

# INTRODUCTION

## Testing in *Matura Choices*

The tests in *Matura Choices* have three main objectives:

- to give students a clear indication of their progress and a sense of achievement;
- to provide teachers with information about the progress their student are making, which in turn will help them make their teaching more effective;
- to prepare students for the Matura exam (in terms of language skills and test tasks).

## *Matura Choices* Intermediate Tests

*Matura Choices* Intermediate Tests include a variety of tests that can be used at different stages of the course. The tests have been prepared in two formats: a ready-to-print PDF format and a Microsoft Word format that allows changes in individual tests.

## Progress Tests

There are twelve progress tests, one for each module in the Students' Book. Each progress test consists of two separate parts: a grammar and vocabulary test and a skills test. It is possible for students to choose to do the grammar and vocabulary test or to do the full progress test. By combining these two tests students focus on grammar, vocabulary, listening, reading and communication.

## Grammar and Vocabulary Tests

There are twelve short tests, one for each module. These are progress tests which revise and test the language material. The grammar tasks relate directly to the grammar covered in each module and the lexical tasks revise vocabulary highlighted in the reading texts and also from the topic talk and Word and Sentence Builders.

The short tests have a version A and B (both of similar difficulty levels and question types). Each test can be used for two groups of students at the same time or one of the versions can be used at a later date, either for students who have missed the test or to check progress. Each grammar and vocabulary test is marked out of a total of thirty marks: twenty for grammar and ten for lexical items. Each question is worth one mark.

## Skills Tests

There are twelve short skills tests, one for each module. These focus on reading, listening and communication tasks. The task types in these tests reflect the communication tasks used for testing the above skills and include Matura task types. The skills tests have a version A and B with a similar level of difficulty. For the reading and listening sections, students read the same text and listen to the same recording, but answer different questions. Each skills test is marked out of a total of twenty marks. As with the grammar and vocabulary test, each question is worth one mark.

## Matura Speaking Tasks

There are six speaking tasks, one for every two modules. These tasks are designed to test students' knowledge of the speaking functions introduced in the respective Matura Speaking Workshops in the Student's Book. They focus on the language functions presented in the Talk Builder and revise the vocabulary covered in the specific pair of modules.

We suggest students complete the tasks with a teacher. There is a list of teacher's prompts for each roleplay, and teacher's questions for each photo description and visual material task. The students can do the tasks in pairs but the student playing the role of the teacher should not be evaluated using the same assessment scales.

We suggest the following assessment criteria for the speaking tasks:

## Roleplays

### Assessment of the roleplays (10 marks)

#### 8-10 marks (very good)

Complete and clear communication of information suggested in the task.

Varied grammatical and lexical structures (with minor but not frequent mistakes which do not affect communication).

Fluent speech (with minor disturbances in the flow of speech) and correct and clear pronunciation (with minor mistakes).

#### 5-7 marks (pass)

Mostly/Partly clear communication of information suggested in the task.

Sufficient grammatical and lexical structures (with minor, frequent mistakes, OR major but not frequent mistakes, which do not affect communication).

Partly fluent speech (with minor and frequent disturbances in the flow of speech) and comprehensible pronunciation (with minor frequent mistakes).

#### 1-4 marks (fail)

Partial or unclear communication of information suggested in the task.

Basic (or non-existent) grammatical and lexical structures (with major or frequent mistakes which often affect communication).

Little or no fluency and cohesion in speech (with major or frequent disruptions in the flow of speech) and/or incomprehensible pronunciation (with major or frequent mistakes - often changing the meaning of words).

## Photo Description Tasks

### Assessment of the photo description tasks (10 marks)

#### 8-10 marks (very good)

Completely and clearly described photo with complete answers to all the questions asked by the teacher.

Varied grammatical and lexical structures (with minor but not frequent mistakes which do not disturb communication).

Fluent speech (with minor disturbances in the flow of speech) and correct pronunciation (with minor mistakes).

#### **5-7 marks (pass)**

Mostly/Partly clearly described photo with partial answers to most of the questions asked by the teacher.

Sufficient grammatical and lexical structures (with minor, frequent mistakes, OR major but not frequent mistakes, which do not affect communication).

Partly fluent speech (with minor and frequent disturbances in the flow of speech) and comprehensible pronunciation (with minor and frequent mistakes).

#### **1-4 marks (fail)**

Unclear or non-existent photo description and partial or non-existent answers to all/the majority of the questions asked by the teacher.

Basic (or non-existent) grammatical and lexical structures (with major or frequent mistakes which often affect communication).

Little or no fluency in speech (with major or frequent disturbances in the flow of speech) and/or incomprehensible pronunciation (with major or frequent mistakes – often changing the meaning of words).

### **Visual Material Tasks**

#### **Assessment of the visual material tasks (10 marks)**

##### **8-10 marks (very good)**

Relevant and adequate response to the task set and complete answers to the teacher's questions.

Varied grammatical and lexical structures (with minor but not frequent mistakes which do not disturb communication).

Fluent speech (with minor disturbances in the flow of speech) and correct pronunciation (with minor mistakes).

##### **5-7 marks (pass)**

Partly relevant response to the task set and partial answers to the teacher's questions.

Sufficient grammatical and lexical structures (with minor, frequent mistakes, or major but not frequent mistakes, which do not affect communication).

Partly fluent speech (with minor and frequent disturbances in the flow of speech) and comprehensible pronunciation (with minor and frequent mistakes).

##### **1-4 marks (fail)**

Response of limited relevance or irrelevant to the task set and partial or non-existent answers to all/the majority of the questions asked by the teacher.

Basic or non-existent grammatical and lexical structures (with major or frequent mistakes which often disturb communication).

Little or no fluency in speech (with major or frequent disturbances in the flow of speech) and incomprehensible pronunciation (with major or frequent mistakes).

### **Writing Tasks**

There are six writing tasks in total, one for every two modules. These tasks reflect the task types presented in the Matura Writing Workshops in the Students' Book. Students can be asked to do the writing task at home or you can ask them to do it in class. Doing it in class means you can time students, which is important when preparing for exams. You can also monitor how students prepare for the task.

We suggest the following assessment criteria for the writing tasks:

#### **Assessment of the writing tasks (10 marks)**

##### **8-10 marks (very good)**

Complete and clear communication of the information suggested in the task.

Varied grammatical and lexical structures (with minor but not frequent mistakes which do not affect comprehension).

A fluent and cohesive text (with minor mistakes in punctuation, spelling and capitalisation).

##### **5-7 marks (pass)**

Mostly/Partly clear communication of the information suggested in the task.

Sufficient grammatical and lexical structures (with minor, frequent mistakes, OR major but not frequent mistakes, which do not affect comprehension).

Partly fluent and cohesive text (with minor, frequent mistakes, OR major but not frequent mistakes in punctuation, spelling and capitalisation of particular words and phrases).

##### **1-4 marks (fail)**

Partial or unclear communication of the information suggested in the task.

Basic (or non-existent) grammatical and lexical structures (with major or frequent mistakes which often affect comprehension).

Little or no fluency and cohesion in text (with major or frequent mistakes in punctuation, spelling and capitalisation of particular words and phrases – often changing the meaning of words).

### **Matura Speaking Tests**

There are three complete Matura speaking tests, one for every four modules. Each of the three tests covers the same topics as the four corresponding modules from the Student's Book. These tests are designed to reflect the Matura exam format but the language and skills required to do them are at the level of the modules they follow.

We suggest students complete these tests with a teacher. As in the real exam, there are two versions of each test: one for the student and one for the teacher.

We suggest the following assessment criteria for the Matura speaking tests. Below are the assessment criteria for both communicative and language competence, as well as the final score for the tests.

## Assessment criteria: communicative competence

### 8-10 marks (very good)

Task 1: complete and clear communication of the information suggested in the task.

Task 2: completely and clearly described photo with complete answers to all the questions asked by the teacher.

Task 3: relevant and adequate response to the task set with complete answers to all the questions asked by the teacher.

### 5-7 marks (pass)

Task 1: mostly/partly clear communication of the information suggested in the task.

Task 2: mostly/partly clearly described photo and partial answers to most of the questions asked by the teacher.

Task 3: response partly relevant to the task set and partial answers to most of the questions asked by the teacher.

### 1-4 marks (fail)

Task 1: partial or unclear communication of the information suggested in the task.

Task 2: unclear or non-existent photo description and partial or non-existent answers to all/the majority of the questions asked by the teacher.

Task 3: response of limited relevance or irrelevant to the task set and partial or non-existent answers to all/the majority of the questions asked by the teacher.

## Assessment criteria: language range, fluency and pronunciation

### 8-10 marks (very good)

Varied grammatical and lexical structures (with minor but infrequent mistakes which do not affect communication).

Fluent speech (with minor disturbances in the flow of speech).

Correct and clear pronunciation (with minor mistakes).

### 5-7 marks (pass)

Sufficient grammatical and lexical structures (with minor, frequent mistakes, OR major but infrequent mistakes, which do not affect communication).

Partly fluent speech (with minor and frequent disturbances in the flow of speech).

Comprehensible pronunciation (with minor frequent mistakes).

### 1-4 marks (fail)

Basic (or non-existent) grammatical and lexical structures (with major or frequent mistakes which often affect communication).

Little or no fluency in speech (with major or frequent disturbances in the flow of speech).

Incomprehensible pronunciation (with major or frequent mistakes – often changing the meaning of the words).

## Assessment criteria: final score

Marks	Result
16-20	very good
10-15	pass
0-9	fail

## Mid-year Test

This covers the material from the first six modules of the book. It is similar in structure to the progress tests and also has a total of fifty marks (thirty for grammar and vocabulary and twenty for language skills). The mid-year test is offered in both version A and B. Each test can be used for two groups of students at the same time or one of the versions can be used at a later date, either for students who have missed the test or to check progress.

## End of Year Test

This covers the material from all twelve modules of the Students' Book. It is similar in structure to the mid-year test and is also offered in two versions (A and B).

## Placement Test

There is one placement test included in these Tests: *Intermediate* → *Upper-Intermediate*. This test can be set at the beginning (or end) of the school year to make sure the appropriate level of the Students' Book is selected. The *Matura Choices* placement test is designed to help the teacher to place students at the right level of the *Matura Choices* series. If students get less than sixty per cent of the answers right, they should use the lower level (*Intermediate*). If they score more than seventy per cent, we advise you to use the higher level (*Upper-Intermediate*). Sixty to seventy per cent of the right answers means your students are in the middle of the two levels and your decision where to place these students should depend on the level of the majority of students in the class.

## Pass Marks

Pass marks may vary between different institutions and on different types of tests/examinations. For the assessment in the *Matura Choices* coursebook, a guideline is that the pass mark for any test is fifty per cent. The assessment tables for the speaking and writing tasks, and the *Matura* speaking tests, indicate which marks merit a 'very good', 'pass' or 'fail' assessment of a student's abilities.

The majority of tests in *Matura Choices* are typical progress achievement tests, covering a relatively narrow range of grammatical, lexical and functional material. Therefore, a suggested pass mark might appear higher than on some official examinations, which test general language proficiency rather than the linguistic material covered during several weeks of teaching.

In everyday classroom assessment, the teacher can adjust the pass mark, lowering or raising it appropriately, depending on their school policy, students' entry level, the level of a particular group, or for motivational and other reasons.

The teacher can also use the basic and extended *Matura* evaluation criteria and rating scales when assessing *Matura* speaking tests and writing tasks.