



Informal Assessment Tool



Topics, Target Language, and Scoring Thresholds to Determine Level Placement on pages 6-9

Section 1: Personal Information

1. Introducing Yourself: **What is your name? Where are you from?** (BE - I am from China.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

2. Nationality and Language: **What is your nationality? What is your native language?** (Possessive Adjectives - My nationality is Turkish. My native language is Spanish.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

Section 2: Everyday Communication

3. Classroom Instructions and Classroom Objects: **Please, sit down. Open the book to page (). Pick up the (object)** (Imperative - Open your books. Close the door.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

4. Naming School / House Objects: **Point to something around you. What is this? "This is a ____." What is that? "That is a ____."** (Demonstrative Adjectives - This is a book. That is a pencil.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

5. Singular Plural / Numbers / Have and Has: **I have (2) books. How many books do you have?** (Singular/Plural Nouns - Numbers 1~20)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

6. Asking for directions. / Places in the community: **(Using a map) The school is on ____ street. Where is the ____?** (Saying where buildings / places are in the community. On ____ street.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

Optional question:

6. Prepositions of place: Make a statement about an object in the room. Follow with a question: **The book is on the table. Where is the ()?** (Saying where objects are in / on / under / between)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

Section 3: Daily Activities and Routines

7. Present Simple: **I like to (watch TV) every day. What you do you like to do?** (Present simple – I like...)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

8. Present simple - Negation: **I don't like (to eat fish). Tell me one thing you don't like to eat.** (Present simple – I don't like...)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

9. Present simple – Y/N Questions: **Do you like to (exercise every day?) Ask me one question about what I like to do every day.** (Yes/ No questions – simple present)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

10. Adverbs of Frequency: **How often do you (study English)?** (Adverbs - always, often, sometimes, never)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

11. Prepositions of Time: **I go to work at (). What time do you()?** (Prepositions of Time / Times of the Day - At 5:55 am. / In the morning. / At night.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

12. WH- Questions: **I work / live in (Boston). Where do you work / live?** (WH- Questions - Where are you from? When / What)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

13. Talking about past activities: **I watched TV last night. / I played (___) with friends last weekend. What did you do (last night – last weekend - yesterday? Did you watch / play/ study...?** (Time expressions in the past. / Simple Past Be - Regular Verbs)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

14. Talking about hobbies: **I like to read books in my free time. What do you like to do in your free time?** (Talking about Hobbies - I like to read books and play sports.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

15. Skills and abilities: **I can use a computer. I can't drive a bus. What can you do? Can you use a computer?** (Simple present with *can* / *can't*)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

Section 4 - Events, People, Seasons

16. Making Suggestions: **If I have a stomachache, I drink tea. If I have headache, what should I do?** (First conditional – If I have a stomachache, I drink tea. Making Suggestions [Modal verbs 'Should'] / Ailments, medicine - I have a headache! -You should drink some water and rest.)

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

17. Talking about Weather / Seasons: **In Massachusetts, there are four seasons. In (winter), it's (cold and rainy.)** How is the weather in (season) your country? (Talking about Weather / Seasons - It's sunny and warm. [nonreferential subject "it"])

Listening	0	1	2		
Complexity	0	1	2	3	4
Communication	0	1	2	3	

18 Expressing Preferences: **Do you prefer hot or cold weather? Why?** (Expressing Preferences - I prefer hot weather because I can walk outside.)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

19 Shopping for food: **I usually buy a lot of milk and some eggs. How much / many (__) do you usually buy?** (Food / Containers / Quantity Count/Noncount nouns - some / a lot / many / much / bottles / bunches / boxes)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

20 Talking about Family: **I have (# brothers and sisters; cousins; etc.) Tell me about your family. Do you have any siblings?** (Talking about Family - I have a brother and a sister.)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

21. Describing People: My brother is kind and funny. **How would you describe your (best friend/family member)?** (Describing People - Position of adjectives in a sentence *be + adjective*)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

22 Present Continuous - Affirmative: **My (family member) brother is working right now. What are you (is your *family member*) doing right now?** Use present continuous tense. (Present Continuous - I am talking on the phone now.)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

23. Present Continuous - Negation: **I am not going to the supermarket this week. Tell me one thing you are not doing this week.** (Present Continuous (future meaning) [assess use of -ing form] Negation - I am not working this week.)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

24. Talking about Holidays: We celebrate Independence Day on July 4. **What holidays do you celebrate? When do you celebrate ()?** (Talking about Holidays / Saying Dates / Ordinal numbers - We celebrate Thanksgiving Day on the fourth Thursday in November.)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

25. Talking about Holidays: On July 4, **I usually watch the fireworks and eat with my family. What do you usually do during holidays?** (Talking about Holidays and traditions. I usually spend time with my family and relax.)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

26. Talking about travel: **I like to travel. I went to (New York) last year. I saw (the Statue of Liberty). Do you like to travel? Did you travel last (week/year)? Where did you go? What did you see?** (Talking about travel - Simple Past Irregular verbs – regular verbs [review] – Y/N and Wh- questions)

Listening	0	1	2	
Complexity	0	1	2	3 4
Communication	0	1	2	3

Score Thresholds to Determine Student Placement

Listening Comprehension How well did the examinee understand the setup and question?	2	Response indicates appropriate understanding of the setup and question without repetition (though examinee may have checked comprehension)
	1	Setup and question need to be repeated before examinee responds appropriately, or Response indicates partial understanding of setup and question
	0	Response indicates complete misunderstanding of setup and question (even with one repetition), or No response, response incomprehensible, or response inappropriate

