BENCHMARK TEST

Lucas Nelson

Date assigned: 09/11/2019
Date taken: 09/11/2019
Institution: The Pearson School of English

Current Capabilities

A student at this level has a limited range of words, very basic structures and phrases related to personal details or very familiar routine topics. They understand basic information if delivered slowly and clearly, and in a very basic and limited way. They can give key personal information or answer some simple questions. They can write a few simple sentences about themselves, or things they or other people have.

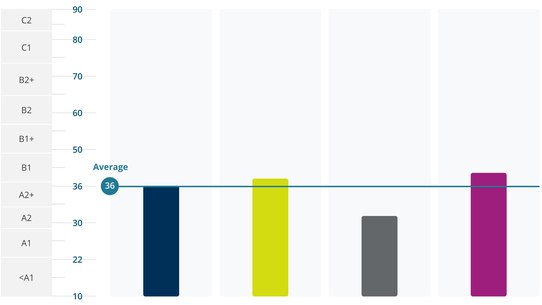
OVERALL SCORE

36

GSE

Scores for Each Skill

BENCHMARK LEVEL 1 - #02



CEFR	GSE	LISTENING	READING	SPEAKING	WRITING
		36	38	31	40
Compared to previous test		+ 12	- 4	+ 19	+ 2

Course Mapping

SELECT A BOOK

Listening: **36**

PERFORMANCE SUMMARY

Students at this level are able to follow short basic classroom instructions. They have a limited range of understood vocabulary and a limited range of understood questions/answers. They can recognise simple formal greetings and use some basic words to show politness (e.g. 'please' , 'Thank you, 'Excuse me', 'Sorry')

RECOMMENDED ACTIVITIES

Give the student repeated exposure to sounds, words and very simple phrases accompanied with visual support so as to reinforce the link between early listening and meaning.

SUGGESTED GSE LEARNING OBJECTIVES

Can understand cardinal numbers from 1 to 20.
Can recognise a few familiar everyday words, if delivered slowly and clearly.

Reading: **38**

PERFORMANCE SUMMARY

Students at this level can recognise the letters of the alphabet and identify the initial sound in simple words but may struggle with individual sounds within words. They can generally recognise a few very basic classroom instructions but they struggle if these go beyond single words.

RECOMMENDED ACTIVITIES

Consolidate sounds and continue to increase the student's knowledge of basic vocabulary items eg colours, numbers and words.

SUGGESTED GSE LEARNING OBJECTIVES

Can read and understand simple prices.
Can recognise the letters of the alphabet.

Writing: **31**

PERFORMANCE SUMMARY

Students have very limited ability to write full words independently other than their own name. Can write words e.g. their own name, own address, nationality, and numbers.

RECOMMENDED ACTIVITIES

Ask the student to practice copying and then writing more familiar words and short phrases.

SUGGESTED GSE LEARNING OBJECTIVES

Can write cardinal numbers from 1 to 20 as words.
Can write the letters of the alphabet in upper and lower case.
Can write their name, address and nationality.

Speaking: **40**

PERFORMANCE SUMMARY

Students at this level can generally talk about common everyday objects using simple language. They are able to ask and answer basic questions about people and objects, and describe position of something in a very basic way. They can introduce themselves in a basic way. Their language production is still very limited and they struggle to speak or answer in full sentences.

RECOMMENDED ACTIVITIES

Give students familiar words and examples of some set phrases and encourage them to reproduce them. Ask them to read out phone numbers, spell out their own names and address and say other people's nationalites.

SUGGESTED GSE LEARNING OBJECTIVES

Can introduce themselves using a basic phrase (e.g. 'My name's ...').
Can name a few very common everyday objects.
Can recognise and say the name of their own country, nationality and language.

BENCHMARK TEST

Group Report

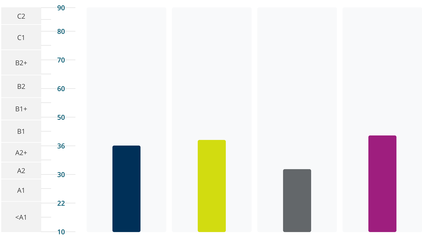
Institution: The Pearson School of English
Students: 30

Class Capabilities

Students at this level can use an appropriate range of words, structures and phrases for familiar and everyday forms of writing. They can read a simple text and extract factual details. They can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. They can communicate in routine tasks requiring simple, direct exchanges of information. They can write a simple text containing key information, or short descriptions of people and favourite objects/possessions using basic connectors, given a model.

Average Scores for Each Skill

31/07/2020 - 24/12/2020



CEFR	GSE	LISTENING	READING	SPEAKING	WRITING
		36	38	31	40

Students

31/07/2018 - 24/01/2019

NAME	LEVEL	AVERAGE	LISTENING	READING	SPEAKING	WRITING	REPORTS
KARREN BATE	A	31	37	19	30	38	
SUZY CODY	B2	68*	69	74	61	BL	
DELENA DUBRAY	B1	52*	50	58	NS	48	
PENNEY DUBRAY	B2	61	59	61	66	58	
OFELIA DUDASH	C	83	87	77	80	88	
LELAND FEHRENBACH	A	12*	BL	10	12	12	
GALE GRANDY	B2	62*	61	60	BL	65	
MAURITA GRANDY	A	38*	42	NS	34	38	
WILLARD GRIMMER	B1	52	58	43	54	53	
JORIS LARSEN	B1	52	58	43	54	53	

Rows per page: 10

1-10 of 30

Listening: 36

PERFORMANCE SUMMARY

Students can generally understand the main information in simple conversations or narratives about familiar everyday activities, hobbies and interests. They are able to identify key factual information (e.g. prices, times and dates) from a recorded message and understand short basic descriptions of familiar topics and situations.

RECOMMENDED ACTIVITIES

Extend the range of topics covered and introduce new grammar and vocabulary accordingly. Give simple exercises comparing and contrasting two texts and asking students to identify where they took place and who was speaking. Integrated Listening/Reading: matching recordings of short texts with their contexts in descriptions. Do whole class exercises on guessing the meaning of unfamiliar words.

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

Students can generally follow the sequence of events in a simple text. They are efficient at understanding a simple text about the past. They can understand short, simple personal emails/letters/narrative texts but struggle with extended texts or narratives. In a short text, they can understand basic opinions expressed in a simple language and make basic inferences.

RECOMMENDED ACTIVITIES

Ask the students to read a short story and predict what they think will happen next. After a pre-reading prediction task students skim the text and confirm which of their ideas are confirmed in the text. Use true/false sentences about information and opinios from a text. Students underline facts and opinions in different colours in a text and feedback to the class on how they know the difference. Practice identifying specific information in a simple letter or brochure. Choose two different texts on the same familiar topic and ask them to identify similarities and differences in the facts , guided by questions.

SUGGESTED GSE LEARNING OBJECTIVES

Can understand short, simple personal emails and letters.
Can make basic inferences from simple information in a short text.
Can identify specific information in a simple factual text.
Can identify specific information in simple letters, brochures and short articles.

Speaking: 31

PERFORMANCE SUMMARY

Students at this level can generally use a range of simple language with more confidence to produce more developed spoken contributions. They can communicate longer stretches of connected clauses and functional language (e.g. compare/contrast; reason/explanation).

RECOMMENDED ACTIVITIES

Develop activities designed to encourage students to consider and speak about the outside world. For instance, a short talk about someone/somewhere famous, followed by a question and answer session. Use role-plays e.g. asking for instructions on how to do a task.

SUGGESTED GSE LEARNING OBJECTIVES

Can give a simple description of how to carry out an everyday process (e.g. a recipe).
Can give a short, basic description of events and activities.
Can tell a story or describe something in a simple list of points.

Writing: 40

PERFORMANCE SUMMARY

Students at this level can generally write simple sentences about themselves (personal details, what they and other people do or can't do, work and duties, personal skills, and their feelings). They are able to use simple linking words (e.g. 'and', 'but', 'so' and ' then'). They can write a standard greeting card, basic directions, and simple plans/arrangements on a calendar or diary. They struggle to write about the topics that go beyond their immediate world.

RECOMMENDED ACTIVITIES

Presentation and practice of new verb tenses, within a greater range of relevant topic areas. Begin to use student generated functional language e.g. brainstorm ways to give instructions, directions, etc.

SUGGESTED GSE LEARNING OBJECTIVES

Can give personal details in written form in a limited way.
Can write a few basic sentences to introduce someone and give basic personal information about them.
Can write short, basic descriptions of everyday activities, given a model.