stories on familiar topics, if spoken slowly and clearly.

### RECOMMENDED ACTIVITIES

Extend language related to students lives and experiences and provide exposure to simple descriptions, dialogues and stories on familiar topics. Give exercises in using knowledge of a context to support meaning. Practice identifying key details such as times, names, dates etc. in recorded messages.

- U3, L3.4, Act 5B ● U4, L4.4, Act 4B ● U5, L5.1, Act 4B ● U5, L5.4, Act 4B ● U7, L7.2, Act 5C
- U7, L7.4, Act 4C ● U8, L8.2, Act 1B, D ● U8, L8.4, Act 5B ● U9, L9.2, Act 3B, C ● U11, L11.1, Act 3C
- U12, L12.4, Act 4B ● U2, L2.2, Act 3A, B ● U2, L2.2, Act 4B ● U3, L3.2, Act 2A, B ● U3, L3.3, Act 2A
- U4, L4.1, Act 3A, B ● U4, L4.2, Act 2B ● U6, L6.3, Act 3A, B ● U7, L7.1, Act 3A, B
- U8, L8.3, Act 3A, B ● U9, L9.3, Act 4B, C ● U12, L12.1, Act 2A ● U1, L1.4, Act 4B

### SUGGESTED GSE LEARNING OBJECTIVES

Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.  
Can follow a simple conversation or narrative about familiar, everyday activities.  
Can extract key factual information such as prices, times and dates from a recorded phone message.

## Reading: 38

### PERFORMANCE SUMMARY

The student can understand simple texts (e.g. personal emails/ letters, narratives, biographies) and identify specific information in a simple factual, or informative texts e.g. leaflets, brochures, short articles.

### RECOMMENDED ACTIVITIES

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

- U1, L1.4, Act 1 ● U6, L6.4, Act 1B ● U10, L10.1, Act 1B ● U10, L10.2, Act 2A, B U1, L1.2, Act 2B, C, D
- U2, L2.1, Act 1B ● U3, L3.1, Act 2B ● U8, L8.2, Act 2B ● U9, L9.1, Act 3B, C ● U12, L12.2, Act 1C, D
- U2, L2.4, Act 2 ● U6, L6.2, Act 1B, D ● U11, L11.2, Act 1B ● U8, L8.2, Act 2D
- U4, L4.2, Act 1B, C, D ● U7, L7.2, Act 2A, 3A, B

### SUGGESTED GSE LEARNING OBJECTIVES

Can understand short, simple narratives and biographies.  
Can make basic inferences from simple information in a short text.  
Can identify specific information in a simple factual text.

## Speaking: 42

### PERFORMANCE SUMMARY

The student can use a range of simple language with more confidence to produce more developed spoken contributions. For instance, they can make simple predictions about the future, give short, basic descriptions of events and activities, participate in short conversations in routine contexts on topics of interest, respond to suggestions and make basic interjections. They can give reasons for a choice, express regret /enthusiasm/excitement using simple language. They are able to tell a story or describe something in a simple list of points.

### RECOMMENDED ACTIVITIES

Give students exposure to a wider range of language that can be used to produce more detailed spoken contributions. Increase grammar and lexis known to include topics beyond the person's world e.g. life in other countries, transport, the future etc.

- U5, L5.4, Act 4D, E
- U2, L2.1, Act 6B
- U8, L8.3, Act 8
- U3, L3.2, Act 1B
- U6, L6.3, Act 7B
- U7, L7.1, Act 7B
- U10, L10.4, Act 5B
- U9, L9.3, Act 6C
- U11, L11.1, Act 6A
- U11, L11.3, Act 8
- U12, L12.4, Act 4D

### SUGGESTED GSE LEARNING OBJECTIVES

- Can give a short, basic description of events and activities.
- Can talk about personal possessions, including household pets.
- Can tell a story or describe something in a simple list of points.

## Writing: 28

### PERFORMANCE SUMMARY

The student can produce short texts about themselves and/or people in their wider environment using appropriate structures and vocabulary. They can use language for a range of simple functions (e.g. notes, emails and letters to friends) appropriately.

### RECOMMENDED ACTIVITIES

Give the student practice in writing short, simple texts on different familiar topic areas such as daily routines, describing familiar objects and the position of things in a picture.

- U2, L2.4, Act 6C, D
- U11, L11.4, Act 5
- U12, L12.1, Act 6C
- U3, L3.2, Act 7D
- U6, L6.4, Act 4B

### SUGGESTED GSE LEARNING OBJECTIVES

- Can write simple sentences about a familiar object.
- Can write simple sentences about someone's life and routines.
- Can describe the position of things in a picture using a few simple fixed expressions.

# Group report

Institution: POCR Institute

Test-takers: 38

## Current capabilities

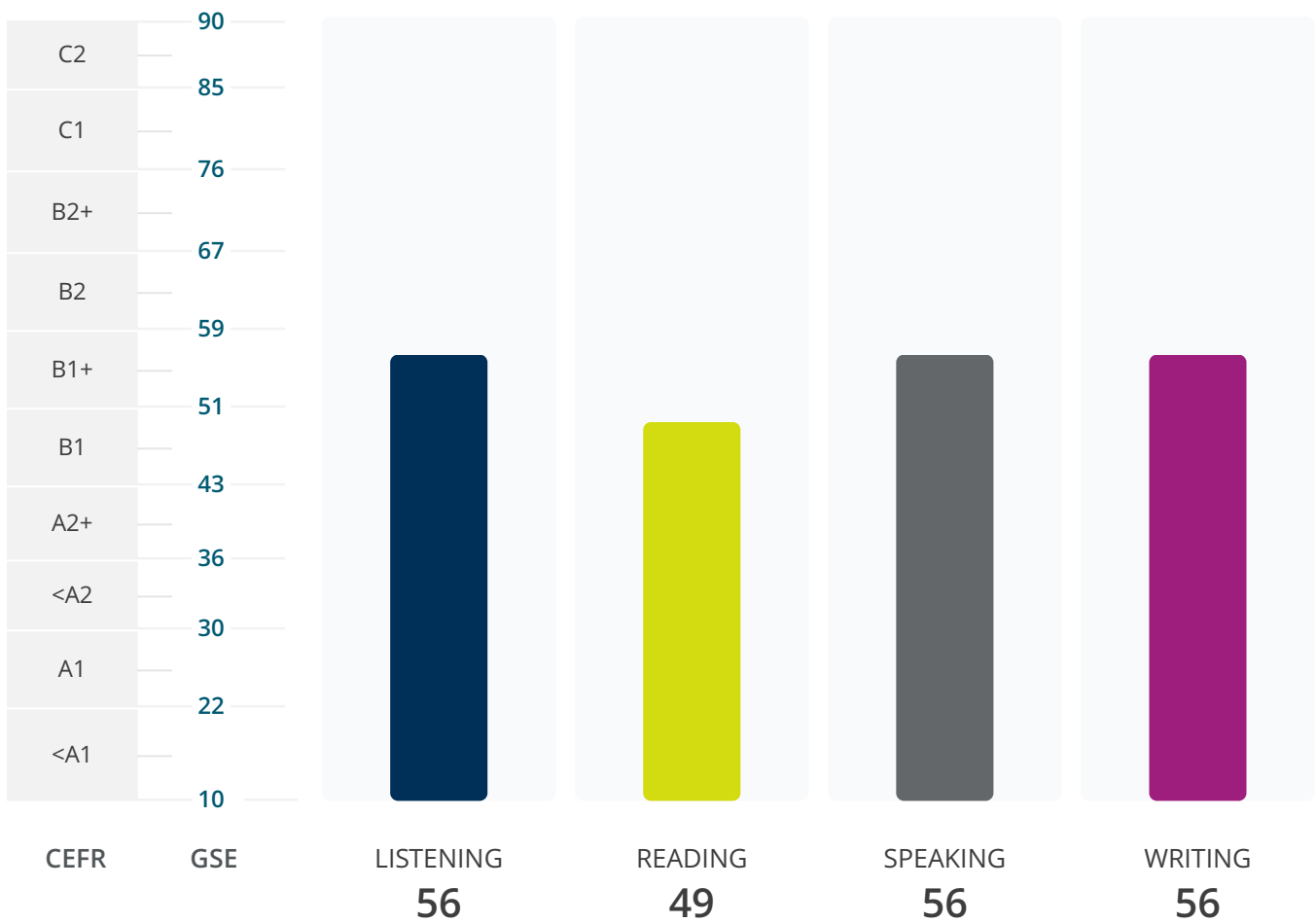
Students at this level can understand most correspondence relating to their field of interest and identify key information in an extended text or article. They can recognise the general line of a written argument though not necessarily all the details. They can generally follow rapid or extended speech, but may require repetition or clarification. They can communicate using longer stretches of connected clauses and functional language and can respond with some flexibility within familiar topic areas. They can write articles and reviews (which include some expression of self), short basic informational reports and longer formal emails and letters to express opinion and complaint.