Language Complexity How did the examinee organize and elaborate the response?	4	Sustains a variety of structures; develops an idea in detail (using reasons, examples, explanations, descriptions, etc.); vocabulary more precise; response cohesive and often organized
	3	Uses strings of several sentences to provide additive detail, often through phrases and clauses (e.g., prepositional phrases, adverbial clauses, subordination); elaboration clearly beyond minimum
	2	Uses long strings of phrases or well-formed sentence(s) with emerging complexity (e.g., use of "because," "if," "but") to provide some additional detail that is minimal but beyond basic
	1	Words, phrase(s), or simple sentence(s) (i.e., S-V-O) used to provide basic information with no elaboration; limited vocabulary
	0	No response, response incomprehensible, or response inappropriate

Communication How clearly did the examinee	3	Response is comprehensible and easy to understand (Despite inaccuracies, the listener does not need to fill in to understand meaning.)
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communicate meaning?	2	Response is comprehensible but sporadically difficult to understand (From time to time the listener needs to fill in to understand meaning.)
	1	Response is comprehensible but generally difficult to understand (Much effort is required by the listener to fill in to understand meaning. Confusions may exist.)
	0	No response, response incomprehensible, or response inappropriate

Scoring threshold

- Level 1 (Pre-A1 Level: Absolute Beginner – Lower Breakthrough)

Total Score Range 0-78

Learners at this level demonstrate very basic understanding of English, with limited ability to communicate in simple everyday situations.

- Level 2: (A1 Level: Higher Breakthrough – Lower Elementary)

Total Score Range 78-130

Learners at this level are approaching the A1 level and show a growing ability to use English in various everyday scenarios, such as talking about personal information, describing objects, and basic interactions.

- Level 3: (A2 Level: High Elementary – Low Waystage)

Total Score Range 130-182

Learners at this level have a basic grasp of English communication, including handling simple conversations related to personal information, common activities, and basic plans.

- Scoring range 182 and above – Exit A2 Level

Topics and Target Language in each section:

Sections	Topics and Target Language
Section 1: Personal Information	1. Introducing oneself (Name / Country of origin)
	2. Nationality and Language: (Possessive adjectives - Nationality - Language)
Section 2: Everyday Communication	3. Classroom Instructions and Objects (Imperatives - TPR)
	4. Naming School / House Objects
	5. Singular/Plural Nouns + Numbers 1~20:
	6. Asking for directions. / Places in the community (Optional: Prepositions of place)
Section 3: Daily Activities and Routines	7. Present Simple - Affirmative
	8. Present Simple - Negation
	9. Present Simple - Yes/No Questions
	10. Adverbs of Frequency
	11. Prepositions of Time
	12. WH- Questions (Where / When / What)
	13. Time expressions in the past. / Simple Past Be - Regular Verbs)
	14. Talking about hobbies
Section 4: Events, People, Seasons	15. Simple present with <i>can</i> / <i>can't</i>)
	16. Making Suggestions (modal verbs – 'should')
	17. Talking about Weather and Seasons
	18. Expressing Preferences
	19. Food shopping (Count/ Noncount nouns)
	20. Talking about family (family members)
	21. Describing People (adjectives)
	22. Talking about current activities (Present continuous - affirmative)
	23. Talking about current activities (Present continuous - negation)
	24. Talking about holidays (Dates / names of holidays)
	25. Talking about holidays (Activities / traditions)
	26. (Talking about travel - Simple Past Irregular verbs – regular verbs [review])

Annex 1

The Common European Framework of Reference for Languages (CEFR)¹ is a widely recognized framework that describes language proficiency levels in a standardized manner. The CEFR breaks down language proficiency into six main levels: A1, A2, B1, B2, C1, and C2. Each level corresponds to certain language skills and abilities.

Pre-A1 Level (Absolute beginner to Lower Breakthrough):

At the Pre-A1 level, learners have minimal or no experience with the language. They can understand and use a few very basic words and phrases, particularly when spoken very slowly and clearly. Their interactions are limited to simple gestures and memorized expressions. Reading skills involve recognizing a handful of familiar words and symbols, while writing skills consist of forming basic words and simple sentences they have memorized. Vocabulary is extremely limited, and they lack cultural awareness.

A1 Level (Higher Breakthrough – Lower Elementary):

At the A1 level, learners can manage simple, everyday situations that require a direct exchange of information. They can understand and use familiar everyday expressions and basic phrases related to immediate concrete needs. Communication becomes more interactive compared to Pre-A1. They can introduce themselves, ask and answer basic questions about personal life, and engage in simple exchanges. Reading and listening skills expand to understanding short, simple texts and dialogues dealing with familiar topics. Writing skills involve forming coherent sentences to describe aspects of daily life and composing simple messages or notes.

A2 Level (High Elementary – Low Waystage):

At the A2 level, learners have a foundation in the language that enables them to handle straightforward communication tasks in common, everyday situations. They can comprehend and employ commonplace expressions and basic phrases related to immediate and concrete needs. Interaction becomes more engaging compared to the Pre-A1 level. Learners can proficiently introduce themselves, pose and respond to uncomplicated questions about personal experiences, and engage in uncomplicated conversational exchanges. Their reading and listening skills progress to encompass the comprehension of brief, clear texts and conversations concerning familiar subjects. Writing skills involve constructing cohesive sentences to depict facets of daily life and creating uncomplicated messages or notes in writing.

¹ <https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors>