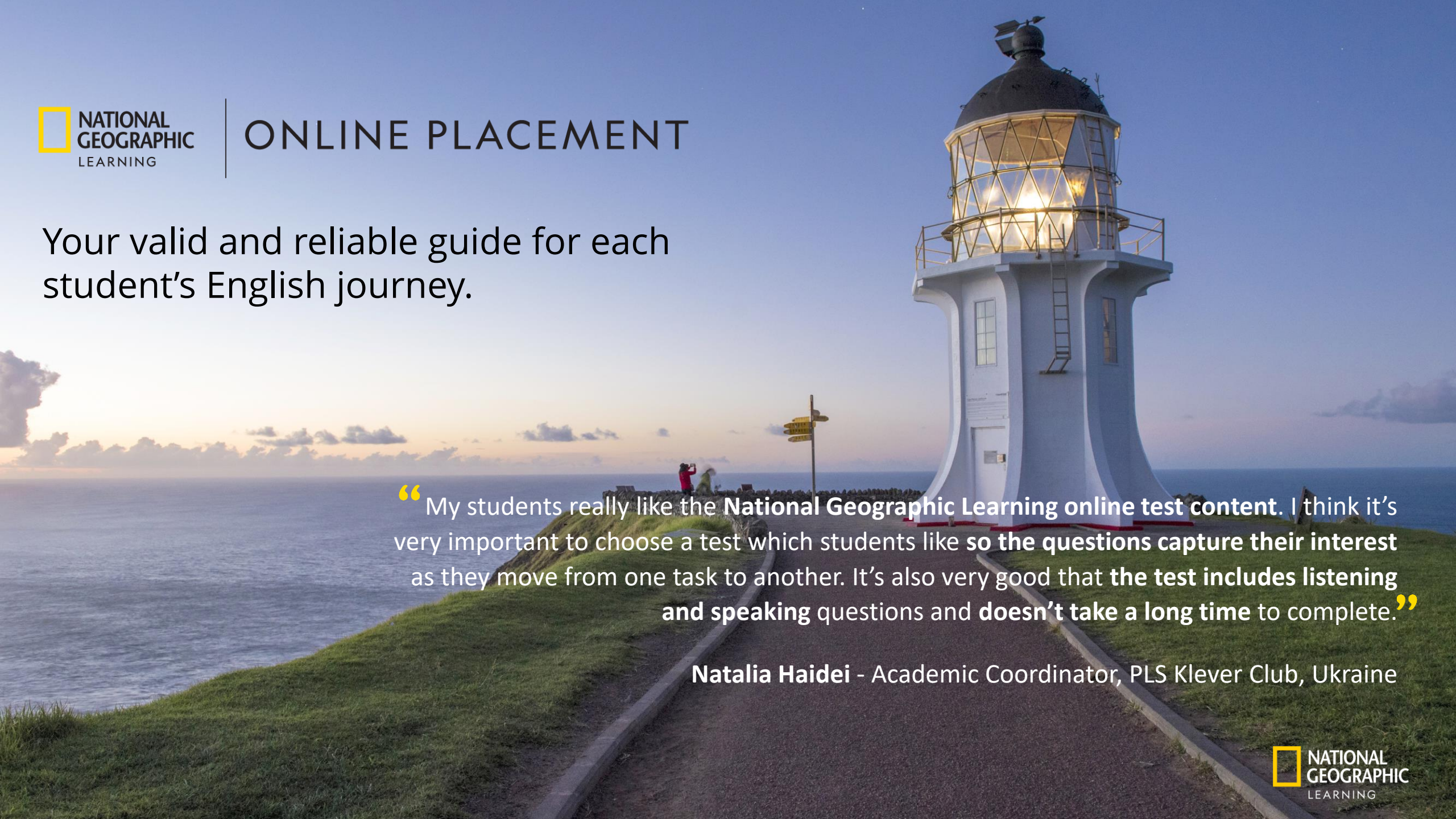


Your valid and reliable guide for each student's English journey.



