

new interchange

剑桥国际英语教程

Passages

Tay Lesley with Christa Hansen and Jean Zukowski/Faust

**Placement and
Evaluation Package**

评估测试包

外语教学与研究出版社

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剑桥国际英语教程

评估测试包

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教材简介

■ 总体介绍

《剑桥国际英语教程》(New Interchange & Passages) 是专为非英语国家的学习者编写的大型英语教程，也是国际上最受欢迎、最有影响的英语教材之一。

教程的内容包括听、说、读、写四种技能，同时进行语音训练和词汇扩展。尤其强调听说能力的培养。本书的首要目标是培养用英语交流的能力，即：根据交际情景、交际目的和交流对象灵活运用英语的能力。本书主要使用美国英语，但是其内容并不局限于某一个国家、地区或文化。它不仅题材新颖广泛，富有时代气息，而且提供了大量关于东西方文化差异的信息，充分体现了英语作为国际交流用语的丰富性和多元性。

本教程共分6级：入门 (Intro), 1, 2, 3, 4, 5 级。

入门级：针对没有英语基础的“真正”初学者，讲解基础语法结构、词汇和语言功能。

1级：针对有初级英语水平的学习者，旨在进一步培养语法、词汇和语用技能，使学习者达到初级偏高水平。

2级：针对有初级偏高英语水平的学习者，旨在进一步培养语法、词汇和语用技能，使学习者达到中级水平。

3级：针对有中级英语水平的学习者，培养用比较流利、准确的英语进行交际的能力。学后可达中级偏高水平。

4级：针对有中级偏高英语水平的学习者，巩固学生英语表达的流利性和准确性，促进语言与交际两方面的发展。

5级：针对有高级英语水平的学习者，旨在使学习者的英语水平达到应用自如的熟练程度。

本教材通过大量富于启发性、挑战性的练习活动，使学生能够从各方面巩固和发展英语交际能力。除应用型技能练习外，教材还设计了各种更高级的语篇理解能力练习。听力练习包括：听叙述、听广告、听讨论、听采访。阅读活动包括：反映跨文化交际主题、生活方式主题、不同的价值观主题等取材真实的阅读篇章。

完成所有6级的学习之后，学习者可以达到高级水平，即能够熟练运用英语进行各种交际活动，接近我国英语专业八年级水平。

■ 评估测试包

评估测试包帮助教师有效地评估学生的英语水平。它包括“定级测试”(Placement Testing Program) 和“成果测试”(Achievement Tests, including Midterm and Final Tests) 两种。“定级测试”帮助教师在课程开始前评定学生的英语能力，合理安排学生的分级学习；“成果测试”包括期中测试题和期末测试题，帮助教师了解学生对所学内容的掌握程度。

组成和使用

■ 定级测试题 (Placement Testing Program)

- 客观试题 (Objective Placement Test), 每套含 70 个多项选择题，包括听力、阅读和语用三部分，用来测评学生的认知型技能。共提供 3 套试题，可供教师选择使用
- 口语试题 (Placement Conversation), 用来测评学生的口语水平 (应用型技能之一)，共 1 套
- 写作试题 (Placement Essay), 用来测评学生的写作水平 (应用型技能之一)，包括学生范文和多个写作题目，共 3 套

使用方法：

学生在考试中的得分与一定的级别相对应。详见总第6页定级标准 (Placement Procedure)

中的 Placement Guidelines)。

将学生在以上 3 种考试中获取的级别相加后除以 3 所得的平均分就是该生的最后分数。详见总第 6-7 页样表和总第 28 页总评分表 (Final Placement Form)。

■ **成果测试题 (Achievement tests)**

- 期中测试题 (Midterm Tests), 针对每个级别专门设计, 每级两套, 便于选择
- 期末测试题 (Final Tests), 针对每个级别专门设计, 每级两套, 便于选择
- 索引 (Cross-Reference Indexes): 将各测试项目与相应的学生用书内容一一对应, 便于教师参考

■ **考试组织方法 (Test Administration)**

■ **详细评估标准 (Scoring Guide)**

■ **答案 (Answer Key) 和听力考试录音文本(Audio Scripts)**

■ **听力考试录音 (CD 两张)**

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new interchange / *Passages*

