

FORMULA TEST PACKAGE

Introduction to the Test package

Overview

The *Formula* Test package provides a wide range of tests which can be used at different points in the course. Each level has:

- 1 x Quick diagnostic test
- 1 x Full diagnostic test
- 8 x Unit language tests
- 4 x Progress tests
- 1 x End-of-level language test

The tests are provided in Word and PDF. Use the Word version if you want to edit or personalise the tests for your students. The PDF version is ready to print.

There is also a dyslexia-friendly version of each of the tests available in the Digital resources.

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 closer to the date of the exam. There is one full practice exam at the end of the Exam Trainer, and two further complete practice exams are available in the Digital resources.

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

Assessment type	Quantity	Aim	Total marks/Timing	Follow up
Quick diagnostic	1	To identify learner strengths and weaknesses, in order to be able to tailor and adapt teaching accordingly.	25 15 minutes	Share results with students constructively in order to identify their strengths and areas for improvement.
Full diagnostic	1		50 30 minutes	

Unit language	8	To identify which areas of language development and vocabulary students have retained and which they may need further input and practice on.	50 (25 for vocabulary; 25 for grammar) 30 minutes	Use any of the Photocopiable activities to help students revise in advance of the tests; or as remediation following a test.
Progress	4	To identify to what extent students are able to use sub-skills for specific exam task types and areas of language development and vocabulary students have retained and which they may need further input and practice on.	100 60 minutes	Use Coursebook Review pages to help revise in advance of the tests; or as specific remediation following a test.
End-of-level language	1	To identify which areas of language development and vocabulary students have retained and which they may need further input and practice on.	100 60 minutes	There are two complete Practice exams in the Digital resources If you want to give your students further authentic exam material.

To practice Cambridge exams, please see the full practice exam at the end of the Exam Trainer, and the two further complete practice exams available in the Digital resources. The in-course Test package has been designed to help you monitor your students' progress in terms of language acquisition and production – the tasks are not necessarily exam-compliant.

Diagnostic tests

The main purpose of the diagnostic tests is to help you identify any general areas of strength or weakness across the class before starting the course. This will help you tailor your lessons to your class and maximise your time with your students.

The Quick diagnostic test is a list of multiple-choice gap-fill sentences.

The Full diagnostic test includes different task types, mirroring the unit tests: open cloze, multiple-choice cloze, etc. It contains different questions from the Quick diagnostic test.

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

Unit language tests

There are eight Unit tests to be completed to help you track your students' grasp and command of the vocabulary and grammar taught in the Coursebook. One side of the test focuses on grammar and the other focuses on vocabulary, so you can choose to do half a test to focus if that better suits your students' needs.

Progress tests

There are four Progress tests to be completed. Each Progress test focuses on the previous two units covered in the Coursebook.

Progress test	Units
1	1-2
2	3-4
3	5-6
4	7-8

They can be used to track your students' overall progress because they cover all four skills: listening, reading, writing and speaking. Marking criteria for writing and speaking are provided in the answer key. The audio files are available in the digital resources.

End-of-level language test

The End-of-level language test helps you identify grammar points and vocabulary topics that students might need to revise before taking the Practice Exam paper. It should **not** be used as preparation for the Cambridge exam. All the grammar points and some essential vocabulary from the Coursebook are covered in this test.

Dyslexia-friendly versions of the tests

Teaching and assessing students with dyslexia

Dyslexia is one of the most common learning difficulties (or learning differences) students face. It affects general learning and the acquisition and development of literacy skills such as reading, writing and spelling. Dyslexia therefore often causes difficulties when learning a foreign language. To support dyslexic students in your lessons, we recommend reading the Dyslexia in the Classroom guide. It can be found in the Accessibility folder in the digital resources. We have provided an additional version of most of the tests in the Test package to help you assess dyslexic students in your class.

What we've done to make the Test package dyslexia-friendly

In addition to the original version of the tests, the Formula Test package includes another version for students with dyslexia. These tests have been adapted and developed from the corresponding original test. Some of the main changes that have been made are:

- Task types have been modified so they are suitable for students with dyslexia. The instructions have also been edited and simplified where possible.
- The content load has been reduced. Texts have been reduced. There are also fewer items for students to answer.
- Sentences in the texts and in individual question items are generally shorter and use simpler language.
- Examples have been included to demonstrate how to complete each task.
- The font size has been increased to 14 point.
- Spacing and formatting have been modified.
- Some reading texts have alternating bold and non-bold lines to make it easier for dyslexic students to process the information.
- Italics have been replaced with bold where necessary.
- Scoring has been adjusted.

How to use the dyslexia-friendly version of the tests

Students with dyslexia may feel uncomfortable if they are treated differently from others in the class. We have therefore tried to modify the tests in a way that does not draw attention to them having different educational needs. We have provided these tests and answers keys in Word format to give you flexibility in terms of modifying the tests further for your individual students. You may wish to omit task types, increase the font size further, change the font type, etc.

Tips for printing the dyslexia-friendly version

- Print the tests on lightly coloured (not white) paper if possible, because the contrast of black text on white may be too distracting for students with dyslexia.
- Use matte paper instead of glossy.
- Make sure the paper is thick enough so that you cannot see the text on the other side showing through.
- Avoid green, red and pink fonts and paper.

Tips for during the test

- Repeat the instructions if possible – it's essential to ensure that students with dyslexia understood exactly what they need to do in the test before they start it.
- Depending on your students, you may wish to extend the time given for the test.
- Where appropriate for your students, provide a separate, distraction-free room.

Tips for marking the tests

- Because there are fewer items in the tests for students with dyslexia, the overall score for each test is less than in the standard test. We have provided a formula to help you mark each test (e.g. Total: $\frac{\text{Total}}{40} \times 2.50 = \frac{\text{Total}}{100}$). You may wish to delete this from the end of the test before handing it to your students.
- Reward effort – it is important to focus on the student's progress instead of the mark.
- Give the marked test and final mark to your student in person, so you can discuss the test and their progress with them.

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