gets
go beyond
SECONDARY

General English

Candidate Name	**John Doe**
Date of Birth	**XX XX XXXX**
Name of School	**Nottingham Language Academy, Nottingham, UK**
Candidate No.	**XXXXXXXX**
Test Date	**XX XX XXXX**
Grade	**XX**
TR No.	**GHE19037046UK00103516**
Test Centre	**UK001, UK**

Overall Comment

According to your test scores, this is a good performance. Your General English Language proficiency as demonstrated in this test may be considered average for this level. You can continuously improve your language skills by reading regularly for school study and for leisure. This will further enrich your vocabulary and improve your grammatical control and overall written expression. Regular exposure to a variety of different accents of English will further develop listening comprehension skills.
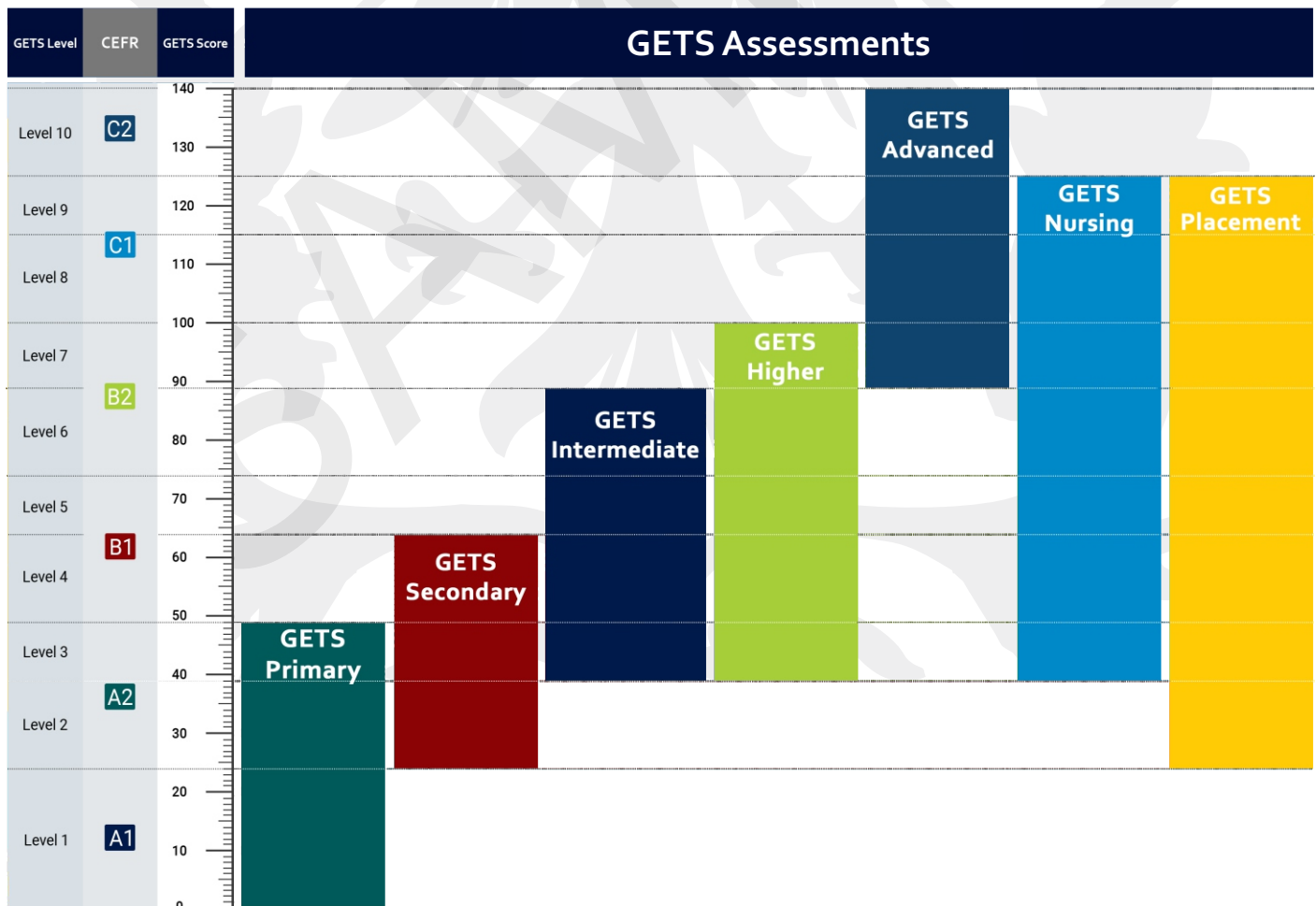
OVERALL

Profile Scores

Listening Comprehension 70%

Language Structures & Systems 70%

Reading Comprehension 70%

Lexical Resource 55%

Writing 75%
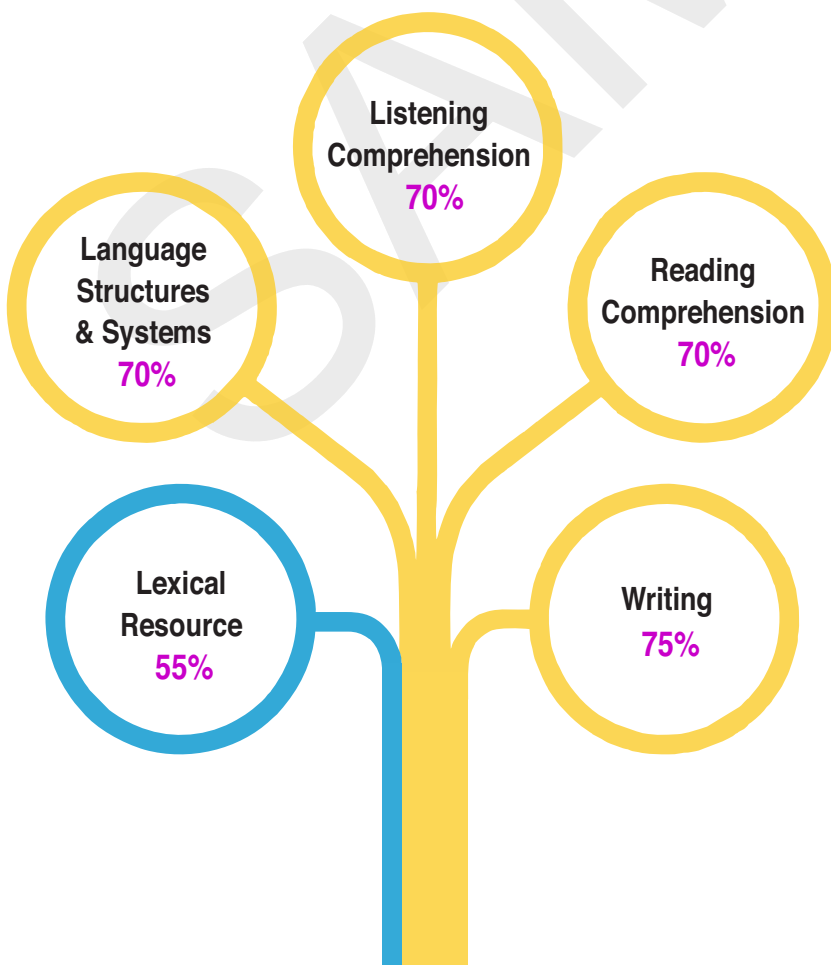
GETS SCORE **51**

CEFR **B1**

GETS LEVEL **4**

Scores (in %)	Descriptors
85 to 100	Outstanding
70 to 84	Very good
55 to 69	Good
40 to 54	Satisfactory
0 to 39	Urgent attention needed

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General English is a test of General English. It provides an accurate assessment of a student's language competencies in use of **Basic Interpersonal Communicative Skills (BICS)**. These are skills needed for everyday conversational interface. The five assessment components of this test form the basis of learning, communication and progress in the school environment:

- **Lexical Resource** or the student's range of vocabulary. It checks the knowledge of words: understanding of the complete and accurate meaning, pronunciation and appropriate usage of words and phrases.

- **Language Structures and Systems** covers an understanding of English grammar and checks the ability to construct accurate language and to be able to understand a variety of grammatical constructions.

- **Listening** questions test the ability to understand acceptable English accents and pronunciation and the complete meaning of spoken language dialogues or monologues, in familiar settings.

- **Reading** questions are designed to test students' ability to read texts efficiently to be able to understand overall meaning as well as detailed meaning of texts.

- **Writing** in the digital age has a focus on students' ability to communicate clearly and completely withan awareness of the effect that their writing would have on the target reader. The tasks require students towrite suitably in the new-age digital environment- emails, blogs, wall-posts or tweets.

GETS Assessments chart showing GETS Level, CEFR, and GETS Score mapped to assessments:

GETS Level	CEFR	GETS Score	Assessment
Level 10	C2	140 / 130	GETS Advanced
Level 9	C1	120	GETS Advanced / GETS Nursing / GETS Placement
Level 8	C1	110 / 100	GETS Advanced / GETS Nursing / GETS Placement
Level 7	B2	100 / 90	GETS Higher / GETS Advanced / GETS Nursing / GETS Placement
Level 6	B2	80	GETS Intermediate / GETS Higher / GETS Nursing / GETS Placement
Level 5	B1	70	GETS Intermediate / GETS Higher / GETS Nursing / GETS Placement
Level 4	B1	60 / 50	GETS Secondary / GETS Intermediate / GETS Higher / GETS Nursing / GETS Placement
Level 3	A2	50 / 40	GETS Primary / GETS Secondary / GETS Higher / GETS Nursing / GETS Placement
Level 2	A2	30	GETS Primary / GETS Secondary / GETS Nursing / GETS Placement
Level 1	A1	20 / 10 / 0	GETS Primary / GETS Nursing / GETS Placement

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SECONDARY — Oral Presentation

Candidate Name	**John Doe**
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Candidate No.	**XXXXXXXX**
Test Date	**XX XX XXXX**
Grade	**XX**
TR No.	**GHE19037046UK00103516**
Test Centre	**UK001, UK**

Overall Comment

According to your test scores, this is a good performance. You should make consistent efforts to actively participate in discussions on academic and general topics so as to further develop your Oral Presentation Skills. You should practise introducing the main points of topics under discussion coherently and with supporting evidence so as to make your oral presentation easier to understand. At the same time, continue to work on the accuracy of your pronunciation and the fluency of your speech.
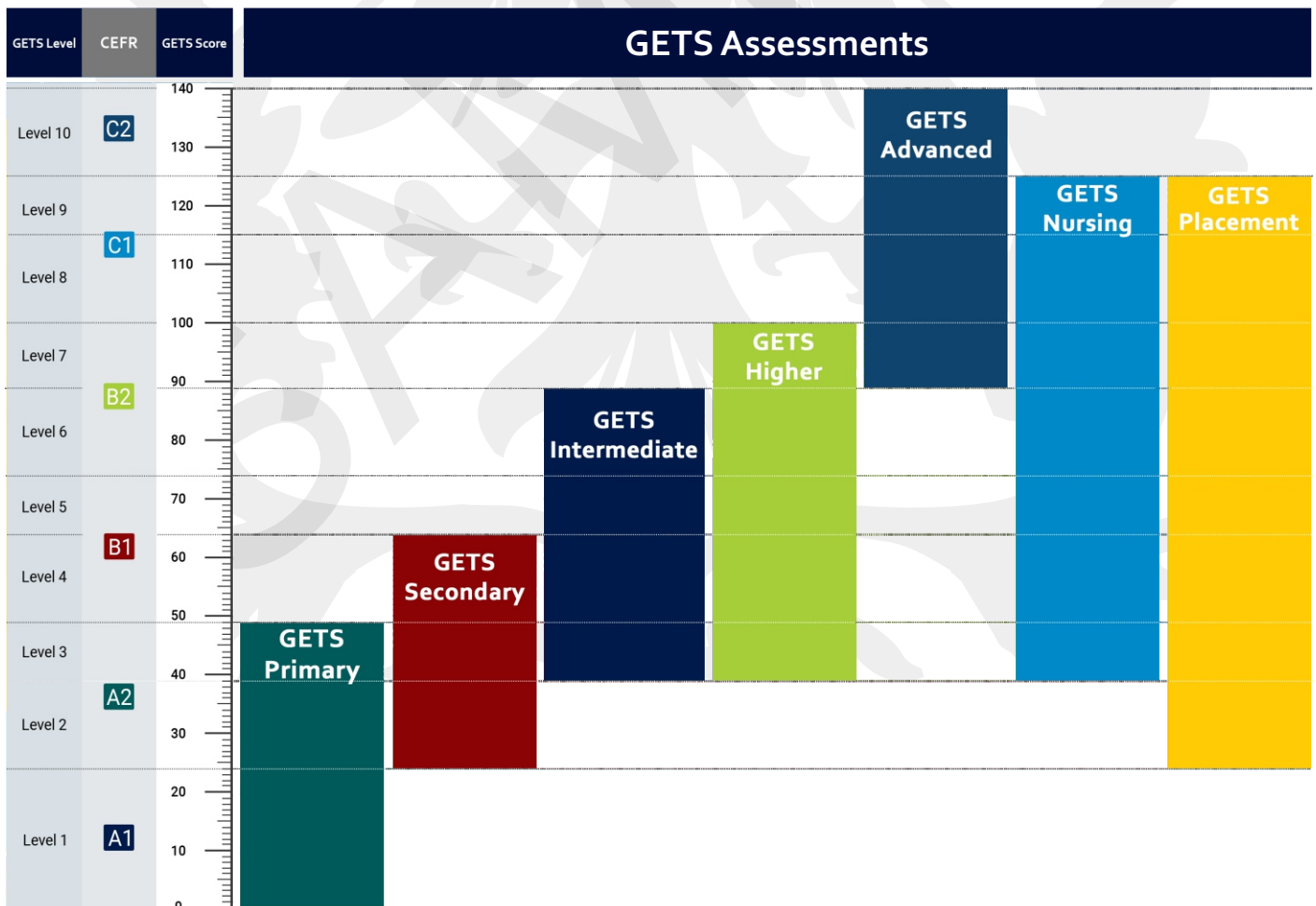
OVERALL

Profile Scores

Task Fulfilment **70%**

Pronunciation **70%**

Academic Language **70%**

Fluency and Cohesion **60%**
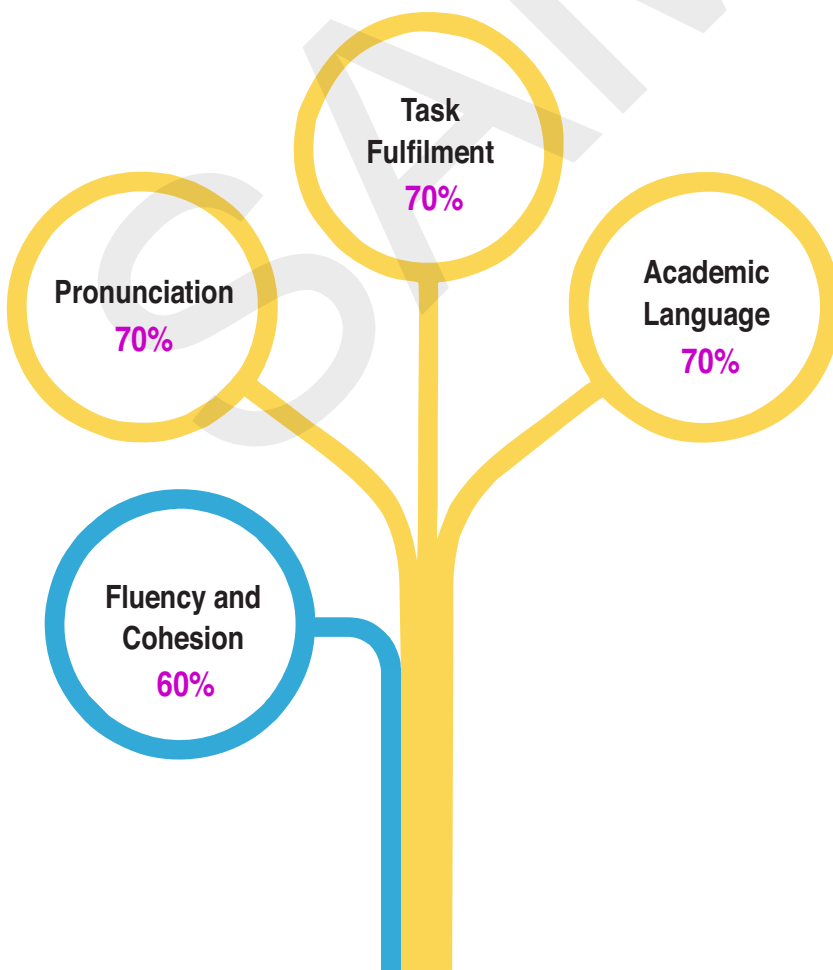
GETS SCORE **52**

CEFR **B1**

GETS LEVEL **4**

Scores (in %)	Descriptors
85 to 100	Outstanding
70 to 84	Very good
55 to 69	Good
40 to 54	Satisfactory
0 to 39	Urgent attention needed

Oral Presentation provides assessment of the student's ability to talk effectively, using both formal andinformal language, in a variety of settings. It tests the following:

- **Task Fulfilment** or the student's ability to respond to all parts of the tasks by interpreting and describing the visuals and being able to make well-organised and clear presentations on the given topics.

- **Academic Language** or the student's ability to speak formally about a general or academic topic using a wide range of vocabulary and grammar including precise subject-specific terminology and subject-obligatory language.

- **Fluency and Cohesion** or the student's overall fluidity of expression and ability to speak spontaneously. It also covers the skill of joining ideas by using organisational patterns, connectors and cohesive devices.

- **Pronunciation** or the student's ability to produce intelligible speech in English using clear sounds, correct stress and suitable intonation so as to convey meaning accurately.

GETS Level	CEFR	GETS Score	GETS Assessments
Level 10	C2	140 / 130	GETS Advanced
Level 9	C1	120	GETS Nursing / GETS Placement
Level 8	C1	110	
Level 7	B2	100 / 90	GETS Higher
Level 6	B2	80	GETS Intermediate
Level 5		70	
Level 4	B1	60 / 50	GETS Secondary
Level 3		40	GETS Primary
Level 2	A2	30	
Level 1	A1	20 / 10 / 0	

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SECONDARY — Subject Language

Candidate Name	**John Doe**
Date of Birth	**XX XX XXXX**
Name of School	**Nottingham Language Academy, Nottingham, UK**
Candidate No.	**XXXXXXXX**
Test Date	**XX XX XXXX**
Grade	**XX**
TR No.	**GHE19037046UK00103516**
Test Centre	**UK001, UK**

Profile Scores

Academic Reading
70%

Task Understanding
70%

Subject-Specific Vocabulary
70%

Visual Comprehension
80%

Overall Comment

According to your test scores, this is a good performance. Your Subject Language abilities could be further enhanced by regular reading of topics of school study not only in your text books but through reliable sources online, in reference books and encyclopaedias. This should help build a deeper understanding of language systems, subject topics as well as of graphical representation of information.

OVERALL

SCORE **69**/100
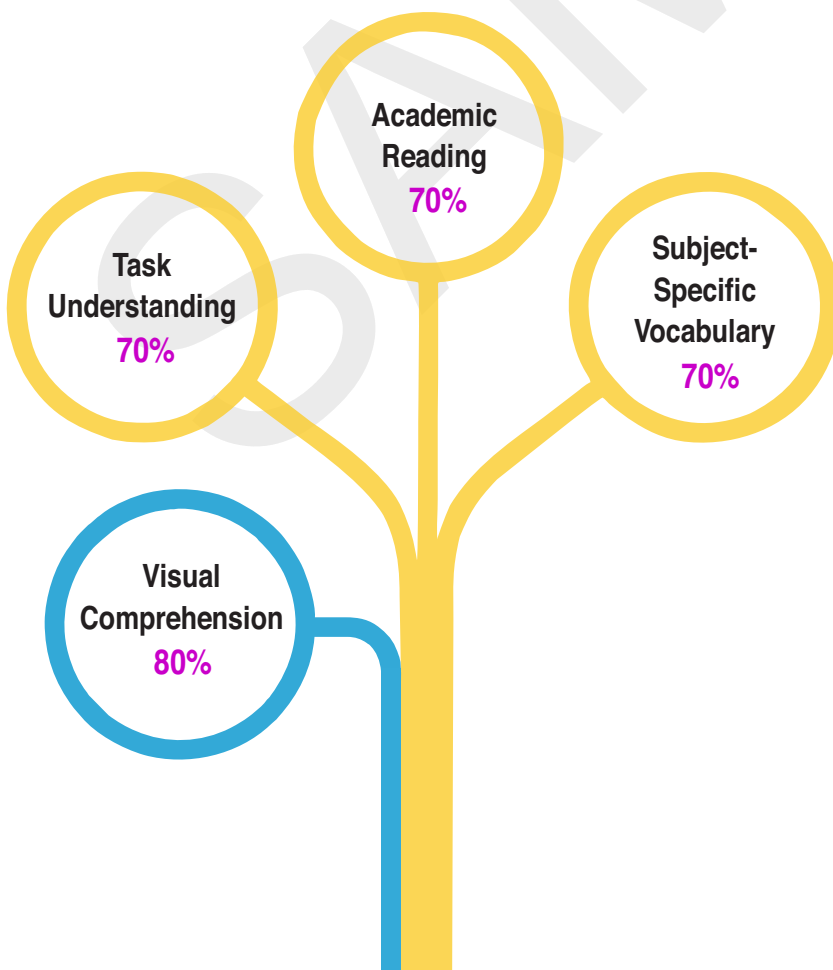
Scores (in %)	Descriptors
85 to 100	Outstanding
70 to 84	Very good
55 to 69	Good
40 to 54	Satisfactory
0 to 39	Urgent attention needed

Subject Language is based on **Cognitive Academic Language Proficiency (CALP)**. CALP involves understanding and use of formal language about curricular subjects. The test aims at motivating students to learn English for academic school study. Language used in subject teaching is often abstract and formal and therefore it is diffi cult to understand. The results in this test indicate students' ability to think in and use English language as a tool for learning. This test is designed to assess students' capabilities on the following strands:

- **Subject-Specific Vocabulary** or the precise language and terminology of the academic subjects that students study in their respective class at school.

- **Task Understanding and Subject-Obligatory Language** assesses the student's ability to understand clearly and follow formal language of instruction in curricular subjects, as well as comprehend general academic language.

- **Academic Reading Skills** or the ability of the student to read and understand passages in text-books and reference materials independently for a deeper understanding of the topic of study.

- **Visual Comprehension** confirms the ability of the student to understand and follow a variety of visuals used in the teaching of academic school subjects such as maps, diagrams, statistical representations and pictures.