Tay Lesley
with Christa Hansen

*placement
testing
program*

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Placement Test Administration and Scoring Guide

Description of the Placement Testing Program

The *New Interchange / Passages* Placement Testing Program is designed to identify the optimal level for students entering programs where *New Interchange* and *Passages* are used. Placement can be made into the first or second half of each level of *New Interchange* and *Passages*. The test consists of three parts: an Objective Placement Test, including a recorded listening section; a Placement Conversation; and a Placement Essay. For users' convenience, there are three versions of the Objective Placement Test: Tests A, B, and C. There are also three versions of the Placement Essay. Each version of the Objective Placement Test and Placement Essay covers exactly the same areas.

The Objective Placement Test is a 70-item multiple-choice test; the Placement Conversation is a plan for eliciting and rating a brief sample of spoken language; and the Placement Essay outlines the process of giving and evaluating a writing sample. The Objective Placement Test measures primarily receptive skills (listening, reading, grammar recognition), whereas the Placement Conversation and the Placement Essay measure students' productive skills (speaking and writing). The three parts of the test are designed to complement one another and together provide a comprehensive picture of students' language ability. All parts of the test are based on the objectives, content, and language of different levels of *New Interchange* and *Passages*.

The different components of the test may be administered to individuals or to groups, and in any order. For example, if there are a large number of students to be tested, the students may be divided into three groups – with each group taking a different part of the test. As the groups complete one part of the test, they may be given the next part in rotation until all groups have completed the entire test. Placement depends on an individual student's performance on all three measures (see Placement Procedure page 6).

It is possible – and in fact highly desirable – for multiple raters to be involved in the Placement Conversation and the Placement Essay as additional raters can add valuable input to the process. If two or more raters are present during the Placement Conversation, it is expected that one of the raters will be primarily responsible for leading the discussion. When multiple raters are used for evaluating either the conversation or the essay, all raters must confer and agree on the final ratings.

In non-intensive English programs or in language programs with limited language objectives, it may be appropriate to use only one or two components of the *New Interchange / Passages* Placement Testing Program. For example, a conversational program with a near-exclusive emphasis on developing listening and speaking skills may obtain satisfactory results by using only the Placement Conversation.

Before administering the *New Interchange / Passages* Placement Testing Program, the teacher will need to photocopy the following materials for each student being tested:

- the Placement Conversation Rating Form page 26
- the Final Placement Form page 28
- a Placement Essay Form (A, B, or C) pages 43, 45, and 47
- an Objective Placement Test with Answer Sheet (A, B, or C) pages 49, 67, and 85

Placement Procedure

A final recommendation for placement in either the *New Interchange* or *Passages* series is determined by adding together an individual's ratings on the Objective Placement Test, the Placement Conversation, and the Placement Essay, and then dividing by 3. See the Final Placement Form on page 28. The resulting number corresponds to a particular placement recommendation (see Placement Guidelines below). Some examples follow.

Placement Guidelines	
RATING	PLACEMENT
1	<i>New Interchange</i> Intro, first half
2	<i>New Interchange</i> Intro, second half
3	<i>New Interchange</i> Level 1, first half
4	<i>New Interchange</i> Level 1, second half
5	<i>New Interchange</i> Level 2, first half
6	<i>New Interchange</i> Level 2, second half
7	<i>New Interchange</i> Level 3, first half
8	<i>New Interchange</i> Level 3, second half
9	<i>Passages</i> Level 1, first half
10	<i>Passages</i> Level 1, second half
11	<i>Passages</i> Level 2, first half
12	<i>Passages</i> Level 2, second half

Example Student A

TEST	RATING	LEVEL
Objective Placement Test	3	<i>New Interchange</i> Level 1, first half
Placement Conversation	4	<i>New Interchange</i> Level 1, second half
Placement Essay	4	<i>New Interchange</i> Level 1, second half
Total rating	11	
Total divided by 3	3.7	
Placement recommendation		<i>New Interchange</i> Level 1, second half

Example Student B

TEST	RATING	LEVEL
Objective Placement Test	7	<i>New Interchange Level 3, first half</i>
Placement Conversation	5	<i>New Interchange Level 2, first half</i>
Placement Essay	4	<i>New Interchange Level 1, second half</i>
Total rating	16	
Total divided by 3	5.3	
Placement recommendation		<i>New Interchange Level 2, first half</i>