## Average scores for each skill

Averages shown are the median (middle) values. Scores reported as "below level" or "not scorable" are excluded.

From tests taken during

📅 02/05/2020 - 24/05/2021



## Test-takers

NS Not Scorable. A score could not be provided. Please see test-taker reports.


BL Below level. The test-taker scored lower than the minimum score for this level.


NA Not Applicable. A score could not be provided. Please see test-taker reports.

NAME	LEVEL	OVERALL	LISTENING	READING	SPEAKING	WRITING
STUDENT B DEMO	A	39	34	38	42	28
MARYSSA KOZEK	B1	56	58	43	49	58
ELIZABETH MACDONALD	B1	58	58	58	58	58
ESTELA PUERTO	A	42	42	42	42	42
SAM WADSWORTH	B2	75	75	75	75	75
RUTH COX	A	40*	32	42	NS	42
LIZZIE GELDART	B1	58	58	56	44	58
ROADMAP TEACHER	C	NA	BL	BL	BL	BL
AUBREY FIELDS	B1	NA	BL	56	52	BL
ARCHIE RICHARDS	A	25	26	25	20	26
AKASUKI NAKAMURA	B1	55	56	50	56	56
BORA ATAKAN	B2	NA	BL	58	NS	55
GARY BEDFORD	C	NA	BL	76	BL	71
ARCHIE RICHARDS	A	25	26	25	20	26
RAUL FEHRENBACH	B2	58	62	56	66	60
MIA STYLES	A	39	41	21	36	42
ANTONIO ORTEGA	C	78*	74	BL	75	72
MICHI ITO	C	NA	BL	BL	86	80
XAVIER GARCIA	B2	NA	56	BL	56	BL
WILLIAM GRANGER	B1	47*	51	42	56	BL
TREVOR KENNY	C	78	74	73	76	74
BERG JANSEN	B1	39*	39	39	NS	39
NOAH KOWALSKI	A	35	28	36	29	36
SIOBHAN MURPHY	B2	70	68	58	61	63
PETER MOORE	A	14	13	23	13	13
TOBY BRIANS	B1	53	55	48	56	43
TANYA BACKSTONE	A	14	12	10	33	10
JACOB MCGREGOR	B1	48	53	48	56	49
AILEEN QUINN	B2	57*	BL	59	66	55
MARIA GONZALES	B1	NA	BL	46	NS	46
MARIA GONZALES	B1	NA	BL	46	NS	46
VONDA KILCREASE	B2	57*	62	BL	66	57
SALLY DONOVAN	C	76	83	78	71	74
EIKO KASAI	B1	56	56	49	56	52

NAME	LEVEL	OVERALL	LISTENING	READING	SPEAKING	WRITING
LUCY WALDORF	A	36	35	29	36	23
LAYLA DICKINS	B1	43*	BL	46	46	46
ANDRZEJ MALINOWSKI	B2	66	66	55	66	64
FA LIU	C	NA	75	BL	NS	72

## Course mapping

 COURSE NAME  
SPEAKOUT 2E

 COURSE LEVEL  
INTERMEDIATE

## Listening: 56

### PERFORMANCE SUMMARY

Students at this level can generally understand a large part of many TV programmes on familiar topics, structured presentations within their own field and classes and training courses on a range of topics (provided the content is simple). They can generally follow rapid or extended speech but may require repetition or clarification. They can distinguish between different points of view in a discussion or presentation, and can recognise when a speaker uses basic rhetorical questions in conversations. They may struggle to understand speech that is not standard or when the topic is not familiar.

### RECOMMENDED ACTIVITIES

Give exercises extracting detail from extended texts. Use authentic texts in class such as talks, lectures, presentations or discussions. Continue practice of guessing unfamiliar words, giving students more challenging contexts and encouraging peer support rather than reliance on the teacher. Give group class language focus on the differences between fact, opinion and point of view and identify facts from opinions in recordings.

● U5, L5.4, Act 5B, C ● U10, L10.4, Act 5A

### SUGGESTED GSE LEARNING OBJECTIVES

Can extract the meaning of unknown words from context if the topic discussed is familiar.  
 Can deduce the general meaning of a passage from context in a longer, structured text.  
 Can follow most of a clearly structured presentation within their own field.

## Reading: 49

### PERFORMANCE SUMMARY

Students at this level can generally understand straightforward factual texts on familiar topics. They are efficient at making basic predictions about factual text content from headings, titles or headlines and can derive the probable meaning of simple unknown words from short, familiar contexts. They can identify the main topic and related ideas in a structured text and can understand the relationship between a main point and an example.

### RECOMMENDED ACTIVITIES

Read short news articles and create headlines for them (then compare with actual headlines). Give students short magazine articles and ask them to identify the purpose of the writer - matching purposes with articles from a list of say 6 short articles. Ask students to work in pairs and guess the meaning of unknown words. Ask them to identify the main topic in each paragraph and how ideas are related in the text. Ask them to identify an example and notice how it is related to a main point.

- U2, L2.2, Act 3
- U3, L3.2, Act 2
- U4, L4.1, Act 2
- U5, L5.2, Act 3
- U9, L9.1, Act 2
- U10, L10.1, Act 2
- U7, L7.2, Act 4

### SUGGESTED GSE LEARNING OBJECTIVES

Can identify the main topic and related ideas in a structured text.

Can understand the relationship between a main point and an example in a structured text.

Can extract relevant details in everyday letters, brochures and short official documents.

## Speaking: 56

### PERFORMANCE SUMMARY

Students at this level can generally follow most of what is said and repeat back details to confirm understanding. They can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. They can express and comment on ideas and suggestions in informal discussions and summarise and give opinions on issues and stories and answer questions in detail.

### RECOMMENDED ACTIVITIES

Develop activities designed to encourage students to give and ask about opinions on various topics without too much preparation. For instance, presenting their thoughts on a short story or article they have read. Support students in summarising their ideas by paraphrasing and encourage them to talk around an idea if exact language is not known.

- U2, L2.4, Act 5
- U2, L2.2, Act 7
- U2, L2.1, Act 9
- U2, L2.3, Act 5
- U2, L2.3, Act 7
- U4, L4.4, Act 5
- U9, L9.1, Act 7
- U9, L9.2, Act 7

### SUGGESTED GSE LEARNING OBJECTIVES

Can summarise and comment on a short story or article and answer questions in detail.

Can use synonyms to describe or gloss an unknown word.

Can express their thoughts in some detail on cultural topics (e.g. music, films).

## Writing: 56

### PERFORMANCE SUMMARY

Students at this level can generally write short simple essays on topics of interest giving their opinion; can convey information and ideas on some abstract as well as concrete topics. They can write articles and reviews which include some expression of self. They can write short basic informational reports. They can write longer formal emails and letters to express opinion and complaint.

### RECOMMENDED ACTIVITIES

Focus the students on language to create a simple relationship between a main point and an example in a text. Give the students factual text and ask them to work in pairs to summarise the information. Support students in showing a simple relationship between a main point and an example or introducing a counter-argument using 'however' and similar connector words in their writing.

● **U5, L5.1, Act 10** ● **U10, L10.2, Act 10** ● **U7, L7.2, Act 11**

### SUGGESTED GSE LEARNING OBJECTIVES

Can write personal emails/letters, reporting recent events in detail.

Can write emails/letters responding to personal news and views in detail.

Can show a simple relationship between a main point and an example in a structured text.

