

Connectivity Level 4 Assessment

For the Teacher

Each level of *Connectivity Assessment* includes:

- 10 Unit Review Tests (one for each Unit in *Connectivity*)
- 1 Units 1–5 Review Test
- 1 Units 6–10 Review Test
- 1 Units 1–10 End of Course Test

These achievement tests are designed to give students who are using *Connectivity* an opportunity to demonstrate their mastery of what they have studied. To test productive speaking and writing skills, there is also an optional Speaking Task and Writing Task that corresponds to each unit.

DELIVERY OPTIONS

Assessment tests are available in two delivery formats:

Test Generator

You can create digital, interactive tests for your students using Test Generator. Each test can be customized to fit your syllabus. You can select which activities you wish to include, change the order of test items, and randomize answer choices. You can also specify the individual students or class who will take the test, and the date and time it becomes available.

Once logged into the Pearson English Portal, you can find easy instructions for creating a test in Test Generator. Follow these steps to access the guidelines:

- Click on  (?)
- Select Help & Training
- Select Help for Teachers
- Select Using PEP
- Select Test Generator

Ready-Made Tests

An alternative to the Test Generator are printable, Ready-Made Tests. These tests (offered in Word and PDF formats) can be found in **Ready-Made Tests**, located under the **Resources** tab on the Pearson English Portal. Audioscripts for the listening comprehension items and Answer keys are also provided in the **Ready-Made Tests** folder.

There are two different versions of each test: Test 1 and Test 2. This allows you the flexibility of administering a “Practice” test and an “Official” test, should you wish to do so.

[NOTE: Test Generator uses Test 1 for its content. Test 2 and Optional Speaking and Writing Tasks are delivered via the Ready-Made Tests folder only.]

ABOUT THE TESTS

Connectivity Assessment evaluates student progress in seven skill areas:

- Listening
- Grammar
- Pronunciation
- Speaking
- Reading
- Vocabulary
- Writing

After each Unit, you may wish to administer only the Unit Review Test, or you may want to add on the Speaking Task and/or Writing Task. You can make this decision based on the needs of your particular class.

The two Review Tests (one for Units 1–5, and one for Units 6–10) are cumulative. The cumulative Units 1–10 End of Course Tests should be given when students complete all ten units of the course. Again, there is the option to add on the corresponding Speaking and/or Writing Tasks.

ADMINISTERING THE TESTS

For classroom-administered print tests, it's recommended that the listening comprehension items be completed first. Play the recording and have all students listen and answer the questions.

Each Unit Review Test, including the listening comprehension section, is designed to take approximately 30 to 35 minutes. The Units 1–5 Review Tests, Units 6–10 Review Tests, and Units 1–10 End of Course Tests require approximately 50 minutes. You may allow more or less time for any given test, depending on the needs of your students, without affecting the validity of the test.

SPEAKING TASKS

Conduct Speaking Tasks separately and test students one at a time. Before beginning the Speaking Task, you may want to ask a few simple questions as a warm-up and to put your students at ease. For example, “How are you today?” “How was your weekend?” Each Speaking Task should take 3 to 5 minutes per prompt. The prompts are a mix of picture-response questions and personal questions that ask about the students' opinions and experiences.

WRITING TESTS

Each Writing Test should take 5 to 15 minutes. Students are asked to write on a variety of topics that relate to the themes of the Unit. Students may be given only one topic, or they may have a choice of several.

SCORING THE READY-MADE TESTS

The advantage of using the Test Generator is that tests will be scored automatically. With the ready-made tests, each test will be scored manually, using the following guidelines.

UNIT REVIEW TESTS

These tests have 33 items. Each item is worth **1 point**. If you choose to administer the Speaking Task (10 points) and Writing Tasks (15 points), the total possible points will be 58. See sample test scores of both situations below.

Sample test score (Test only)	Unit 1 Unit Review Test: 26/33 = 79%
Sample test score (Test + Speaking & Writing Tasks)	Unit 1 Unit Review Test: 26/33
	Unit 1 Speaking Task: 10/10
	Unit 1 Writing Task: 12/15
	$26 + 10 + 12 = 48$
	$48 \text{ (total points)} \div 58 \text{ (total possible points)} = .827$
	SCORE = 83%

UNITS 1–5 REVIEW TESTS / UNITS 6–10 REVIEW TESTS / UNITS 1–10 END OF COURSE TESTS

These tests have 50 items. To determine the value of the items in these tests, use the following guidelines:

- If you administer these tests **WITH** the optional Speaking and Writing Tasks, make each item worth **1.5 points** ($50 \times 1.5 = 75$ points).
- If you administer these tests **WITHOUT** the optional Speaking and Writing Tasks, make each item worth **1 point** ($50 \times 1 = 50$ points).

See sample test scores of both situations below.

Sample test score (Test only)	Units 1–5 Review Test: 45/50 = 90%
Sample test score (Test + Speaking & Writing Tasks)	Units 1–5 Review Test: 45 (correct items) $\times 1.5 = 67.5$ points
	Units 1–5 Speaking Test: 10/10
	Units 1–5 Writing test: 12/15
	$67.5 + 10 + 12 = 89.5$
	$89.5 \text{ (total points)} \div 100 \text{ (total possible points)} = 89.5$
	SCORE: 89.5%

Scoring Rubrics for Speaking and Writing

The following criteria are offered to help evaluate students' response in the optional Speaking and Writing Tasks. You can find printable versions of these Rubrics in **Ready-Made Tests**, located under the **Resources** tab on the Pearson English Portal.

Connectivity Level 4
Optional Speaking Task Rubric

Unit: _____

Student Name: _____

Lesson: _____

Date: _____

Learning Objectives:

SPOKEN PRODUCTION AND FLUENCY	Good	Fair	Poor
Can say sentences and phrases on familiar topics and in routine situations	3	2	1
Can link simple clauses and phrases with basic connectors	3	2	1
Is generally intelligible with some break down in longer utterances	3	2	1
SPOKEN INTERACTION			
Can communicate in basic and routine exchanges on familiar, everyday topics	3	2	1
Shows awareness of turn taking and can respond appropriately	3	2	1
RANGE			
Uses an appropriate range of words and phrases for familiar situations	3	2	1
Uses an appropriate range of structures	3	2	1
Can perform basic range of functions in simple form e.g. apologizing	3	2	1
ACCURACY			
Has control of a set of basic structures and message is clear	3	2	1
Has control of a set of basic, words and functional language for predictable content and message is clear	3	2	1

Notes:

Connectivity Level 4
Optional Writing Task Rubric

Unit: _____

Student Name: _____

Lesson: _____

Date: _____

Learning Objectives:

WRITTEN PRODUCTION	Good	Fair	Poor
Can write sentences and phrases on familiar topics	3	2	1
Can link simple clauses and phrases with basic connectors	3	2	1
Shows some awareness of logical ordering of information	3	2	1
RANGE			
Uses appropriate range of words and phrases	3	2	1
Uses appropriate range of structures	3	2	1
Can produce a basic range of functional language in simple form	3	2	1
ACCURACY			
Has control of a set of basic structures	3	2	1
Has control of a set of basic words and phrases for everyday situations	3	2	1
Can spell personal details but otherwise may have frequent misspellings	3	2	1
Has basic control of punctuation and layout	3	2	1

Notes: