

OVERVIEW OF THE ASSESSMENT PACKAGE

The Gold Experience Assessment Package provides a wide range of tests which can be used at different points in the course. Each level has:

- A and B Diagnostic Test
- 9 x A and B Unit Tests
- 3 x A and B Review Tests
- A and B End of Year Test

Assessment of learning or Assessment for learning?

Any test can be used either as assessment *for* learning or assessment *of* learning. Assessment *of* learning usually takes place after the learning has happened and provides information about what the student is achieving. The student is usually given a mark or a grade. You can also use the tests as assessment *for* learning by using the tests to provide information on how well students have understood new language or skills, and then providing them with specific feedback and suggestions for improvement as part of the continual learning process.

A combination of both types of assessment can provide powerful tools for helping your students' progress.

Teacher's Resources site

In addition to the tests in this Teacher's Resource Book, the tests are also provided on the Teacher's Resources site in both PDF and Word format. We recommend using them in the PDF version, as they are. However, if you do need to edit the tests, this should be possible in the Word version.

The audio files accompanying the listening exercises in the Skills and End of Year tests can also be found on the Teacher's Resources site.

The access code for the Teacher's Resources site is in the front of your Teacher's Book.

Versions of tests

Most tests have two versions: A and B. Versions A and B are designed to be at exactly the same level of difficulty and feature the same task types, however, the test items in each are different. For listening tests, the tasks are different but the audio is the same in both A and B versions, making it easy to administer.

You can use the A/B tests in two ways:

- give half of the class A versions and half of the class B versions - this helps to deter cheating.
- give all students the A test and then use the B test either for students who missed the test or as a re-test or remedial work for students whose score shows they need a little more work on the unit objectives.

On the Teacher's Resources site, there is also a version of the tests adapted for students with special educational needs. See the next section for more information.

Assessment for dyslexic students

One of the most effective ways of checking classroom work and the teaching programme is through testing. Tests can show which learning materials work best for individual students, so teachers need to be able to select the most appropriate tests for their students. The two most important aspects of a test concern a) validity: whether or not the test measures what it is supposed to measure and b) reliability: whether it would produce similar results when used with a similar group under the same conditions at a different time.

When we consider validity, it is evident that tests written to measure reading comprehension, vocabulary, grammar or communication, will fail to obtain valid test results for dyslexic students. The type of reading difficulties dyslexic students experience in processing print affects all language skills and consequently will not provide valid information about their actual knowledge or skills. The same problem affects the reliability of a test. Obviously, if the same written test is used with dyslexic students and non-dyslexic students from the same class, the results will be significantly different for the two groups.

The Gold Experience Assessment Package offers alternative versions of tests for dyslexic learners. While the language content and linguistic level of the material tested is the same as in the main tests, a number of changes make it easier for dyslexic students to process. For example, these tests have a larger point size with increased spacing between the lines, and tasks which require multi-tasking have been reduced in complexity. See the introduction to the adapted tests for more detail.

Exam preparation

As your students are going to be working towards a final high-stakes exam, the tests also provide regular opportunities for them to try exam-style tasks in a low-stakes test environment, which should help them feel more confident going into the final exam.

We would recommend using past papers or practice papers in addition as you get close to the date of the exam. There is one full practice test in Unit 10 of the Workbook, and two further complete practice exams are available in the Exam Practice booklet.

Expected outcomes

We would expect all students who have completed the instructional material to score at least 50%, and the best students to score 90-100% on any given test. We have deliberately included more challenging questions in each test so as to help you identify students performing above the level.

TEST FORMAT

The Unit, Review and End of Year tests have several parts to them. This helps makes them flexible, and allows you to assign only the parts you want to or have time to administer and mark. In addition to the tests in this Teacher's Resource Book, the tests are also provided on the Teacher's Resources site in both PDF and Word format. We recommend using them in the PDF version, as they are. However, if you do need to edit the tests, this should be possible in the Word version.

Assessment type	Quantity	Total marks	Timing
Diagnostic Test (A/B)	1 (at start of course)	100	45 mins
Unit Tests			
Language: Grammar, Vocabulary and Use of English (A/B)	9 (after each main unit)	50	25–30 mins
Skills: Listening and Reading (A/B)	9 (after each main unit)	50	20–30 mins
Review Tests			
Grammar, Vocabulary and Use of English (A/B)	3 (after every three units)	50	30 mins
Writing	3 (after every three units)	25	30 mins
Speaking (A/B/Teacher)	3 (after every three units)	25	10–15 mins per pair
End of year Test			
Listening, Reading and Use of English (A/B)	1 (at end of course)	50	45 mins
Writing	1 (at end of course)	25	45 mins
Speaking (A/B/Teacher)	1 (at end of course)	25	10–15 mins per pair

For practice Cambridge exams, please see Unit 10 of the Workbook and the separate Exam Practice booklets.

Diagnostic Test

The main purpose of the Diagnostic Test is to help you identify any general areas of strength or weakness across the class. This will help you tailor your lessons to your class and maximise your time with your students. The Diagnostic Test will also help to place students at the right level of the Gold Experience series. The test contains 100 multiple-choice questions and is designed to last for 45 minutes.

To help score and analyse the Diagnostic Test, groups of questions are labelled by language topic in the answer key. Mark your students' test papers, and use the following guide to help you decide what to do next:

- If students get fewer than 10 of the answers right, they may not have the basic language knowledge required for this level. Consider starting with the level below.
- If students get 10–49 correct, assess their answers to check where remediation or extra help is required. Focus extra help on topics from questions 1–25.
- If students score 50–74, assess their scores and, if they score at the upper end of this, consider an additional oral interview to decide whether this is the most appropriate level for them, or whether they would gain more from the next level (perhaps with some additional help).
- If they get more than 75 of the answers right, consider starting them at the level above.

Unit Tests

There are nine Unit Tests, which test the learning objectives from each main unit (after Unit 10, students would take the End of Year test). These should be administered after each respective unit check.

Each Unit Test has two parts: Language (Grammar, Vocabulary and Use of English); and Skills (Listening and Reading). Both parts have A and B versions. There is also a version of the A tests for students with dyslexia.

You can assign both or neither of these, depending on the time available. If you are including the listening test, it is best to run the listening audio first, and then students can do the other sections in their own time.

The tests will take approximately:

- Language: Grammar, Vocabulary and Use of English: 25–30 minutes
- Skills: Listening and Reading: 20–30 minutes

The Unit Test as a whole is out of 100 marks. The parts of the test are split as follows:

- Language: Grammar, Vocabulary and Use of English: 50 marks
- Skills: Listening and Reading: 50 marks

Review Tests

There are three Review Tests (one every three units). These are cumulative achievement tests, and so test the learning objectives from all units so far in the course, but with a heavier focus on the most recent units:

- Review Test 1: Units 1–3
- Review Test 2: Units 4–6
- Review Test 3: Units 7–9

Depending on your school year, you may wish to do all of these or just some of them.

Each test has three parts: Grammar, Vocabulary and Use of English; Writing; Speaking. Grammar, Vocabulary and Use of English papers have A and B versions, as well as a version of the A tests for students with dyslexia. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for students A and B, as well as a version for the teacher with questions.

As with the Unit Tests, you can assign all or none of the parts of the test, depending on the time available.

The tests will take approximately:

- Grammar, Vocabulary and Use of English: 30 minutes
- Writing: 30 minutes
- Speaking: 10–15 minutes per pair of students

The Review Tests as a whole are out of 100 marks. The parts of the test are split as follows:

- Grammar, Vocabulary and Use of English: 50 marks
- Writing: 25 marks
- Speaking: 25 marks

End of Year Test

The End of Year Test provides a skills-based test covering learning objectives from the whole course.

The test has three parts: Listening, Reading and Use of English; Writing; Speaking. Grammar, Vocabulary and Use of English papers have A and B versions, as well as a version of the A tests for students with dyslexia. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for students A and B, as well as a version for the teacher with questions.

You can assign all or none of the parts of the test, depending on the time available.

The tests will take approximately:

- Listening, Reading and Use of English: 45 mins
- Writing: 45 minutes
- Speaking: 10–15 minutes per pair of students

The End of Year Test as a whole is out of 100 marks. The parts of the test are split as follows:

- Listening, Reading and Use of English: 50 marks
- Writing: 25 marks
- Speaking: 25 marks

Marking the tests

The Language test answer keys include references to specific Student's Book pages for revision.

Writing and Speaking tests have detailed mark schemes out of 25 (see pages 171–172), similar to the Cambridge mark schemes, to help you mark consistently, and to help you give students meaningful feedback. If you prefer to use the actual mark scheme for the exam your students will ultimately take, these are available online.

Whichever mark scheme you use, it can be very useful to go through it with your students before they take the test so they know what they are going to be marked against. You can then refer back to these marking criteria and bands in your feedback.