“ My students really like the **National Geographic Learning online test content**. I think it's very important to choose a test which students like so **the questions capture their interest** as they move from one task to another. It's also very good that **the test includes listening and speaking** questions and **doesn't take a long time to complete.**”

Natalia Haidei - Academic Coordinator, PLS Klever Club, Ukraine



- Accurate, reliable assessment of ability
- Limited administrative resources
- Increasing number of students
- Quick turn-around
- Anticipate and plan
- Low cost



- Accurate
- Reliable
- Valid
- Easy-to-administer
- Low cost
- Online

- Provides auto-scored, online placement for young adult and adult learners ages 15+
- Places learners into one of 14 CEFR bands, from Pre-A1 to C1
- Offers option of mobile or desktop experience
- Tests reading, listening, and use of language
- Takes learners an average of thirty to sixty minutes to complete
- Collects speaking samples prompted by National Geographic photography
- Delivers a one-page *Score Report* with Language Skill Profile for each test-taker along with a summary report of overall CEFR placement
- Recommends a placement pathway into National Geographic Learning programs in the academic, upper-secondary, and young adult/adult segments

*CEFR (Common European Frame of Reference) is a global standard for describing language proficiency. CEFR scores range from Pre-A1 (beginner) to C2 (fluent speaker). The National Geographic Learning Online Placement profiles an incoming student's English language ability through general and skill-specific CEFR scores.

The Online Placement Test assesses reading...

Online Placement Test

Read the information in a museum and answer the question.



Janaki Ammal (1897 – 1984)

Janaki Ammal was an Indian plant expert. Famous among scientists, she is mostly unknown outside the scientific world. After completing her studies in India and the US, Ammal travelled to the UK, and worked with C.D. Darlington. The biology book they wrote, 'Chromosome Atlas of Cultivated Plants', is still used. One of Ammal's achievements was with plants used for producing sugar. The types she developed produced sweeter sugar, and sugar farmers continue to choose it. Later, she was involved in protecting forests and wildlife when back home in India.

What do we learn about Janaki Ammal from this text?

- She was best known in India.
- Her research improved a food product.
- She helped to create a forest near her home.
- A colleague wrote a book about her life.

The Online Placement Test assesses Listening...

Online Placement Test



Listen to a radio interview about a village which has banned single-use plastics, and answer the question.



In Akari's opinion, one striking aspect of the ban in the village was _____.

- how strict the rules were
- the behavior of some tourists
- the potential global impact of the project
- the business opportunities it created for local people

The Online Placement Test assesses Use of Language

Online Placement Test ✕

Complete the sentence with the correct phrase.



In order to protect our planet, countries should
others.

- meet obligations
- take responsibility
- give consideration
- accept consequences

for their actions rather than putting the blame on



Score Report with Language-Skill Profile for each test-taker

Name Rasmus Tamm Course English N-1
 Institution Tallinn University of Technology Test date 15 June 2021

General Results

Overall CEFR level	B2.2	Can easily follow conversations between native speakers; can successfully process complex texts; demonstrates a high level of grammatical accuracy and a wide vocabulary
Time taken	0:38	

Score Guide

Pre-A1	A1			A2			B1			B2			C1
Pre-A1	A1.1	A1.2	A1.3	A2.1	A2.2	A2.3	B1.1	B1.2	B1.3	B2.1	B2.2	B2.3	

Language Skill Profile

Listening													B2.1	Can follow and understand the main ideas and speaker's point of view in most recorded and live speech when standard language is used
Pre A1	A 1.1	A 1.2	A 1.3	A 2.1	A 2.2	A 2.3	B 1.1	B 1.2	B 1.3	B 2.1	B 2.2	B 2.3		
Reading													B2.2	Can obtain information from and understand arguments presented in a wide range of non-specialist texts and distinguish between factual and persuasive writing
Pre A1	A 1.1	A 1.2	A 1.3	A 2.1	A 2.2	A 2.3	B 1.1	B 1.2	B 1.3	B 2.1	B 2.2	B 2.3		
Language Use													B2.2	
Pre A1	A 1.1	A 1.2	A 1.3	A 2.1	A 2.2	A 2.3	B 1.1	B 1.2	B 1.3	B 2.1	B 2.2	B 2.3		

Speaking Sign into learn.eltngl.com. Visit the "Test Results" tab to listen to the following student audio recordings:

1. Personal introduction
2. Reasons for learning English
3. Photo prompt (right): Describe what you see

Student speaking time: 0:02:12



Notes

General Results

Overall CEFR level	B2.2	Can easily follow conversations between native speakers; can successfully process complex texts; demonstrates a high level of grammatical accuracy and a wide vocabulary
Time taken	0:38	

Language Skill Profile

Listening													B2.1	Can follow and understand the main ideas and speaker's point of view in most recorded and live speech when standard language is used
Pre A1	A 1.1	A 1.2	A 1.3	A 2.1	A 2.2	A 2.3	B 1.1	B 1.2	B 1.3	B 2.1	B 2.2	B 2.3		
Reading													B2.2	Can obtain information from and understand arguments presented in a wide range of non-specialist texts and distinguish between factual and persuasive writing
Pre A1	A 1.1	A 1.2	A 1.3	A 2.1	A 2.2	A 2.3	B 1.1	B 1.2	B 1.3	B 2.1	B 2.2	B 2.3		
Language Use													B2.2	
Pre A1	A 1.1	A 1.2	A 1.3	A 2.1	A 2.2	A 2.3	B 1.1	B 1.2	B 1.3	B 2.1	B 2.2	B 2.3		

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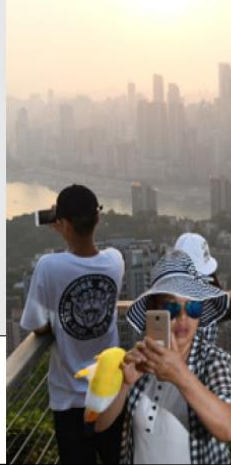


Speaking Rubric

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Student speaking time: 0:02:12



Assessment Criteria Grid

Level	Pronunciation	Fluency	Organisation of Ideas	Language Resources	Communication (optional interview only)
C1	Pronunciation is intelligible throughout. Individual sounds are clearly articulated and stress, rhythm and intonation are used well to enhance meaning.	Flow of speech is fluent and spontaneous, with mostly natural hesitation/pauses.	Organisation and development of ideas are immediately clear and the message is coherently expressed.	Good control of complex language structures is demonstrated, including a range of vocabulary and expressions. Errors are rare and often corrected.	Communication and interaction are almost effortless. Points are developed and discussed with ease and contributions are linked to those of the other speaker.
B2	Pronunciation is generally intelligible, with noticeable L1 features. Stress, rhythm and intonation are generally adequate so meaning is conveyed.	Flow of speech is generally fluent, but there may be some hesitation when searching for language.	Organisation of ideas and the connection between them are usually clear, but may require some effort to identify.	A good range of grammar and vocabulary is demonstrated with reasonably good control. Errors occur but do not generally impede meaning.	Communication in a range of topics is maintained, with appropriate initiating and responding and some development of the interaction.
B1	Pronunciation is generally intelligible, but L1 features may cause some interference. Attempts to use stress, rhythm and intonation are not always successful.	Flow of speech may be uneven, with false starts, self-correction, repetition and longer pauses/hesitation.	There may be an attempt to connect ideas, but the overall organisation is not always clear.	A range of grammar and vocabulary is demonstrated, although sometimes repetitious. Simple language is generally accurate but errors may sometimes impede meaning.	Communication in familiar topics is generally maintained, with some support. Initiating and responding is generally appropriate.
A2	Pronunciation is generally intelligible in everyday familiar situations, but L1 features may make understanding difficult.	Utterances are generally short, with noticeable hesitation and false starts.	Utterances are limited to short, generally unconnected ideas.	Some simple utterances may be accurate, but inaccuracies and limited range of language restrict communication of ideas.	Simple exchanges in everyday situations are generally maintained, despite needing some support/prompting.
A1	Pronunciation of a limited repertoire of learnt language is generally intelligible.	Utterances are generally very short, mainly single words or pre-learnt phrases, and hesitation and pauses are very evident.	Utterances are limited to isolated words and memorised phrases.	Uses only a basic range of simple structures, and frequent inaccuracies may impede meaning.	Very simple exchanges are generally maintained on very familiar topics, despite needing prompting and support.

- Supervision guidelines
- Optional interview
- Guide for Institutions

- Test design
- Validation report

- Evaluating OPT speaking responses
- Annotated score report
- Achievement descriptors

NATIONAL GEOGRAPHIC LEARNING | ONLINE PLACEMENT **Validation Report Executive Summary**

Executive Summary

The National Geographic Learning Online Placement Test is a multistage adaptive test of English whose purpose is to accurately place students into English language programs. The complete and comprehensive report describes the design, development, and initial field testing of the test which was carried out by LT123 for National Geographic Learning between May 2020 and July 2021. The full report also outlines how the test was calibrated to ensure accurate and reliable test results.

The Online Placement Test is intended for students over the age of 16 and assesses English language proficiency between CEFR levels Pre-A1 and C1 through tasks focusing on use of language, listening and reading skills. It classifies students into 14 sublevels within these CEFR levels. The test development and validation processes were guided by the socio-cognitive framework of Weir (2005) and the recommended methods and procedures in the manual *Relating language examination to the CEFR* (Council of Europe, 2009). For reporting purposes, a bespoke set of reporting descriptors were developed, based on the CEFR Companion Volume (2018).

The complete *National Geographic Learning Online Placement Test Validation Report* describes the test development process and provides empirical evidence of the initial validation of the test, including the relationship between the CEFR and the Online Placement Test. This full report is available through the Online Placement Test Companion Site at [ELTNGL.com/onlineplacementresources](https://eltngl.com/onlineplacementresources). Test blueprint, test design, test development, and test construction were carried out in accordance with best practices in the field, including:

- a review of the latest literature
- full CEFR rating and standard setting exercise
- two rounds of field testing
- a comprehensive set of validation analyses.

This process generated 10 validated test versions, plus a demo version, constructed closely to test specifications at each CEFR sub-level, and authored on Avallain Author.

Two rounds of field testing were carried out to ensure test quality. In the first round, item response data were collected from almost 10,000 candidates. The analysis aimed to flag items for replacement or amendment. In the second round of field testing, candidates were asked to take two versions of the test. A set of native English speakers (NS) was also included in Round 2 to offer baseline data. In Round 2, 867 candidates completed 40 items (including 89 NS), of whom 220 took two versions of the test. In the final analysis, data from both rounds were combined to derive score ranges for CEFR reporting. Altogether 10,668 candidates were analysed (45% female and 53% male).

Following the analysis, the routing cut scores were fine-tuned. CEFR levels in the subskills (Language Use, Reading, Listening) are based on the number of correct items with the route taken. Overall CEFR levels are calculated by averaging the results for the 3 subskills. Results of candidates taking two tests and those of native-speakers were found to be stable. Correlations between sub-skills (Language Use, Reading, Listening) are good (0.76-0.93), and between Listening and Reading and Overall CEFR level, they are very high (0.97). 668 test takers gave a self-assessed CEFR level; the correlation between their perceived and measured CEFR level is good (0.64-0.73).

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Assessment Criteria Grid

Level	Pronunciation	Fluency	Organisation of Ideas	Language Resources	Communication (optional interview only)
C1	Pronunciation is intelligible throughout. Individual sounds are clearly articulated and stress, rhythm and intonation are used well to enhance meaning.	Flow of speech is fluent and spontaneous, with mostly natural hesitation/pauses.	Organisation and development of ideas are immediately clear and the message is coherently expressed.	Good control of complex language structures is demonstrated, including a range of vocabulary and expressions. Errors are rare and often corrected.	Communication and interaction are almost effortless. Points are developed and discussed with ease and contributions are linked to those of the other speaker.
B2	Pronunciation is generally intelligible, with noticeable L1 features. Stress, rhythm and intonation are generally adequate to meaning is conveyed.	Flow of speech is generally fluent, but there may be some hesitation when searching for language.	Organisation of ideas and the connection between them are usually clear, but may require some effort to identify.	A good range of grammar and vocabulary is demonstrated with reasonably good control. Errors occur but do not generally impede meaning.	Communication in a range of topics is maintained, with appropriate initiating and responding and some development of the interaction.
B1	Pronunciation is generally intelligible, but L1 features may cause some interference. Attempts to use stress, rhythm and intonation are not always successful.	Flow of speech may be uneven, with false starts, self-correction, repetition and longer pauses/hesitation.	There may be an attempt to connect ideas, but the overall organisation is not always clear.	A range of grammar and vocabulary is demonstrated, although sometimes repetitious. Simple language is generally accurate but errors may sometimes impede meaning.	Communication in familiar topics is generally maintained, with some support. Initiating and responding is generally appropriate.
A2	Pronunciation is generally intelligible in everyday familiar situations, but L1 features may make understanding difficult.	Utterances are generally short, with noticeable hesitation and false starts.	Utterances are limited to short, generally unconnected ideas.	Some simple utterances may be accurate, but inaccuracies and limited range of language restrict communication of ideas.	Simple exchanges in everyday situations are generally maintained, despite needing some support/prompts.
A1	Pronunciation is limited repertoire of learnt language is generally intelligible.	Utterances are generally very short, mainly single words or pre-learned phrases, and hesitation and pauses are very evident.	Utterances are limited to isolated words and memorised phrases.	Uses only a basic range of simple structures, and frequent inaccuracies may impede meaning.	Very simple exchanges are generally maintained on very familiar topics, despite needing prompting and support.

NATIONAL GEOGRAPHIC LEARNING | ONLINE PLACEMENT **Score Report**

Name: Jack D'or
Institution: Andrew Testing
Course: Test date
Load test 1
17-Jun-2021

General Results

Overall CEFR level: **A2.2** Understands key information and details to meet needs in everyday contexts.

Time taken: 02:14

Score Guide

Pre-A1	A1	A2	B1	B2	C1
Pre-A1	A1.1, A1.2, A1.3	A2.1, A2.2, A2.3	B1.1, B1.2, B1.3	B2.1, B2.2, B2.3	C1

Language Skill Profile

Listening A1.3 Understands the general point and details in simple, factual information on familiar, everyday topics.

Reading A2.1 Understands the main point and details in predictable texts on everyday topics.

Language use A2.1

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Achievement Descriptors

Achievement Descriptors: LISTENING

Pre-A1	Understands very familiar words in highly predictable contexts with visual support.
A1.1	Understands a limited range of words and phrases in familiar, everyday topics with visual support.
A1.2	Understands short sentences in concrete information on familiar, everyday topics with visual support.
A1.3	Understands the general point and details in simple, factual information on familiar, everyday topics.
A2.1	Understands the gist, outline and details of simple information on everyday topics.
A2.2	Understands the main points, and simple opinions in information on everyday or familiar topics.
A2.3	Understands the main content, simple opinions and key details in information on familiar topics.
B1.1	Understands the main points, opinions and important details in discussions and information on familiar topics.
B1.2	Understands the distinction between main ideas, opinions and details in information and discussions on familiar topics.
B1.3	Understands the line of argument and details in information and discussions on familiar topics.
B2.1	Understands the main ideas and speaker's point of view in extended information and discussions.
B2.2	Understands some complex arguments in extended information and discussions on less familiar topics.
B2.3	Understands main ideas, points of view and some complex concepts in less familiar or abstract topics.
C1	Understands a variety of complex information and discussions, including implicit arguments and attitudes.

Course Placement Guidelines



English in Action, Third Edition Placement Guide

English in Action's four levels span from A1 to B2. Please use the charts below to assist with placement of your students into courses of English in Action.

	A1	A2	B1	B2
1				
2				
3				
4				

Placement recommendations are based on the following factors:

- Aspirational placement.** Online Placement Test scores profile the student's current level. Our placement recommendation may indicate a higher level than the student's score to reflect the level the student is expected to reach by end of course.
- Score Report data.** Each student's Score Report provides four CEFR-based scores: Overall, Listening, Reading, and Language Use. We've prioritized Overall score in making English in Action, Third Edition placement recommendations.

CEFR	Score	NRS	English in Action Level	CASAS Correlation
A1	A1.1	Beginning	1	R 181–185 L&W 181–184
	A1.2		1	R 186–190 L&W 185–189
	A1.3		2	R 191–193 L&W 190–193
A2	A2.1	High Beginning	2	R 194–195 L&W 194–195
	A2.2		2	R 196–197 L&W 196–197
	A2.3		3	R 198–200 L&W 198–199
B1	B1.1	Intermediate	3	R 201–204 L&W 200–205
	B1.2		3	R 205–210 L&W 206–209
	B1.3		4	R 211–213 L&W 210–213
B2	B2.1	Upper Intermediate / Advanced	4	R 214–217 L&W 214–216
	B2.2		4	R 218–220 L&W 217–218
Students with a B2.3 placement have placed out of English in Action.				
C1	Students with a C1 placement have placed out of English in Action.			

Consider reviewing the speaking samples to refine placement.



Pathways, Second Edition Placement Guide

The five levels of Pathways Listening & Speaking and Reading & Writing span from A1+ to C1. Please use the charts below to assist with placement of your students into both full and split-levels of Pathways.

	A1	A2	B1	B2	C1
F					
1					
2					
3					
4					

Placement recommendations are based on the following factors:

- Aspirational placement.** Online Placement Test scores profile the student's current level. Our placement recommendation may indicate a higher level than the student's score to reflect the level the student is expected to reach by end of course.
- Score Report data.** Each student's Score Report provides four CEFR-based scores: Overall, Listening, Reading, and Language Use. We've prioritized the Overall score in making Pathways, Second Edition placement recommendations.

CEFR	Score	Pathways Level	Pathways Split Level
A1	Students with A1.1-1.2 scores are not quite ready for Pathways.		
	A1.3	Foundations	
A2	A2.1	Foundations	
	A2.2	1	1A
	A2.3	1	1A
B1	B1.1	1	1B
	B1.2	2	2A
	B1.3	2	2A
B2	B2.1	2	2B
	B2.2	3	3A
	B2.3	3	3B
C1	C1.1	4	4A
	C1.2	4	4A
	C1.3	4	4B

Online Management Platform

The screenshot displays the National Geographic Learning Online Platform interface. At the top, the National Geographic Learning logo is on the left, and navigation links for Dashboard, Courses, Assignments, and Messages are in the center. User and help icons are on the right. Below the navigation bar, a 'Back' button and the page title 'National Geographic Learning Online P...' are visible. The main content area features a table of test results. The table has columns for Student, Assignment, Time spent, Progress, CEFR, Use of English, Listening, Reading, and Speaking. Three students are listed: Carla Wen, Jenny Lin, and Tempe Juarez, all with 100% progress. A left sidebar contains menu items: Settings, Test Results (highlighted), and User Management. At the bottom, a Windows taskbar shows various application icons and the system clock indicating 1:56 PM on 12/2/2021.

Student ▲	Assignment ▲	Time spent ▲	Progress ▲	CEFR ▲	Use of En... ▲	Listening ▲	Reading ▲	Speaking ▲
Carla Wen	NGL Online Placeme...	42min 14sec	100%	B2.2	B1.1	C1	C1	🔊
Jenny Lin	NGL Online Placeme...	34min 15sec	100%	B2.3	B2.2	C1	C1	🔊
Tempe Juarez	NGL Online Placeme...	37min 59sec	100%	C1	C1	C1	C1	🔊

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3,000-3,999:	6.00 CAD (20% discount)
4,000+:	5.50 CAD (25% discount)





ONLINE PLACEMENT

Your valid and reliable guide for each student's English journey.



Frequently Asked Questions:

Frequently Asked Questions:

How does the National Geographic Learning Online Placement test work?

Answer: The Online Placement Test is a multi-stage adaptive test.

- After answering an initial set of questions which assess students' vocabulary and grammar knowledge, students are then routed into one of two modules in the second stage.
- At this stage, an initial assessment of their reading and listening skills occurs. The students' outcome here dictates which level of questions they see in the third stage.
- In the third stage, reading and listening skills are assessed by a narrower set of tasks, in order to achieve a precise indication of the students' level of ability in these two skills. Their overall language ability is calculated using the outcomes from all three stages, to place students in one of 14 CEFR-linked bands.
- Finally, students complete an unassessed speaking task, which can be used by institutions for further evaluation of the students' level of ability.

Frequently Asked Questions:

How many questions will each student answer and how long will it take to complete?

Answer: Each student will answer 40 questions. It will take an average of 30 to 60 minutes to complete the test. Students at the higher levels may have a longer time-on-test because of the increased length of reading texts and listening activities.

Frequently Asked Questions:

Does the test assess speaking?

Answer: Although speaking is not assessed directly in the test, all students are required to complete three recorded speaking tasks which are allocated according to their performance in the language use, reading and listening questions. The recordings are available in the LMS dashboard along with guidance on how to evaluate each student's performance against CEFR speaking descriptors. In addition, guidance on how to carry out an optional face-to-face interview can be downloaded from the Companion Site.

Frequently Asked Questions:

Why is a raw score not reported, only a CEFR band?

Answer: The Online Placement Test is a multi-stage adaptive test. This means each student completes a set of tasks which best match their level of English. Raw scores, such as 32/40, are not meaningful to report, as students of varying ability may arrive at that score, but each student would have taken tasks of different levels of difficulty. Instead of raw scores, statistical analyses are used to estimate students' ability and arrive at their CEFR grade.

Frequently Asked Questions:

Why does the test include 14 level bands? How can programs with fewer than 14 ability levels take advantage of this finely-leveled system?

Answer: The CEFR bands have been sub-divided between A1 and B2 in order to give a more precise indication of a student's performance. This reflects the 'plus levels' which are used in the CEFR descriptor scales and which allow users to apply practical cut-off points to suit their specific situation. Depending on the number of classes and students, a school could place students in classes based on one, two or more sub-levels. For example, a school with six ability levels between A1 and B2 might place students as follows:

Level 1: Pre-A1, A1.1

Level 2: A1.2, A1.3

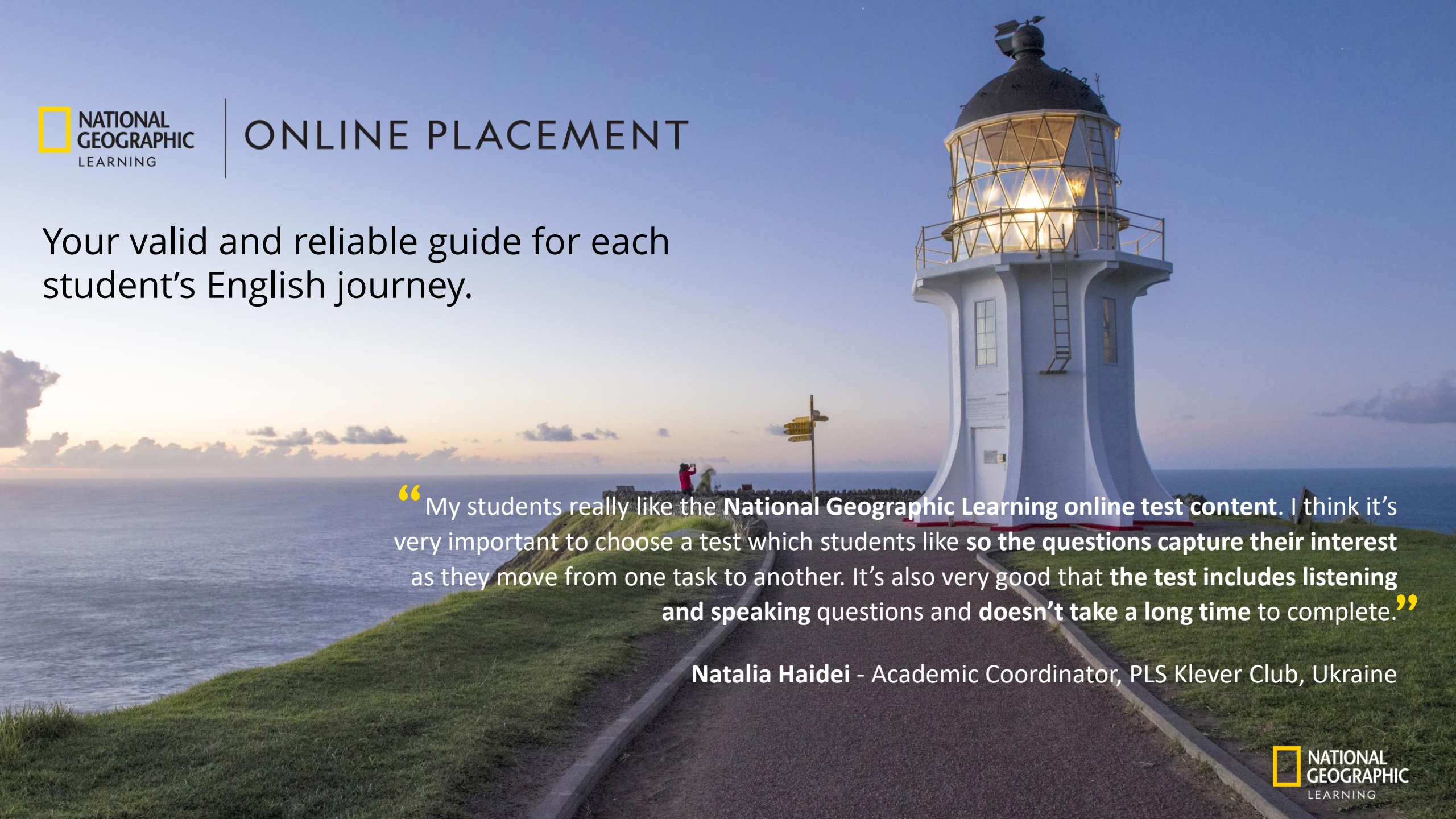
Level 3: A2.1, A2.2

Level 4: A2.3, B1.1

Level 5: B1.2, B1.3

Level 6: B2.1, B2.2, B2.3

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“ My students really like the **National Geographic Learning online test content**. I think it's very important to choose a test which students like so **the questions capture their interest** as they move from one task to another. It's also very good that **the test includes listening and speaking** questions and **doesn't take a long time to complete.**”

Natalia Haidei - Academic Coordinator, PLS Klever Club, Ukraine