



Pearson  
English

# Level Test

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Place your students in the right class for their level and get your teaching off to a flying start – in 20 to 30 minutes.



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# Level Test *Facts*



## Type of test

Placement



## Learners

**Age:** 14+

**Level:** All levels (CEFR <A1-C2; GSE 10-90) - in a single, adaptive test

**Type of English:** General International English



## Delivery

**Length:** 30 mins – Level Test  
20 mins – Level Test (3 Skills)

**When:** Anytime

**Where:** Online, at home or in the classroom\*

**Admin platform:** Pearson English assessment portal



## Marking

**Marked by:**

Pearson English AI technology

**Results returned:**

Usually within minutes



## Results

**Primary score:** CEFR half band

**Other scores:** GSE range

**Additional insights:**

High-level performance summary for each skill

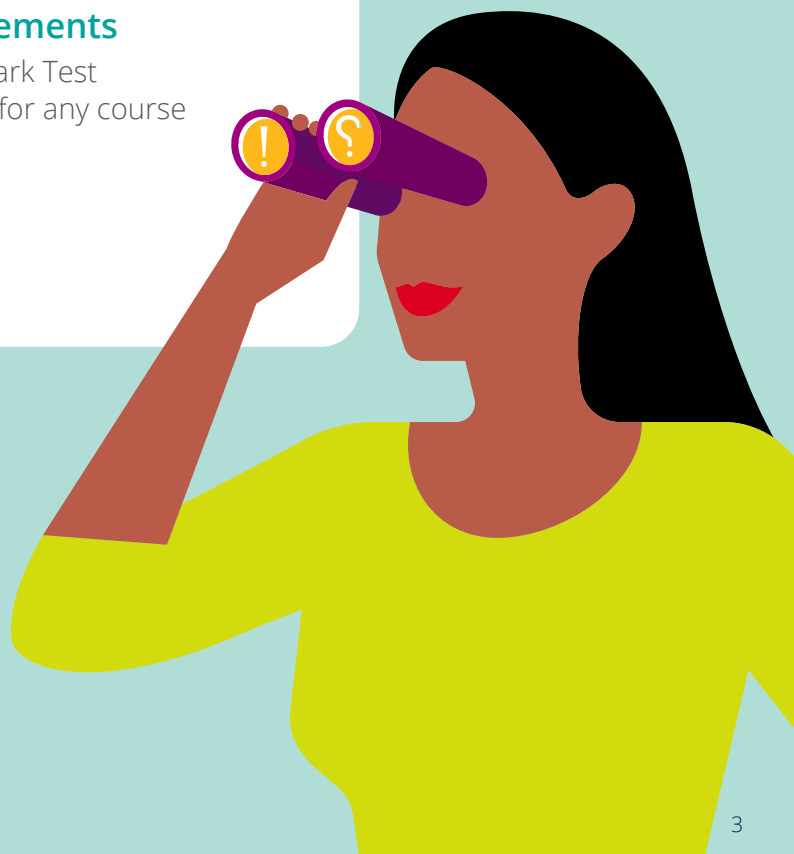


## Complements

Benchmark Test

Suitable for any course

\* Suitable test environment required, including PC, headset (with microphone boom for Speaking test only) and Internet connectivity throughout.







# *Introducing the* Pearson English Level Test

This fast, effective test gives the information you need to stream your new students and target your teaching straight away.

The start of a course is one of the busiest times for teachers – and sorting new students into classes by ability can prove one of the most complex and time-consuming tasks.

But for the conscientious teacher there is no room for mistakes. If a new student is placed into the wrong class, it can have a significant impact on their confidence and longer-term progress.

The Pearson English Level Test removes the time, stress and risk of human error involved in creating, administering and marking tests.

Fast, reliable and highly cost-effective, it gives you data you can trust and ensures new learners' needs are met from Day 1.

The Level Test is powered by Pearson English's market-leading artificial intelligence technology. It is administered through a powerful assessment portal, which offers a complete solution to help you track and compare results within a single ecosystem – for successful lifelong learning.

