

TEACHER'S GUIDE

# English

No Problem!

## Placement Tool

English—No Problem!™  
English—No Problem! Placement Tool Teacher's Guide  
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# Overview

The *English—No Problem! Placement Tool* is designed to help teachers and administrators place learners in appropriate levels of the series. The tests are intended to be given only once to each learner. They are not intended to replace standardized proficiency tests such as the BEST or CASAS, which can be administered more than once to document a learner's progress.

The *Placement Tool* includes three written tests (the Literacy Test, the Level 1 Test, and the Levels 2–4 Test) and an optional Speaking and Listening Placement Interview. The written tests reflect the content and exit criteria of each level of the series. They indicate whether or not a learner has already mastered material typical of a particular level. The Speaking and Listening Placement Interview can provide additional information about a learner's aural/oral proficiency. However, it should not be used alone for placement.

## Literacy Test

The Literacy Test (pages 4–5 in the student booklet) should be given to learners who have had little or no formal instruction in English and less than seven years of formal education. The results will show whether a learner should be placed in the Literacy level of *English—No Problem!* or should take the Level 1 Test. (Note that some learners who can speak some English may still need literacy-level instruction for reading, writing, and formal usage.) This test may be given to one or more learners at a time.

## Level 1 Test

The Level 1 Test (pages 6–8 in the student booklet) may also be given to one or more learners at a time. Use it with learners who have had little or no instruction in English but at least seven years of formal education. This test should also be given to learners who achieve a score of 18 or higher on the Literacy Test.

It is helpful to give this test to all learners entering a program to separate the true beginners from learners who should be placed at higher levels.

If learners' scores on the Level 1 Test are below 19, they should be placed in Level 1 of *English—No Problem!* If their scores are 19 or above, they should take the Levels 2–4 Test to determine an appropriate level of instruction.

## Levels 2–4 Test

Like the other written tests, the Levels 2–4 Test (pages 9–16 in the student booklet) may be given to one or more learners at a time. The results will show in which of the three levels a learner should be placed.

## Speaking and Listening Placement Interview

This optional one-to-one interview (pages 7–10 of this booklet) assesses speaking and listening skills. It may be used to obtain a baseline score for oral communication. It is also helpful in refining placement judgments based on the written tests.

The Speaking and Listening Placement Interview may indicate that some learners' oral skills differ from their literacy skills and their formal understanding of English. For instance, a learner with little formal instruction in English may still have had considerable exposure to conversational English. Such a learner could be placed in Level 1 (low-beginning level) of *English—No Problem!* on the basis of the written test but score at the high-beginning level in speaking and listening. The reverse may be true for learners who have studied English formally but have had limited practice in conversation.

# Guidelines for Administering the Tests

## Literacy Test

Follow these guidelines in giving the Literacy Test:

- Fill in each learner's name and the date on the front of the student booklet.
- Give a copy of the student booklet to each learner taking the test. To avoid distracting low-level learners with extraneous printed information, present the booklet open to the two pages of the test.
- Before beginning the Literacy Test, tell learners the following:

*This test will show me your English skills. Listen to the instructions. Try to answer as many questions as you can. Write your answers on the test. I cannot help you with the questions. If you do not understand the directions, I will show you how to follow them.*

- Read the directions for each section of the test aloud to learners. Go over the examples with learners, but do not read any test items or coach learners on them.
- Allow a maximum of 15 minutes for the test.
- Use the Literacy Test scoring sheet on page 11 of this booklet to score the test.

## Level 1 Test

This test emphasizes reading, life skills, grammar, vocabulary, and writing. Follow these guidelines in giving the Level 1 Test:

- Give each learner a copy of the student booklet.
- Before beginning the Level 1 Test, tell learners the following:

*This test will show me your English skills. You will have 15 minutes to do the test. Put your name and the date on the front of your booklet. Then turn to page 6. Read the directions. Try to follow the directions and answer the questions. Write your answers in your test booklet. If you do not understand something, go to the next question. You can go back later and try to answer questions that you skipped. You can also look at your answers and change them if you want to. I cannot help you with the questions. If you do not understand the directions, I will show you how to follow them.*

- If learners do not understand how to respond in a section, go over the example, but do not read any test items or coach learners on them.
- Allow a maximum of 15 minutes for the test, including the writing section.
- Use the Level 1 Test scoring sheet on page 12 of this booklet to score the test.

## Levels 2–4 Test

This test, like the Level 1 Test, emphasizes reading, life skills, grammar, vocabulary, and writing. Follow these guidelines in giving the Levels 2–4 Test:

- Give each learner a copy of the student booklet.
- Before beginning the Levels 2–4 Test, tell learners the following:

*This test will show me your English skills. You will have 45 minutes to do the test. Put your name and the date on the front of your booklet. Then turn to page 9. Read the directions. Try to follow the directions and answer the questions. Write your answers in your test booklet. If you do not understand something, go to the next question. You can go back later and try to answer questions that you skipped. You can also look at your answers and change them if you want to. I cannot help you with the questions. If you don't understand the directions, I will show you how to follow them. Answer as many questions as you can. If you cannot answer any more questions, go to the end of the test and do the writing section. Be sure to do the writing section at the end of the test before you stop.*

- If learners do not understand how to respond in a section, go over the example, but do not read any test items or coach learners on them.
- Allow a maximum of 45 minutes for the test, including the writing section.
- Use the Levels 2–4 Test scoring sheet on pages 13–15 of this booklet to score the test.

## Combining Level 1 and Levels 2–4 Tests

The Level 1 and Levels 2–4 Tests can also be combined and administered during a one-hour period. The items on these tests gradually increase in difficulty. Encourage learners who take these tests to answer as many items as possible.

## Speaking and Listening Placement Interview

Follow these guidelines in giving the optional Speaking and Listening Placement Interview:

- This test should be administered to learners one-to-one.
- Allow approximately 10 minutes for the interview.
- A script and instructions for doing this interview appear on pages 7–10 of this booklet.
- Examiners should be native or near-native speakers of English so that they can make appropriate judgments for scoring.

- Before administering this interview, review the script and scoring instructions thoroughly. Make a photocopy of the script to use for the test.
- Record the learner's name, your name, and the date and time at the top of the copy of the script.
- Write scores during the interview on the copy of the script.
- Sit at a table with the learner in chairs that are placed across from each other or diagonally.
- Use item 1 to greet the learner and invite him or her to sit down. Make the learner feel comfortable before proceeding with the test.
- Use your normal tone of voice, intonation, and speed. For the listening passages preceding items 15–18 and items 19–20, read at a slightly slower than normal speed.
- Do not paraphrase or explain items. If a learner does not understand an item, you can repeat it once. If the learner still does not understand, go on to the next item.

## Scoring

All tests should be scored by a teacher or administrator.

The scoring sheets provide an efficient scoring system. Teachers can make a copy of the appropriate scoring sheet for each learner and then staple those pages to the student booklet for future reference. For the written tests, the scoring sheets include correct answers. The script for the Speaking and Listening Placement Interview also provides examples of good learner responses and a place to record scores for individual questions. Scores and placement recommendations can also be recorded on the front of the student booklet.

If you use the Speaking and Listening Placement Interview, file the copy of the script with scores marked along with the results of the learner's written test.

# Speaking and Listening Placement Interview

Learner's Name: \_\_\_\_\_ Interviewer's Name: \_\_\_\_\_

Interview Date and Time: \_\_\_\_\_

## Instructions to Interviewer

Before starting the interview, make a copy of this form (pages 7–10). Have the following items available on the table in front of you, in easy view of the learner: three pencils, a textbook, a quarter, a dime, a nickel, and a five-dollar bill. Sit across from the learner, and score each response by circling the appropriate number in the chart below. Then determine the score for each part of this interview.

## Scoring Rubric

The specific questions in this interview are scored on a 0–1–2 scale as follows:

- 0 = No response or an inappropriate response.
- 1 = Response that is incomplete or contains grammatical errors.
- 2 = Complete, appropriate response approximating that of a native speaker.

The more open-ended questions are scored on a 0–1–2–3–4 scale as follows:

- 0 = No response or an inappropriate response.
- 1 = Very brief word or phrase.
- 2 = One sentence containing grammatical errors that distract from the meaning.
- 3 = More than one sentence containing grammatical errors that distract from the meaning.
- 4 = An extended response with few or no grammatical errors; similar to that of a native speaker.

## Part 1

### Warm-Up: Comprehension

Tester Cues	Appropriate Learner Responses	Ratings
<b>1.</b> Hello. How are you? Please come in. Please sit down.	Hello. Fine, thanks.	0   1   2
<b>2.</b> <i>(Point to group of objects.)</i> Please give me two pencils. Thank you.	<i>(Learner picks up two pencils and gives them to tester.)</i>	0   1   2
<b>3.</b> <i>(Point to group of objects.)</i> Now please give me the book. Thank you.	<i>(Learner picks up the book and gives it to the tester.)</i>	0   1   2
<b>4.</b> <i>(Point to group of objects.)</i> Could you please give me thirty-five cents? Thank you.	<i>(Learner picks up the quarter and dime and gives them to the tester.)</i>	0   1   2

### Opening Questions: Limited Response

Tester Cues	Appropriate Learner Responses	Ratings
5. My name is _____. <i>or</i> I'm _____. What's your name?	My name is _____.	0 1 2
6. How do you spell your name?	<i>(Learner spells name aloud.)</i>	0 1 2
7. Where are you from? <i>or</i> What country are you from?	I'm from _____. <i>or</i> My country is _____.	0 1 2
8. How long have you lived in _____ (your city or state)?	I've lived here for _____. <i>or</i> For _____. <i>or</i> Since _____.	0 1 2
9. How many people are in your family?	_____ people. <i>or</i> There are _____ people.	0 1 2

### Opening Questions: Extended Response

Tester Cues	Appropriate Learner Responses	Ratings
10. Tell me about your family.	<i>(Varied responses.)</i>	0 1 2 3 4
11. Tell me about your home here in _____.	<i>(Varied responses.)</i>	0 1 2 3 4
12. Why are you studying English?	<i>(Varied responses.)</i>	0 1 2 3 4

Tester says:

Stop.

If the learner has received "0" ratings for three or more questions, end the interview by saying,

That's all. We've finished. Thank you for coming. I enjoyed talking with you.

**Subtotal for Part 1** \_\_\_\_\_



## Part 2

### Money Questions

Tester says:

I am going to ask you some questions about money.

Tester Cues	Appropriate Learner Responses	Ratings
<b>13.</b> <i>(Point to the five-dollar bill.)</i> I want to buy a notebook. The notebook costs 5 dollars and 60 cents. How much more money will I need?	You will need 60 cents. <i>or</i> 60 cents.	0 1 2
<b>14.</b> <i>(Point to the five-dollar bill again.)</i> I want to buy a box of pencils. The pencils cost 4 dollars. I give the clerk 5 dollars. How much money will I get back?	One dollar. <i>or</i> You will get one dollar back.	0 1 2

### Story Comprehension

Tester says:

I am going to tell you a short story and ask you some questions about it. Listen carefully. Then answer my questions.

Sammy is a friend of mine. He works at a hardware store. He has a wife and two sons. One day Sammy had a problem. His car wouldn't start, so he couldn't go to the store. He called Marcos on the telephone to ask for a ride. Marcos drove to Sammy's house and stopped his car. When he was going to leave, his car wouldn't start either.

Tester Cues	Appropriate Learner Responses	Ratings
<b>15.</b> Where does Sammy work?	In a hardware store. <i>or</i> In a store.	0 1 2
<b>16.</b> Why did Sammy call Marcos?	His car wouldn't start.	0 1 2
<b>17.</b> What was Marcos's problem?	His car wouldn't start either.	0 1 2
<b>18.</b> What should Sammy do now?	<i>(Varied responses.)</i>	0 1 2 3 4

### Announcement Comprehension

Tester says:

Listen to this telephone announcement and answer the questions about it.

Please listen carefully for information about computer classes at Eastside Community College. If you are interested in taking computer classes at Eastside Community College, you must register next week. Registration will take place between 8:00 A.M. and 5:00 P.M. at the Community College office. You can also register by telephone or over the Internet. Classes will begin in two weeks. If you wish to register over the telephone, please press "1."

Tester Cues	Appropriate Learner Responses	Ratings
<b>19.</b> When do the classes begin?	In two weeks.	0 1 2
<b>20.</b> How can people register for classes?	At the college, over the telephone, or on the Internet.	0 1 2

## Concluding Questions

<b>21.</b> Besides English, what would you like to study?	<i>(Varied responses.)</i>	0	1	2	3	4
<b>22.</b> What will you be doing one year from now?	<i>(Varied responses.)</i>	0	1	2	3	4
<b>23.</b> What will you be doing five years from now?	<i>(Varied responses.)</i>	0	1	2	3	4
<b>24.</b> If you did not live in _____, where would you like to live?	<i>(Varied responses.)</i>	0	1	2	3	4
<b>25.</b> What is one area of your English that you would like to improve?	<i>(Varied responses.)</i>	0	1	2	3	4

*Tester says:*

This is the end of the speaking and listening interview. Thank you for coming.

**Subtotal for Part 2** \_\_\_\_\_

## Calculate Score

**Subtotal for Part 1** \_\_\_\_\_ (from page 8)

**+ Subtotal for Part 2** \_\_\_\_\_ (from above)

**Total Score** \_\_\_\_\_

Consult the Scoring Ranges and Placement Guidelines on page 16 of this booklet to determine the learner's level of speaking and listening proficiency. Indicate that level of proficiency here:

\_\_\_\_\_ Low Beginning Level (Literacy/Level 1 in *English—No Problem!*)

\_\_\_\_\_ Beginning Level (Level 1 in *English—No Problem!*)

\_\_\_\_\_ High Beginning Level (Level 2 in *English—No Problem!*)

\_\_\_\_\_ Low Intermediate Level (Level 3 in *English—No Problem!*)

\_\_\_\_\_ High Intermediate Level (Level 4 in *English—No Problem!*)

File this script with the booklet containing the learner's written placement test.

# Scoring Sheet for the Literacy Test

Learner's Name: \_\_\_\_\_ Scorer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instructions to Scorer

Use this sheet to score a learner's Literacy Test. Copy this page and fill in the information above. In the chart below, circle the number of points awarded for each answer. Then determine the total score and record it below.

## Scoring Rubric

The questions on this test are scored on a 0–1 scale as follows:

0 = No response or an incorrect response.

1 = Correct response.

## Scoring Written Answers

For items 1–4, focus only on whether the content is correct. Ignore handwriting problems.

Item	Correct Answer	Score
1.	E	0 1
2.	w	0 1
3.	14	0 1
4.	30	0 1
5.	darker	0 1
6.	rode	0 1
7.	peer	0 1
8.	cape	0 1
9.	bananas	0 1
10.	home	0 1
11.	ear	0 1

Item	Correct Answer	Score
12.	bicycle	0 1
13.	sunny	0 1
14.	clock	0 1
15.	62	0 1
16.	11:30	0 1
17.	7:15	0 1
18.	6/29	0 1
19.	\$5.00	0 1
20.	day spelled correctly	0 1
21.	correct month and date	0 1
22.	number and street given	0 1

**Total Score** \_\_\_\_\_

Record this score on page 1 (the front cover) of the learner's placement test booklet.

If the score is 0–17, place the learner in the Literacy level of *English—No Problem!*

Record the placement decision on page 1 of the learner's placement test booklet.

If the score is 18 or above, have the learner move on to the Level 1 Test.

File this sheet with the booklet containing the learner's written placement test.

# Scoring Sheet for the Level 1 Test

Learner's Name: \_\_\_\_\_ Scorer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instructions to Scorer

Use this sheet to score a learner's Level 1 Test. Copy this page and fill in the information above. In the chart below, circle the number of points awarded for each answer. Then determine the total score and record it below.

## Scoring Rubric

For the questions scored on a 0–1 scale, follow these guidelines:

0 = No response or an incorrect response.

1 = Correct response.

## Scoring Written Answers

For items 1–5, focus only on whether the content is correct. Ignore spelling, handwriting, and grammatical problems.

1.	Susan Roberts	0	1
2.	1036 Cypress Avenue	0	1
3.	Redding	0	1
4.	high school diploma	0	1
5.	2 years as cook in restaurant	0	1
6.	c	0	1
7.	c	0	1
8.	a	0	1
9.	d	0	1
10.	c	0	1
11.	c	0	1
12.	a	0	1
13.	c	0	1

14.	a	0	1
15.	a	0	1
16.	c	0	1
17.	b	0	1
18.	b	0	1
19.	a	0	1
20.	d	0	1
21.	Mr. Howard Plasko	0	1
22.	1240 Ardmore Lane	0	1
23.	Dorville, Virginia 22189	0	1
24.	learner's return address	0	1
25.	correct location of addresses	0	1

**Total Score** \_\_\_\_\_

Record this score on page 1 (the front cover) of the learner's placement test booklet.

If the score is 0–18, place the learner in Level 1 of *English—No Problem!* Record the placement decision on page 1 of the learner's placement test booklet.

If the score is 19 or above, have the learner move on to the Levels 2–4 Test.

File this sheet with the booklet containing the learner's written placement test.

# Scoring Sheet for the Levels 2–4 Test

Learner's Name: \_\_\_\_\_ Scorer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Instructions to Scorer

Use this sheet to score a learner's Levels 2–4 Test. Copy this page and fill in the information above. In the charts below, circle the number of points awarded for each answer. Then determine the score for each section and record it below.

## Scoring Rubric

For the questions scored on a 0–1 scale, follow these guidelines:

0 = No response or an incorrect response.

1 = Correct response.

## Scoring Written Answers

For items 1–10, 20–24, and 39–42, focus only on whether the content is correct. Ignore spelling, handwriting, and grammatical problems.