BENCHMARK TEST

# Student B Demo

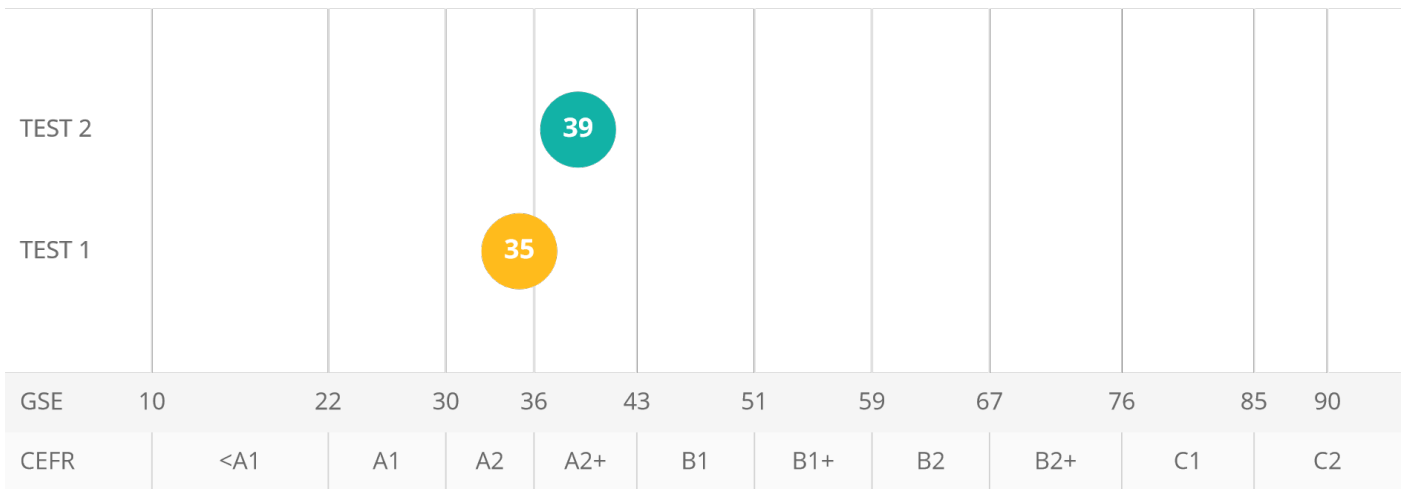
Groups: Your Group, Int Cert B1, Friday 1, Test GroupA, MS1 Institution: POCR Institute

Test 1  
**BENCHMARK TEST A**  
Completed on 21/05/2021  
Overall score: **35**  
CEFR level: **A2**

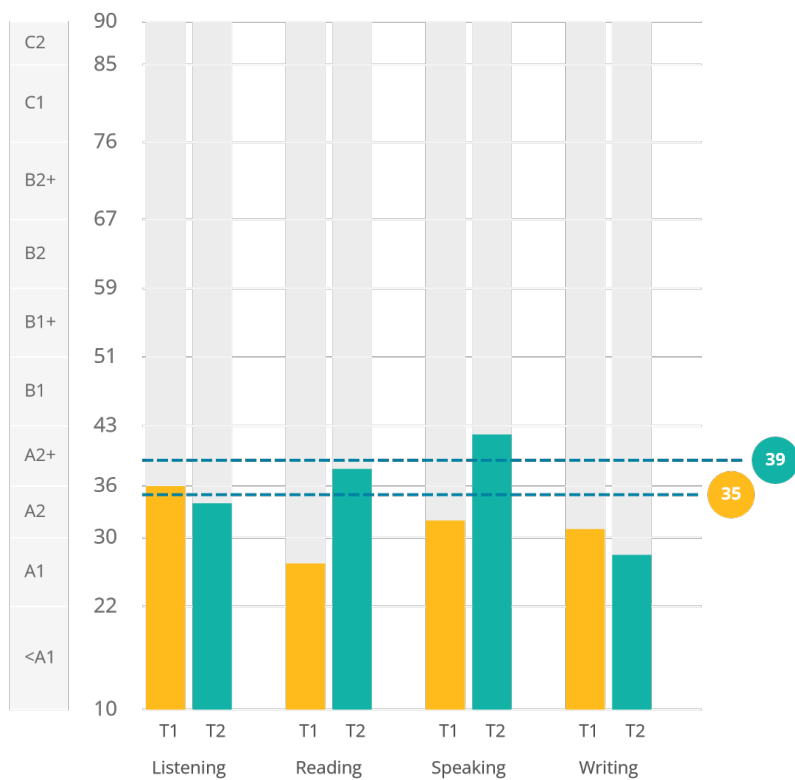
Test 2  
**BENCHMARK TEST A**  
Completed on 24/05/2021  
Overall score: **39**  
CEFR level: **A2+**

Student B's performance across 2 tests in 0 years 0 months:

LATEST SCORE **39** | LATEST CEFR **A2+**



## Skill Performance Score



**BASED ON THE MOST RECENT 2 TESTS:**

### Listening

Student B's listening performance has decreased by 2 on the GSE

### Reading

Student B's reading performance has increased by 11 on the GSE

### Speaking

Student B's speaking performance has increased by 10 on the GSE

### Writing

Student B's writing performance has decreased by 3 on the GSE