*Removes the time, stress and risk of human error involved in creating, administering and marking tests...*



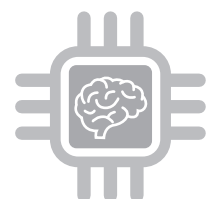
FAST



EASY TO USE



COST-EFFECTIVE



AI-BACKED

# Why Choose the Level Test?

## Fast and efficient

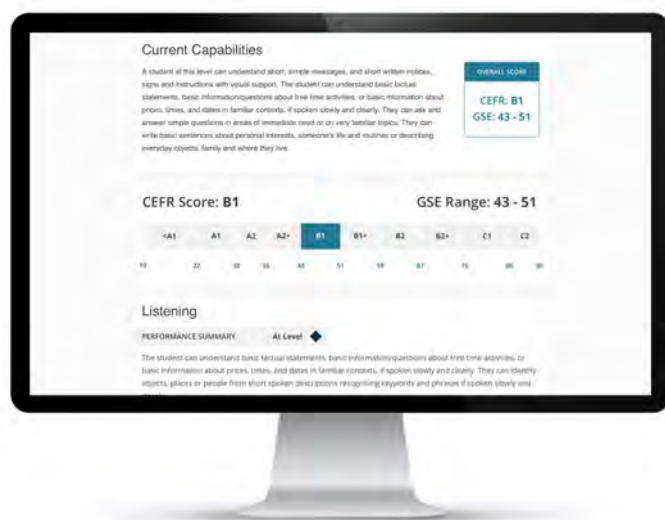
The Pearson English Level Test delivers high quality data about your new students in the fastest time possible. This cost-effective test saves you time and resources, and gives reliable, auto-scored information in minutes.

With a simple onboarding model, the test assesses Reading, Writing, Speaking and Listening in 30 minutes. Level Test (3 Skills) is delivered in 20 minutes, omitting the Speaking part of the assessment.

## Powerful, flexible format

Delivered online, the Pearson English Level Test can be administered to any number of students at any starting level.

Its adaptive format means there is just one test, which continually adjusts in difficulty according to the answers the student gives. This format nurtures students' confidence while gently pushing their limits, enabling them to perform at their best and so deliver a reliable assessment of their abilities.



## Real English, real results

This test assesses authentic, integrated English language skills in authentic contexts. A broad range of question types include listen-and-respond and comprehension exercises.

Results provide a CEFR half-band and corresponding GSE range. A skills profile gives a high-level breakdown of student abilities, giving you vital insights to get your students streamed and your teaching underway with ease.

## A complete assessment solution

The test works alongside the Pearson English Benchmark Test to first place students, and then track their learning progress in detail.

Both tests are administered through a state-of-the-art portal that not only allows you to manage tests and the results, but through its smart tagging system, also allows you the flexibility to measure student performance throughout the learning journey.







# The Level Test *Experience*

Students are presented with a wide range of question types, to give them the chance to demonstrate their skills in different ways. Questions target individual and integrated skills.

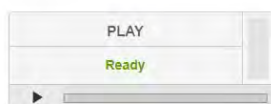
From filling in word gaps and completing reading comprehension exercises to describing a picture and replying to spoken prompts, the Level Test assesses the full extent of students' abilities.

Because this test is adaptive, different learners will see different questions.

Here are a few examples:

## Correct the error

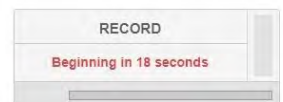
Listen to the recording. Click on the words in the text that are different from what you hear.



My day starts at seven thirty. My dad wakes me up. Dad goes to work then. He teaches at a college. It takes him an hour to get there by car. I wash, have breakfast and leave my flat at eight thirty. School starts twenty minutes after that.

## Describe the picture

Look at the picture. You have 25 seconds to prepare.  
After the beep, speak into the microphone and describe the picture.  
You have 25 seconds to give your response.



## Drag and drop

Rearrange the words to make sentences.

1 come from husband your does where  
↓ DRAG ITEM HERE ?

2 he in 2001 he was but born in here Australia moved  
↓ DRAG ITEM HERE

3 family how Australia in visit he does his often  
↓ DRAG ITEM HERE ?






# Read and choose the picture


Read the text. Select a picture to answer the question.

Lunch time special  
soup of the day  
fish, chips and peas  
three flavour ice cream  
cup of tea or coffee  
only £9.95


Which picture shows the lunch time special?