To score the paragraph in Part 3, follow these guidelines:

### Content

0 = No answer attempted, incomprehensible answer, or answer unrelated to the topic.

2 = An attempt at writing, but jumbled and difficult to understand.

4 = Sketchy paragraph structure; poorly developed content.

6 = Less-than-complete paragraph with ordinary, general ideas.

8 = Complete paragraph, but content lacking detail and specificity.

10 = Well-developed paragraph with detailed content.

### Grammar

0 = No answer attempted or incomprehensible answer.

1 = Frequent errors making reading difficult; poor grasp of writing conventions.

3 = Readable answer, but with frequent errors that distract from meaning.

5 = Almost flawless, with no more than one error.

## Part 1

Item	Correct Answer	Score
1.	2	0 1
2.	\$11.21	0 1
3.	\$7.92	0 1
4.	\$6.12	0 1
5.	\$296.54	0 1

Item	Correct Answer	Score
6.	her mother	0 1
7.	checking	0 1
8.	in an apartment	0 1
9.	groceries, clothes, gas	0 1
10.	clerk	0 1

Subtotal for Part 1 \_\_\_\_\_

## Part 2

Item	Correct Answer	Score
11.	a	0 1
12.	b	0 1
13.	d	0 1
14.	a	0 1
15.	b	0 1
16.	d	0 1
17.	c	0 1
18.	b	0 1
19.	a	0 1
20.	West Side Technology	0 1
21.	East Street Electronics	0 1
22.	East Street Electronics	0 1
23.	West Side Technology	0 1
24.	Every item has a one-year warranty.	0 1

Item	Correct Answer	Score
25.	a	0 1
26.	b	0 1
27.	a	0 1
28.	a	0 1
29.	a	0 1
30.	b	0 1
31.	c	0 1
32.	earn	0 1
33.	reference	0 1
34.	enroll	0 1
35.	tuition	0 1
36.	fall behind	0 1
37.	schedule	0 1
38.	distraction	0 1

Subtotal for Part 2 \_\_\_\_\_

## Part 3

Note: In 39–42, provide points if the answers include the phrases noted below.

Item	Correct Answer	Score
39.	\$5000 limit	0 1
40.	documents, photos, contracts	0 1
41.	Paulo	0 1
42.	Judges' decisions are final. <i>OR</i> He may not appeal.	0 1
43.	ignore	0 1
44.	coping	0 1
45.	counselor	0 1
46.	barrier	0 1
47.	substance	0 1
48.	b	0 1
49.	d	0 1

Item	Correct Answer	Score
50.	a	0 1
51.	c	0 1
52.	a	0 1
53.	c	0 1
54.	d	0 1
55.	d	0 1
56.	c	0 1
57.	b	0 1
58–	Paragraph about a goal	
72.	Content	0 2 4 6 8 10
	Grammar	0 1 3 5

Subtotal for Part 3 \_\_\_\_\_

## Calculate Score

Subtotal for Part 1 \_\_\_\_\_ (from page 13)

Subtotal for Part 2 \_\_\_\_\_ (from page 14)

+ Subtotal for Part 3 \_\_\_\_\_ (from page 14)

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Total Score \_\_\_\_\_

Record this score on page 1 (the front cover) of the learner's placement test booklet.

Consult the Scoring Ranges and Placement Guidelines on page 16 of this booklet to determine the appropriate instructional placement for the learner. Indicate the placement decision on page 1 of the learner's placement test booklet.

File this sheet with the booklet containing the learner's written placement test.

# Scoring Ranges and Placement Guidelines

## Literacy Test

- 0–17 Place learner in *English—No Problem!* Literacy Level.  
18–22 Have learner take Level 1 Test.

## Level 1 Test

- 0–18 Place learner in *English—No Problem!* Level 1.  
19–25 Have learner take Levels 2–4 Test.

## Levels 2–4 Test

- 0–25 Place learner in *English—No Problem!* Level 2.  
26–45 Place learner in *English—No Problem!* Level 3.  
46–65 Place learner in *English—No Problem!* Level 4.  
66+ Place learner in *English—No Problem!* Level 4 or have learner exit from program.

## Speaking and Listening Interview

- 0–12 Low Beginning Level (Literacy/Level 1 in *English—No Problem!*)  
13–25 Beginning Level (Level 1 in *English—No Problem!*)  
26–40 High Beginning Level (Level 2 in *English—No Problem!*)  
41–55 Low Intermediate Level (Level 3 in *English—No Problem!*)  
56–68 High Intermediate Level (Level 4 in *English—No Problem!*)