

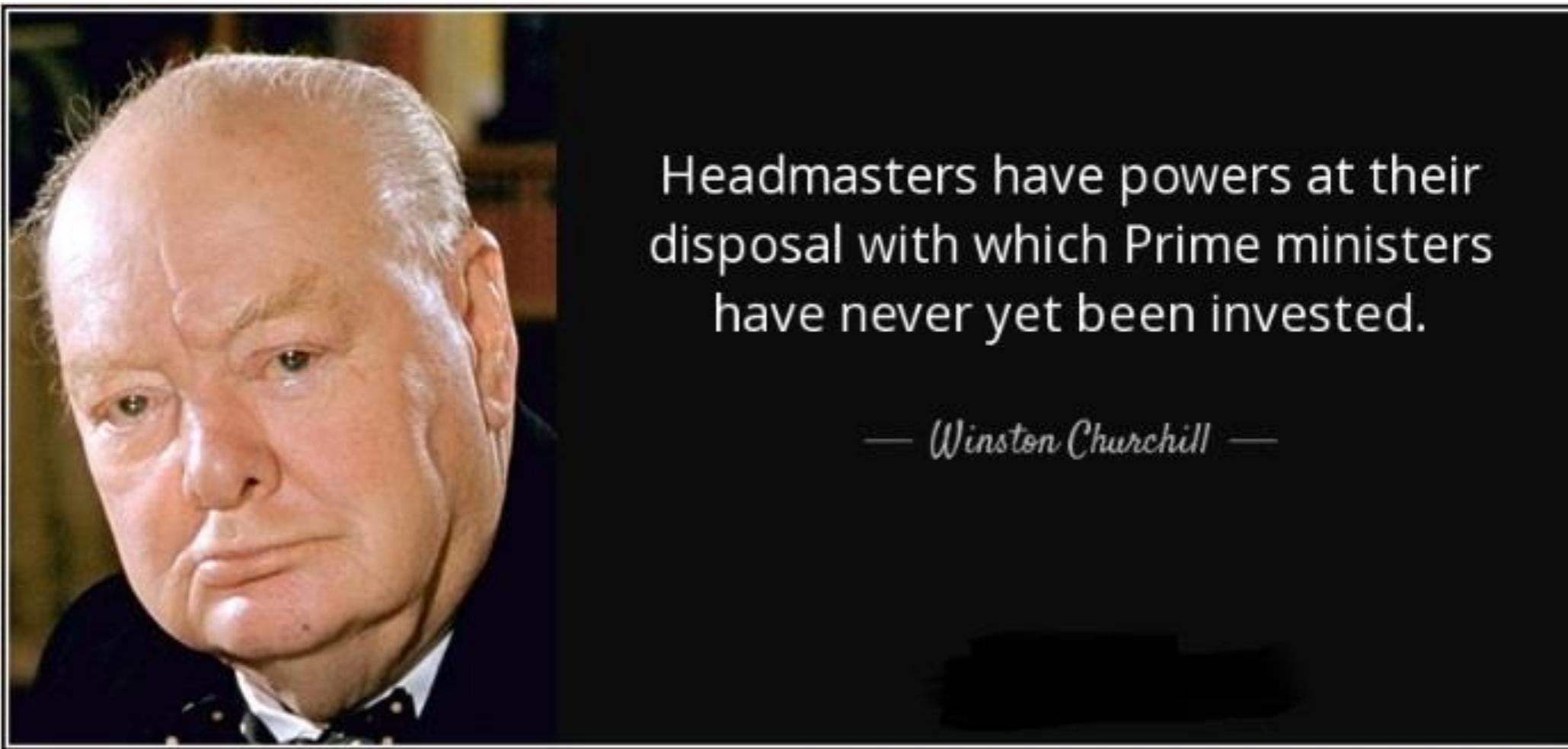
# WISEMAN skills Exams

**Инструмент контроля и внешнего аудита.**

Критерии оценивания письменной части.



*'Школьные учителя обладают властью, о которой премьер-министры могут только мечтать',* сокрушался когда-то Уинстон Черчилль.



# CEFR



Read this email from your English teacher Mrs Lake and the notes you have made.

**EMAIL**

**From:** Mrs Lake

**Subject:** End of year party

Dear Class,

I'd like our class to have a party to celebrate the end of the school year.

We could either have a party in the classroom or we could go to the park. Which would you prefer to do?

What sort of activities or games should we do during the party?

What food do you think we should have at the party?

Reply soon!

Anna Lake

*Great!*

*Explain*

*Suggest ...*

*Tell Mrs Lake*

Write your **email** to Mrs Lake using **all the notes**.

# Assessment scales

Tasks are marked using assessment scales that were developed with explicit reference to the Common European Framework of Reference (CEFR). The scales consist of four subscales:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

# Glossary of terms

## Content

- Relevant
- Target reader Informed

## Communicative Achievement

- Conventions of the communicative task
- Holding the target reader's attention
- Communicative purpose
- Straightforward and complex ideas

## Organisation

- Linking words
- Cohesive devices
- Organisational patterns

# Language

## Vocabulary

- Basic vocabulary, Everyday vocabulary, Less common lexis
- Appropriacy of vocabulary

## Grammatical forms

- Simple grammatical forms
- Complex grammatical forms

## Grammatical control

### Range

### Overuse

### Mistakes

- Errors
- Slips

## Impede communication

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Anna Lake

*Great!*

*Explain*

*Suggest ...*

*Tell Mrs Lake*

Write your **email** to Mrs Lake using **all the notes**.



# The subscale Content is common to all levels:

	CONTENT
5	<ul style="list-style-type: none"><li>• All content is relevant to the task.</li><li>• Target reader is fully informed.</li></ul>
3	<ul style="list-style-type: none"><li>• Minor irrelevances and/or omissions may be present.</li><li>• Target reader is on the whole informed.</li></ul>
1	<ul style="list-style-type: none"><li>• Irrelevances and misinterpretation of task may be present.</li><li>• Target reader is minimally informed.</li></ul>
0	<ul style="list-style-type: none"><li>• Content is totally irrelevant.</li><li>• Target reader is not informed.</li></ul>

Dear Mrs Lake,

I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea?

See you!

*I'm very nervous for this party, to celebrate the end of the school year.*

*I think that the best place to do the party is the class, because in this way we can be all together. In the class we can do a lot of activities like play with the blackboard, or watch a film, or listen to music.*

*About the food, we can have pizza, fries and for the sweet people chocolate, sweets or something like this.*

*I'm sure the party is going to be very well, and we are going to have a very good time.*

*See you soon!*



Dear Mrs Lake,

I think it's a great idea to have a party to celebrate the end of the school year. I prefer to do the party at school, in the classroom, because we've spend a lot of time there, and I think it would be better, so that we can remember all the good things that have made this year so special. I think we could bring some games like domino, or one of us can bring his Play Station and we can play together. If you want, I will buy some pizza, and also something to drink like coca-cola or water. The other students will bring some potatoes, and the girls will make a cake. Do you like the idea?

See you!

C	CA	O	L
5	5	4	4

*I'm very nervous for this party, to celebrate the end of the school year.*

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*About the food, we can have pizza, fries and for the sweet people chocolate, sweets or something like this.*

*I'm sure the party is going to be very well, and we are going to have a very good time.*

*See you soon!*

C	CA	O	L
5	3	3	3

# High-stakes exams

- профессиональная судьба выпускника
- карьерный рост
- уровень зарплаты специалиста
- право на проживание в стране мечты экспата



# А что может пойти не так?

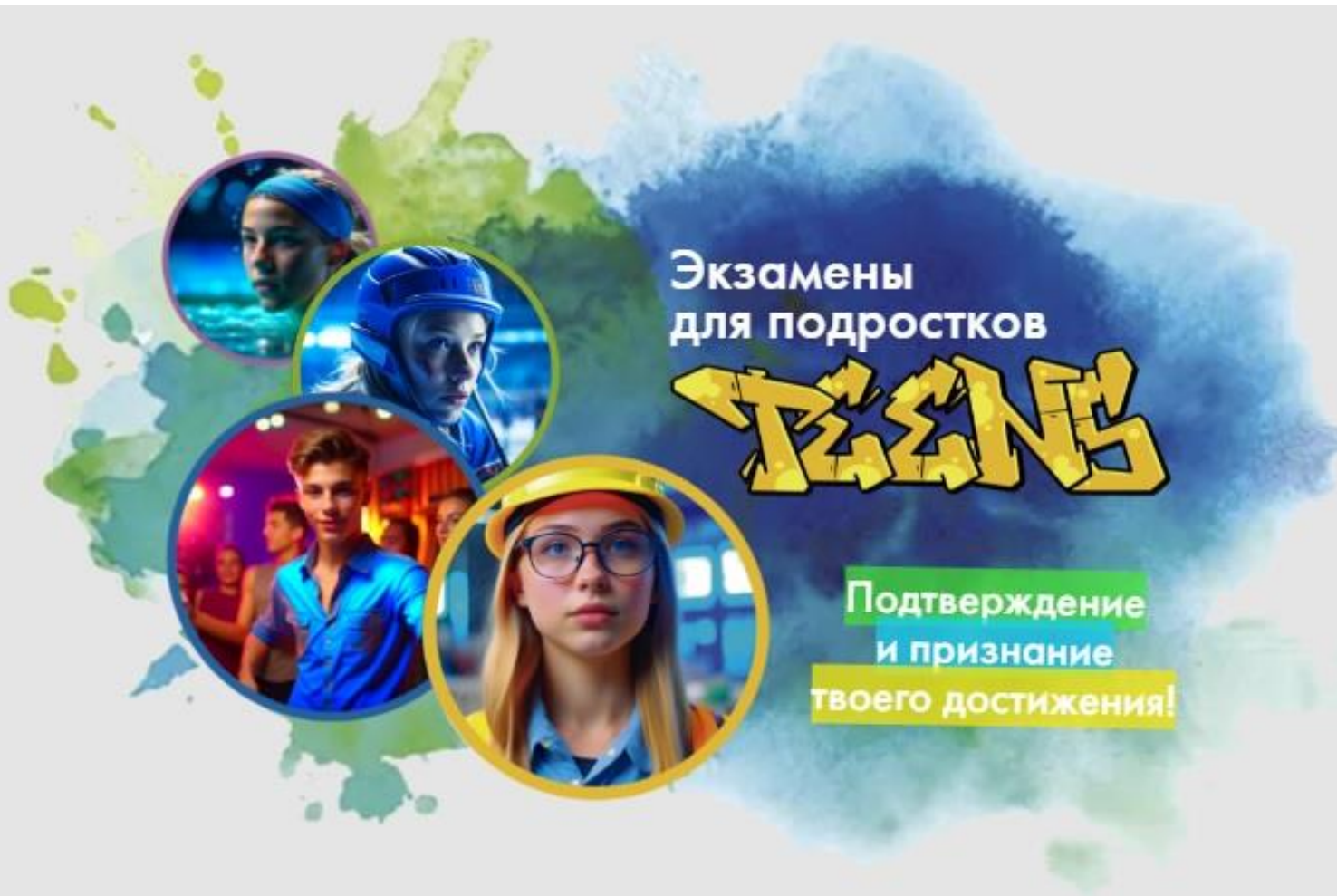
## Экзамен:


- ✗ не измеряет то, что должен (e.g., взвешивает, чтобы узнать рост);
- ✗ не соответствует цели (e.g., Placement Test на выпускном экзамене);
- ✗ не дает полной картины умения (e.g., лексико-грамматический тест для проверки коммуникативной компетенции);
- ✗ наоборот, слишком комплексный для TLU situation (e.g., C2 Proficiency для медсестер).



# Что же из этого следует?

Language Assessment Literacy.



- какой аспект проверяется тестом
  - больше так не делать 

# Types of test

- A **proficiency** test is one that measures a candidate's overall ability in a language, it isn't related to a specific course.
- An **achievement** test on the other hand tests the students' knowledge of the material that has been taught on a course.
- A **diagnostic** test highlights the strong and weak points that a learner may have in a particular area.
- A **prognostic** test attempts to predict how a student will perform on a course.

# Types of task

- Multiple choice
- Transformation
- Gap-filling
- Matching
- Cloze
- True / False
- Open questions
- Error correction

Part 1. Reading and Writing.



B1



Candidate number       V1

Wiseman Skills TEENS





# Transformation

3 My life has got better since I moved to my own flat.  
Moving to (IMPROVED) \_\_\_\_\_ my life.

# Multiple choice

1

- A other
- B different
- C another

4

- A because
- B so
- C as

1 What best describes the person in the text?

- A A famous pianist from Britain
- B A 10-year-old pianist winning a TV competition
- C A young girl learning to play the piano

# Gap-filling

Her music, energy, and connection to her fans were wonderful.  
The whole evening was one that I will always remember. 5

- A We arrived 10 minutes late and missed some of the concert.
- B She opened the show with an energetic song which set the mood for the rest of the night.

# True / False

set in Las Vegas, right?

Yeah, not San Francisco.

Should I still watch it?

I think so. It's different but still very good!

- 5 The film Emma watched is in San Francisco. T F
- 6 Emma doesn't think Jake should see the film. T F

# Cloze

**TASK2** Read the text.  
Write ONE word that best fills each gap.

## Finding a Summer Job for Teenagers

The summer holiday is the perfect opportunity for teens to make so money by finding a summer job. Not only does it allow you to put n your 1 account, but it also helps to develop skills and



# Test of English for Young Learners CERTIFICATE

PREA1/STARTERS



Candidate Name

RU07845102

STEP1

29 POINTS

Reading&Writing



Listening



Speaking



Thomas Wiseman IV  
Exam Architect



WISEMETER



# CERTIFICATE

of Achievement in English confirms that

## TEENS B1

Certificate Number:

Date of issue:

**Candidate's Name**

has achieved **High-level B1**  
on Wiseman Skills TEENS English Exams

**Overall Result - 97 points**

Reading	103
Writing	88
Listening	99
Speaking	85

Candidate Number: AB77V  
Centre Number: RU-11xxxx  
Session Date: 09.12.2023



validity check

Guilloche

Watermark

QR-code

Hologram

Signature

Thomas Wiseman IV, Exam Architect





## Wiseman Skills TEENS: Test of English for Teenagers

# RESULTS SUMMARY

Candidate's Name

HIGH-LEVEL

Reading & Use of English	119			
Writing	130			
Listening		141		
Speaking				153

**OVERALL RESULT**

**136 POINTS**

**Reading & Use of English.** The candidate shows a **noticeable ability** to understand the meaning of texts that include more complex linguistic formulations and unfamiliar expressions in addition to exhibiting good grammatical control.

**Writing.** The candidate shows a **consistent ability** to produce clear, detailed texts on a variety of subjects related to their field of interest in a way that clearly meets the goals of communication.

**Listening.** The candidate shows a **strong ability** to understand a wide variety of commonly encountered situations in the personal, academic, and professional arenas.

**Speaking.** The candidate shows an **exemplary ability** to give clear, detailed descriptions and spontaneously respond to questions on a wide range of familiar subjects.



# B2

	BELOW	LOW	MID	HIGH	EXCEEDS
EXCEEDS THE LEVEL					145-153 points
HIGH-LEVEL					136-144 points
MID-LEVEL					127-135 points
LOW-LEVEL					118-126 points
BELOW THE LEVEL					109-117 points

Candidate Number: **XX77XX**

Centre Number: RU-11xxxx

Session Date: 09.12.2023



*This is not a certificate!  
Only printed and verified version  
of your results can be accepted  
as a valid document.*

# Контакты

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