A



B



C

# Listen and write

Listen to the recording and type what you hear. You will hear the sentence only once.

PLAY

Ready


# Choose the right phrase

Select a word or phrase to fill the gaps. You may need to choose more than one.

1 It \_\_\_\_\_ very hard at the moment.  
☐ is raining  
☐ rains

2 Where \_\_\_\_\_ in London?  
☐ are you staying  
☐ do you stay

3 The weather here \_\_\_\_\_ very hot in June and July.  
☐ is getting  
☐ gets



# Fill in the table

Write a word or phrase to fill the gaps.

Male	Female
Grandfather	Grandmother
Son	
	Aunt
Husband	
	Mother
	Sister



# Short answer

Read the advertisement and answer the questions. Use no more than three words for each answer.

All flights to Boston are cancelled due to bad weather. The last flight from New York will arrive at 6:00pm. This will be the last arriving flight of the day.

All passengers with tickets should collect their luggage and go to the airport hotel.

People waiting for arriving passengers should go to the Central Desk for more information.

Example:  
What flights are cancelled?  
flights to Boston

1 What is the reason for the flight cancellations?  
\_\_\_\_\_

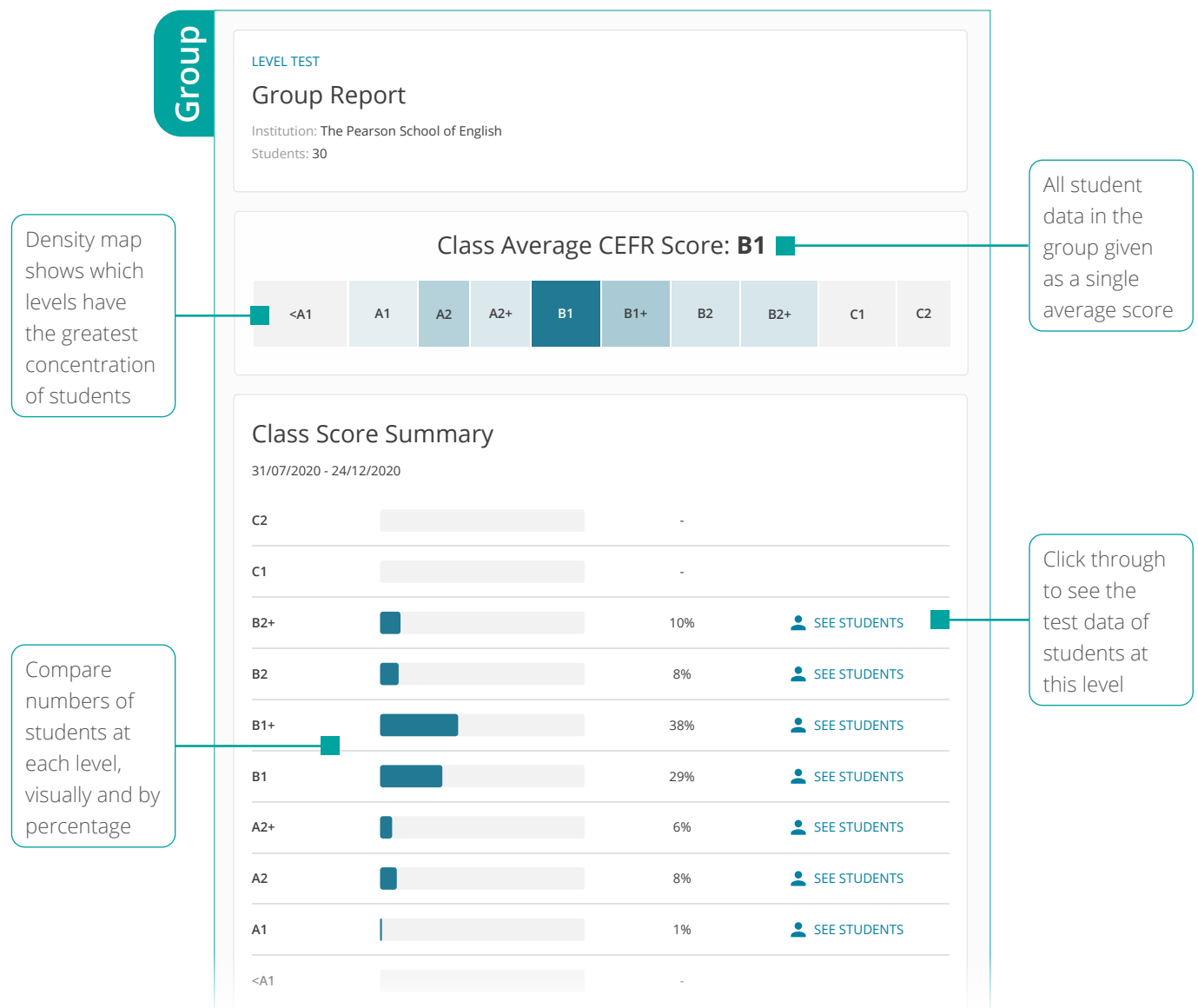
2 When will the New York flight arrive?  
\_\_\_\_\_

3 Where should passengers with tickets go?  
\_\_\_\_\_

4 Where can people waiting for passengers get more information?  
\_\_\_\_\_

# Student and Group Score Reports

Just minutes after the student completes the test, a score report is returned. In an instant, you can understand each new students' abilities across skills – in a way that gives you early direction for your teaching.



*This is sample data for illustrative purposes only.*

## Level Test

Date assigned: 09/11/2019

Date taken: 09/11/2019

Institution: The Pearson School of English

## Current Capabilities

The student has good control of basic structures and functions. They can use a range of words, structures and simple collocations to deal with familiar topics and can use functional language to deal with less familiar but everyday topics e.g. complaining, refusing, inviting, etc but can only produce a very limited range of more complex language. They can understand straightforward factual texts and basic types of standard letters and emails. They can extract key details from a presentation, conversation or a text and communicate with a series of simple connected clauses and sentences. They can produce straightforward connected text on routine factual information or topics which are familiar and of personal interest.

## OVERALL SCORE

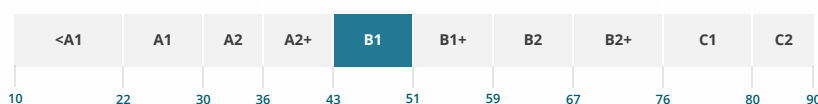
**CEFR: B1**  
**GSE: 43 - 50**

Summary of student's overall score and performance

Clear scoring on both the CEFR and the Global Scale of English (GSE)

## CEFR Score: B1

## GSE Range: 43 - 50



## Listening

## PERFORMANCE SUMMARY

At Level ◆

The student can follow the main points of short talks on familiar topics or extended discussion around them if delivered in standard speech. They can follow most of an everyday conversation, with some repetition of particular words and phrases and can recognise speakers' feelings or attitudes. They can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary and can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.

## Reading

## PERFORMANCE SUMMARY

Above Level ▲

The student can understand most correspondence relating to their field of interest. They can recognise the writer's point of view in a structured text; make simple inferences based on information given in a short article and distinguish between fact and opinion in relation to common topics. They can recognise examples and their relation to the idea they support and can understand cause and effect, and problem/solution relationships in a structured text.

Overview of performance in each language skill

## Speaking

## PERFORMANCE SUMMARY

Below Level ▼

The student can deal with practical everyday demands, exchanging straightforward factual information. They can initiate, maintain and close simple, restricted face-to-face conversations. They can describe plans and arrangements, everyday activities in town or basic events in the past using simple linking words. They can use some basic interjections to express understanding, surprise, disappointment, and excitement and can perform a limited range of functions e.g. agreeing/disagreeing; responding to suggestions.

Individual skill level compared to overall level allocated

## Writing

## PERFORMANCE SUMMARY

At Level ◆

The student has a limited range of words, very basic structures and phrases related to personal details or very familiar routine topics. They can write basic sentences describing everyday objects, or about personal interests, someone's life and routines or family and where they live. They can write short, simple notes, emails and postings



# *Learning English has never been so exciting*

Pearson English works together with the education community to make a difference, address challenges and further positive change.

We find that we all agree: the best part of working in education is seeing learners make progress in their lives.

That's our inspiration, and the inspiration behind the products, services, resources and ideas that you'll find at Pearson English.

**Let's make a difference, together.**

For more information, please contact  
your local Pearson representative.



Place