Example Student C

TEST	RATING	LEVEL
Objective Placement Test	8	<i>New Interchange Level 3, second half</i>
Placement Conversation	9	<i>Passages Level 1, first half</i>
Placement Essay	6	<i>New Interchange Level 2, second half</i>
Total rating	23	
Total divided by 3	7.7	
Placement recommendation		<i>New Interchange Level 3, second half</i>

Objective Placement Test

Description of the Objective Placement Test

Each version of the Objective Placement Test – A, B, and C – consists of three sections: Listening (20 items), Reading (20 items), and Language Use (30 items), and requires 50 minutes to administer. The Listening section assesses students' ability to understand context, main idea, and supporting details in a conversation, as well as the speaker's intent. Similarly, the Reading section assesses students' ability to understand main and supporting ideas in written passages, vocabulary, and the author's intent. Passages in the Listening and Reading sections are similar to those used in *New Interchange* and *Passages*, and mirror the language that students will encounter when they begin to use the series. The Language Use section includes items that assess students' ability to recognize statements that are contextually appropriate and grammatically correct. The questions in the Listening, Reading, and Language Use sections consist of four-option multiple-choice items.

Administration of the Objective Placement Test

Before administering the Objective Placement Test, the teacher will need to make a copy of the chosen version of the Objective Placement Test (pages 49–102) for each student. The test pages may be photocopied and stapled into booklets, but it's best to leave the answer sheets separate. In addition to these materials, the teacher will need to bring to the testing site the Listening section audio CD, scratch paper (1 or 2 sheets per student), pencils or pens, and a good-quality CD player.

Whether the Objective Placement Test is administered to individual students or to a group, the test room and the audio equipment should be inspected before students arrive. All students should be able to hear the audiocassette equally well. The room should be comfortable and quiet, with tables or desks for each student. There should be enough space to seat students so that they are comfortable and able to work independently (using every other seat, for example).

Admit the students to the test room and direct them to their seats. Distribute scratch paper, tests, and answer sheets. Tell students not to open the test booklets until they are told to do so. Have the students write their names and the date on the answer sheet. Check that no one has forgotten to do this. Then begin by having students open their test booklets to the General Directions.

Read the directions aloud as students follow along. After you have read the directions, answer any questions that students may have about the test and/or the test directions. When the students are ready, tell them to turn to the first page of Section I. Say: "Listen to the directions and the example. Then begin the test."

Start the Listening selection. While students are listening to the directions, adjust the volume as necessary. The audio program should be played without stopping until the entire Listening section has been completed.

At the end of the Listening section (Question 20), tell students to continue with the Reading section. Read the directions aloud and note the time.

After 20 minutes, tell the students to begin the Language Use section. Check that students are on the correct page. Read the instructions aloud and note the time.

After 15 minutes, collect all test materials. The test pages (booklets) may be reused. The scratch paper should be thrown away.

Scoring of the Objective Placement Test

Use the appropriate Answer Key to score each version of the Objective Placement Test. Total scores are used to indicate tentative placement into different levels of *New Interchange / Passages*. Each *New Interchange / Passages* level corresponds to a different rating (see the Scoring Guidelines chart below). These ratings are used in combination with ratings on the Placement Conversation and the Placement Essay to determine final placement (see Placement Procedure, page 6).

Scoring Guidelines		
SCORE	RATING	PLACEMENT
1–5	1	<i>New Interchange</i> Intro, first half
6–11	2	<i>New Interchange</i> Intro, second half
12–17	3	<i>New Interchange</i> Level 1, first half
18–23	4	<i>New Interchange</i> Level 1, second half
24–30	5	<i>New Interchange</i> Level 2, first half
31–36	6	<i>New Interchange</i> Level 2, second half
37–42	7	<i>New Interchange</i> Level 3, first half
43–49	8	<i>New Interchange</i> Level 3, second half
50–55	9	<i>Passages</i> Level 1, first half
56–61	10	<i>Passages</i> Level 1, second half
62–68	11	<i>Passages</i> Level 2, first half
69–70	12	<i>Passages</i> Level 2, second half

