

Dynamic Placement Test

Interpreting scores

How are scores expressed?

The Common European Framework of Reference (CEFR) is the most widely recognised international system for describing language proficiency. Although it was initially developed for European languages, it is now being adapted for language benchmarking in other countries, including Canada, Thailand and China. It can be readily cross-referenced with other systems for describing proficiency, including IELTS, TOEFL, and ALTE levels.

CEFR level & Relative Numeric	IELTS band score	TOEFL iBT score
C2 101	9.0 8.5 8.0	115-120
C1 81	7.5 7.0 6.5	94-109
B2 61	6.0 5.5 5.0	46-78
B1 41	4.5 4.0	32-34
A2 21		
A1 01		

Reference:
www.ielts.org
www.ets.org

The CEFR describes each of the six levels of proficiency (from A1 to C2) in terms of what language users 'can do'. This is expressed as overall 'can do' statements, as well as specific ones for Reading, Writing, Speaking and Listening. For example:



Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have.



Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.

Delivering scores

As an administrator of Dynamic Placement Test, you can choose how to deliver scores to test takers. When you set up the test you will be asked whether you want to show test takers their results. If you choose that option, then a level (e.g. A1 or B2) will be shown as soon as the test is submitted and scored. Alternatively, you can choose to end the test without displaying a result.

In all cases, test scores will be made available to Administrators in the Admin Panel, and within this format, they can be sorted or exported to Excel (or equivalent).

What is the Relative Numeric?

CEFR levels are broad — there are only six levels between Beginner and Advanced. Typically, an institution will have the majority of its test takers concentrated in one or two levels, perhaps A2 and B1. For a placement test to be useful, it needs to be more precise in positioning students within a level, and this is the purpose of the Relative Numeric.

Each item in the Dynamic Placement Test is aligned to a skill in a CEFR descriptor. Getting the item right is evidence that the test taker 'can do' that skill. The Relative Numeric is an algorithm that looks at all the items the test taker answered correctly, the CEFR level at which those items are targeted, and the overall CEFR level achieved. The algorithm assigns a score from 1 to 120. This Relative Numeric can be used within a level to rank test takers.

Example:

The test is taken by 200 students at the start of the semester. 120 of them end up with an A2 CEFR level. Each of those students also gets a Relative Numeric between 21 and 40. The summary report can sort the students by CEFR level and Relative Numeric. This report then allows you to break down the 120 students into groups of, say, 30 based on Relative Numeric and assign them into four classes each comprised of students at approximately the same level of English. (For example, RN: 21-25, 26-30, 31-35, 36-40)

A1	A2	B1	B2	C1	C2
1-20	21-40	41-60	61-80	81-100	101-120

Note that the Relative Numeric is deliberately not 0-100 so that there is no temptation to use it as a simple percentage score for the test.

Other scores

While the expected output of the Dynamic Placement Test is a CEFR level A1 to C2, there are other possible outputs:



Unclassified. This means that not enough questions were attempted for a level to be assigned. Typically this happens if a test taker simply scrolls through the test not answering any questions. The test should be scheduled again for this test taker.



This means that the test was not done.



Also described as Below A1. Questions were answered but almost everything was wrong and there is no evidence that the test taker has any English ability.