Placement Conversation

Description of the Placement Conversation

The Placement Conversation is a 10-minute, face-to-face interaction with an individual student. During the conversation, students are encouraged to perform specific functions (e.g., introduce themselves, compare, give advice) and to demonstrate their ability to use language appropriate to each given topic or task. The Placement Conversation Tasks chart on pages 14–15 provides a list of 18 suggested tasks that are reflective of the content and goals of various levels of *New Interchange* and *Passages*. In the chart, each task consists of example questions that can be used to guide the discussion as well as a “language focus” section indicating relevant structures and vocabulary that the task is designed to elicit.

Administration of the Placement Conversation

During the Placement Conversation, the student is presented with a series of tasks from the chart with the goal of finding his or her optimum learning, or placement, level. This level is characterized as the stage at which the student experiences some challenge or difficulty, but not so much as to cause a breakdown or induce failure.

In presenting the tasks, the interviewer begins by introducing himself or herself and finding out a little about the student; based on initial impressions of the student’s speaking ability, the interviewer then selects a task at a level judged to be most appropriate. Throughout the conversation, the selection of tasks tends to depend on a student’s performance on prior tasks. For example, a student providing an excellent response to one or several questions within a level would usually be led to a task at a higher level; a student who cannot respond to a task at a given level most likely would be given a task at a lower level. It is not necessary to present all the tasks in the chart or all tasks at a particular level. The interviewer may close the conversation whenever it becomes clear that enough tasks have been completed to determine a student’s overall level.

Evaluation of the Placement Conversation

As the student completes each task, the rater or raters immediately evaluate the student’s performance using the Placement Conversation Rating Form on pages 26–27. All tasks are rated with a plus sign (+), a check (✓), or a minus sign (–), as follows:

- + = very good to excellent response
- ✓ = appropriate/adequate response
- = inadequate response

It is important to remember that these represent holistic ratings, which means that raters must consider **content** as well as **accuracy** when evaluating each response. Thus, a + indicates a “very good” to “excellent” answer with respect to both content and language; a ✓ signifies that the student understands the task and responds adequately, although the response may contain inappropriate words and/or grammar errors; and a – indicates a major deficiency in the response as, for example, when the student is not able to understand or answer a question even after it has been repeated or rephrased, or when the student gives a garbled or highly ungrammatical response.

To arrive at an overall rating, the evaluator finds the level at which the majority of responses consist of ✓s and then, based on all the responses, determines whether the student belongs in the

first or second half of the level. Based on the Placement Guidelines below, the appropriate level is then assigned on the Placement Conversation Rating Form on pages 26–27.

Conversation Placement Guidelines	
RATING	PLACEMENT
1	<i>New Interchange</i> Intro, first half
2	<i>New Interchange</i> Intro, second half
3	<i>New Interchange</i> Level 1, first half
4	<i>New Interchange</i> Level 1, second half
5	<i>New Interchange</i> Level 2, first half
6	<i>New Interchange</i> Level 2, second half
7	<i>New Interchange</i> Level 3, first half
8	<i>New Interchange</i> Level 3, second half
9	<i>Passages</i> Level 1, first half
10	<i>Passages</i> Level 1, second half
11	<i>Passages</i> Level 2, first half
12	<i>Passages</i> Level 2, second half

The following examples illustrate the process of evaluating students' oral skills during the Placement Conversation. Each example includes (a) the specific tasks selected, (b) ratings for each task, (c) the overall oral skills rating, and (d) a brief discussion of the evaluation process (comments).

Example Student A

TASK #	LEVEL	DESCRIPTION	TASK RATING
1	Intro	Greetings, introductions	⊕ ✓ -
4	1	Talk about likes and dislikes	+ ✓ -
5	1	Talk about daily schedule	+ ✓ -
6	1	Talk about or describe home	+ ✓ -
<p>Oral skills rating: 3</p> <p>Comments: The student responds quite well to the greeting and introductory questions, so is given a Level 1 task. Since this and the following tasks at the same level are rated no higher than “adequate,” the student is given a 3 in oral skills (equivalent to the first half of <i>New Interchange</i> Level 1).</p>			