gets® go beyond

# PRIMARY

## General English

Unsupervised*

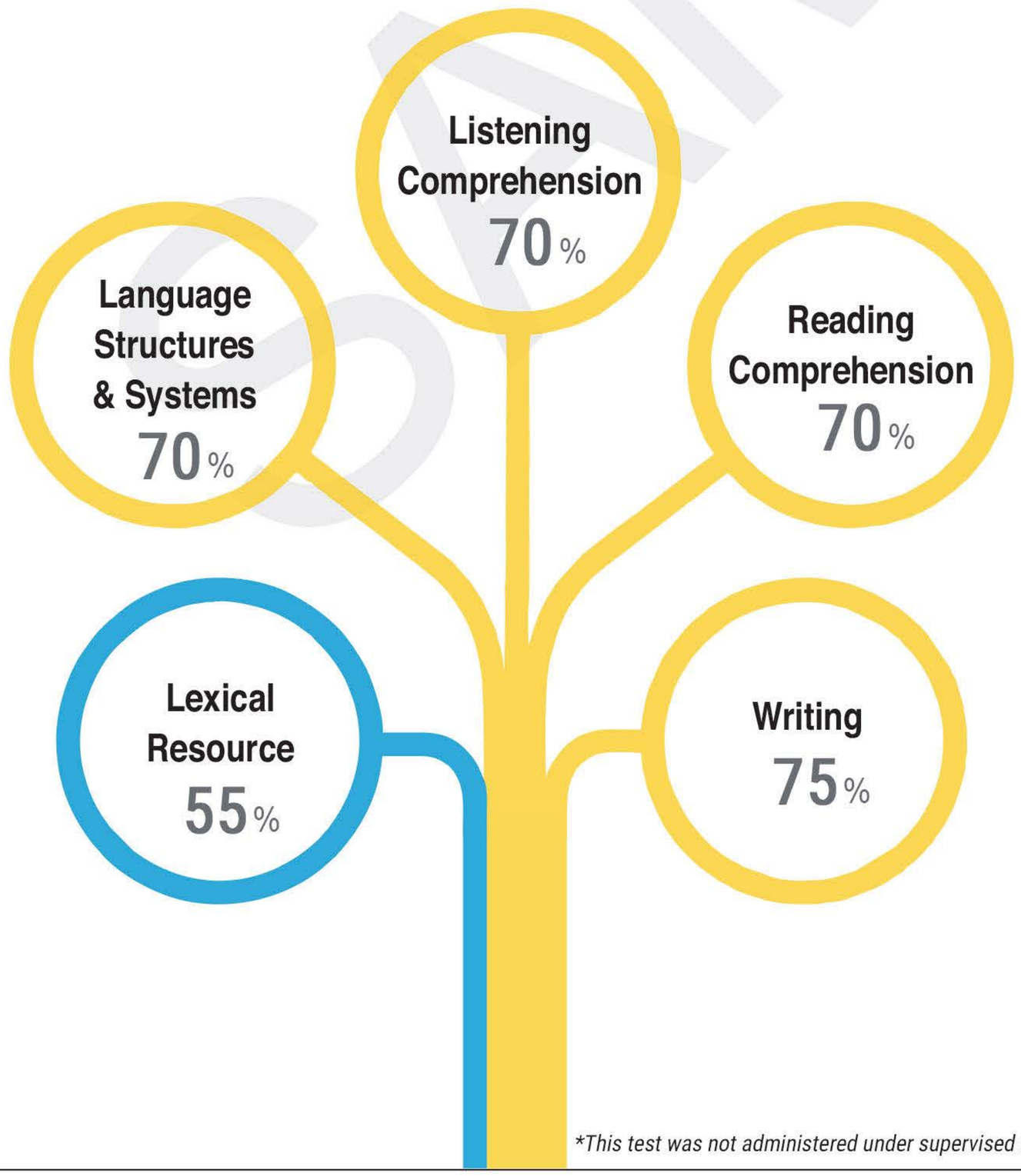
| | |
|---|---|
| **Candidate Name** | **John Doe** |
| **Date of Birth** | **XX XX XXXX** |
| **Name of School** | **Nottingham Language Academy, Nottingham, UK** |
| **Candidate No.** | **XXXXXXXX** |
| **Test Date** | **XX XX XXXX** |
| **Grade** | **XX** |
| **TR No.** | **GHE19037046UK00103516**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

## RESULTS

### Profile Scores




*This test was not administered under supervised conditions.

| | |
|---|---|
| OVERALL | 68% |
| GETS SCORE | 33 |
| GETS LEVEL | 2 |
| CEFR | A2 |

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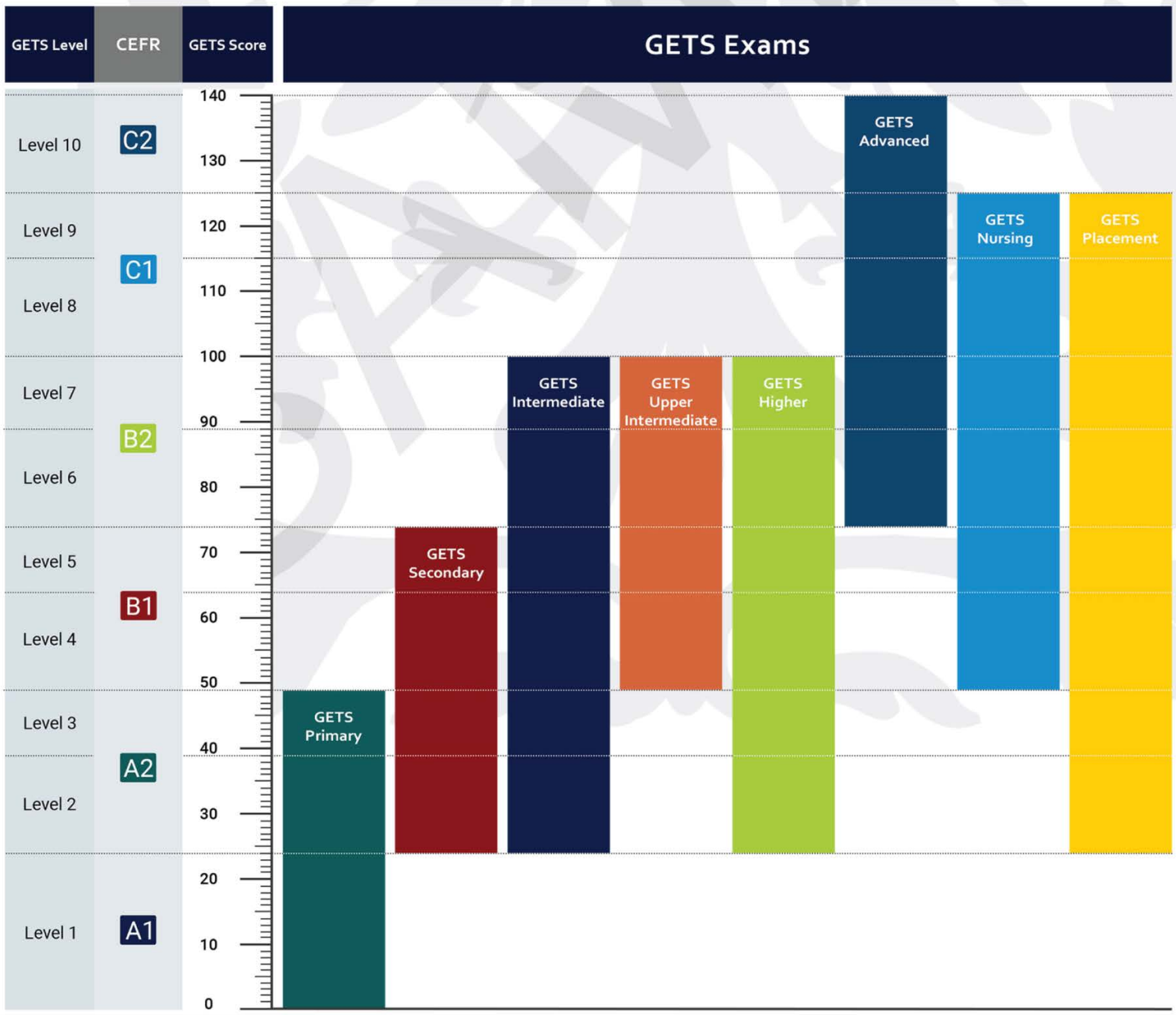
**General English** is a test of General English. It provides an accurate assessment of a student's language competencies in use of **Basic Interpersonal Communicative Skills (BICS)**. These are skills needed for everyday conversational interface. The five assessment components of this test form the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

- **Lexical Resource** or the student's range of vocabulary 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 in dialogues or monologues, in familiar settings.
- **Reading** questions are designed to test the student's 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 the student's ability to communicate clearly and completely with an awareness of the effect that their writing would have on the target reader. The tasks require students to write suitably in the new-age digital environment – emails, blogs, wall-posts or tweets.

## GETS Scale of English

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# Content-Based Language

## Unsupervised*

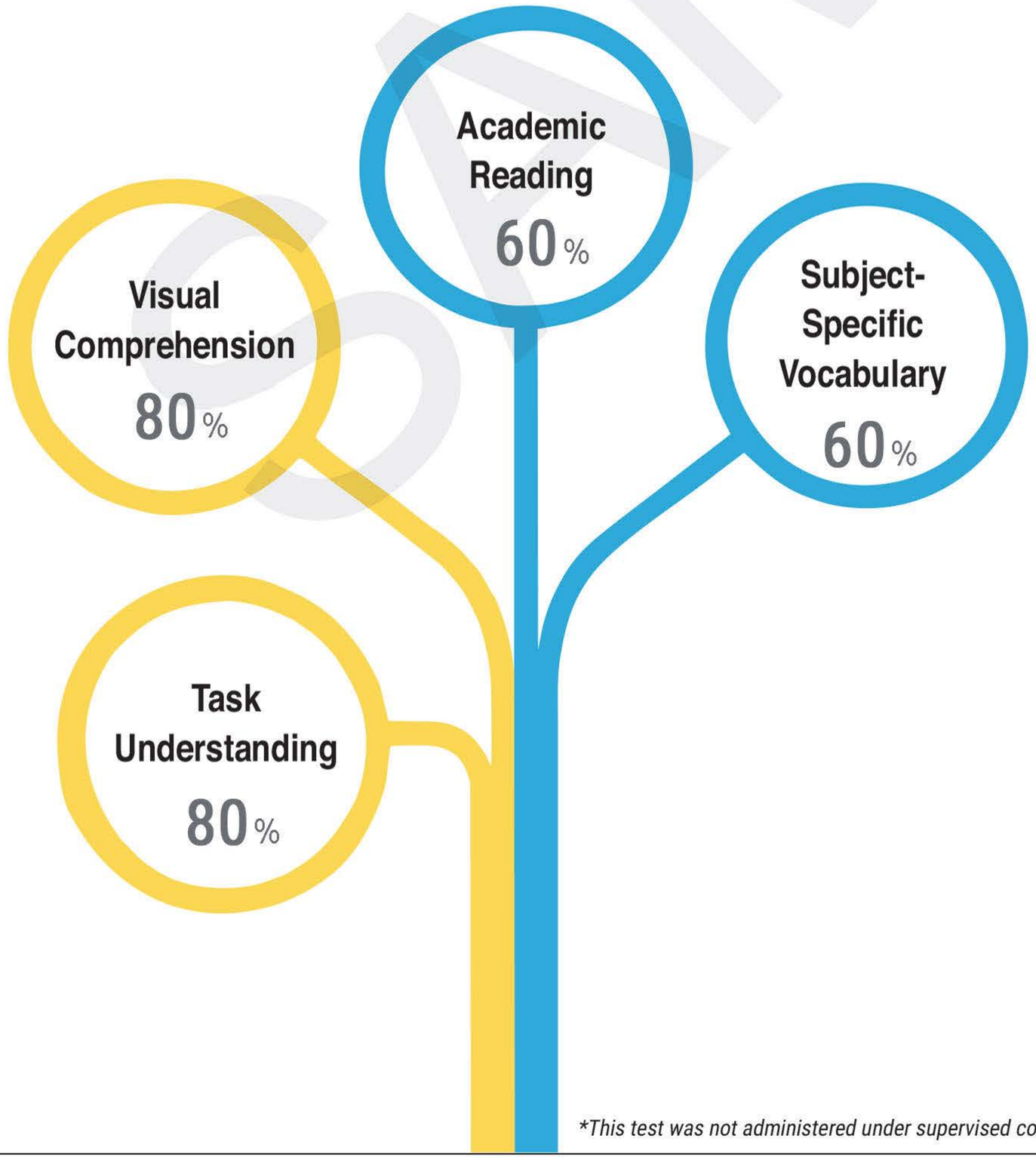
| | |
|---|---|
| **Candidate Name** | **John Doe** |
| **Date of Birth** | **XX XX XXXX** |
| **Name of School** | **Nottingham Language Academy, Nottingham, UK** |
| **Candidate No.** | **XXXXXXXX** |
| **Test Date** | **XX XX XXXX** |
| **Grade** | **XX** |
| **TR No.** | **GHE19037046UK00103516**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

### Overall Comment

According to your test scores, you have shown very good ability to use Content-Based Language. However, there is always scope for further development. You should cultivate your habit of reading in depth about topics of school study in your textbooks, in reference books and encyclopaedias and through reliable sources online. This will help build a thorough understanding of topics as well as help refine your usage of English for school subjects.

## RESULTS

### Profile Scores




| | |
|---|---|
| OVERALL | 70% |
| GETS SCORE | 34 |
| GETS LEVEL | 2 |
| CEFR | A2 |

| 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 |

**This test was not administered under supervised conditions.*

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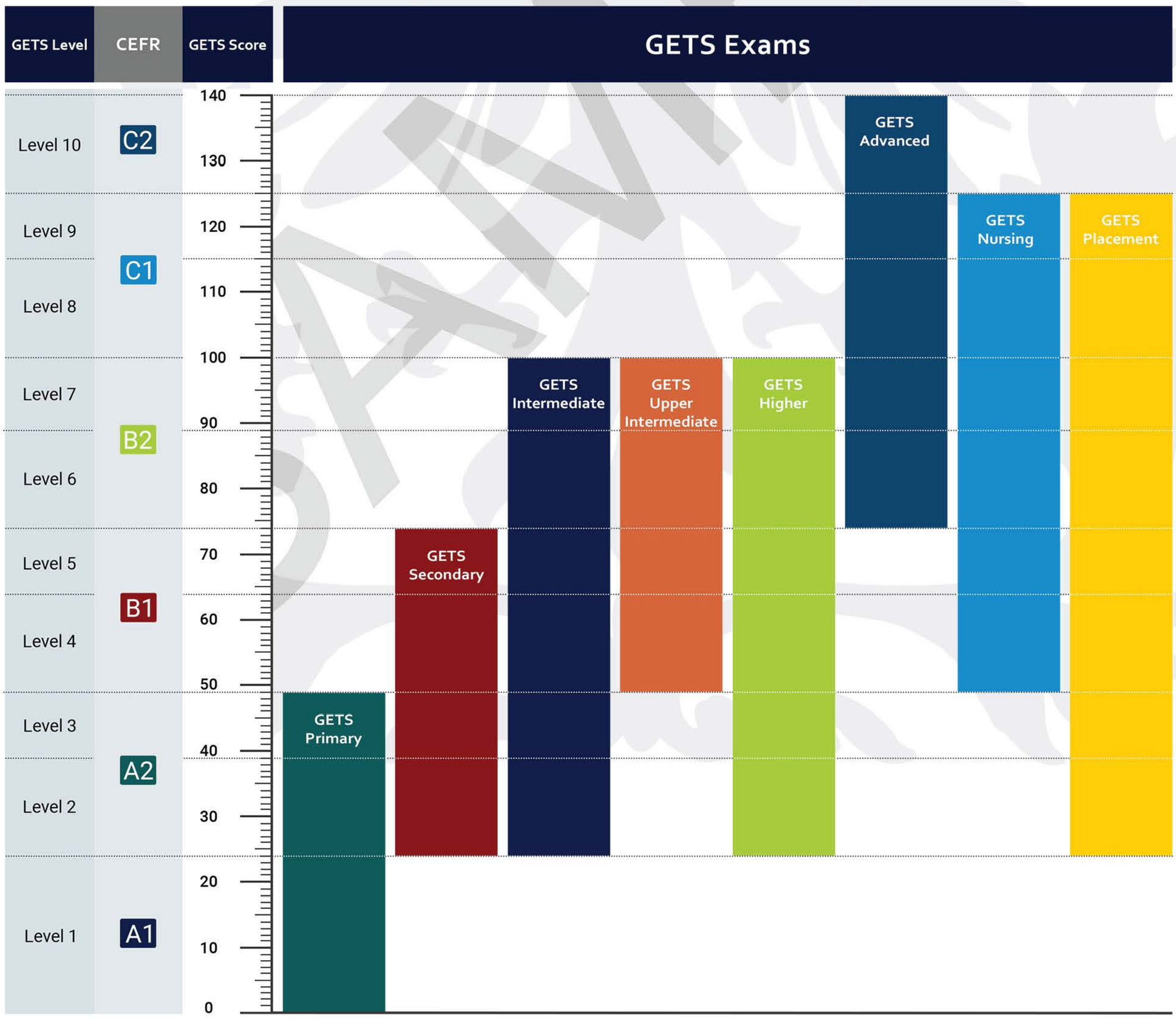
**Content-Based Language** is based on **Cognitive Academic Language Proficiency (CALP)**. CALP involves understanding and use of formal language about curricular subjects. The test aims at motivating students to learn English for academic school study. Language used in subject teaching is often abstract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

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

## GETS Scale of English

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# PRIMARY

## Oral Communication

Unsupervised*

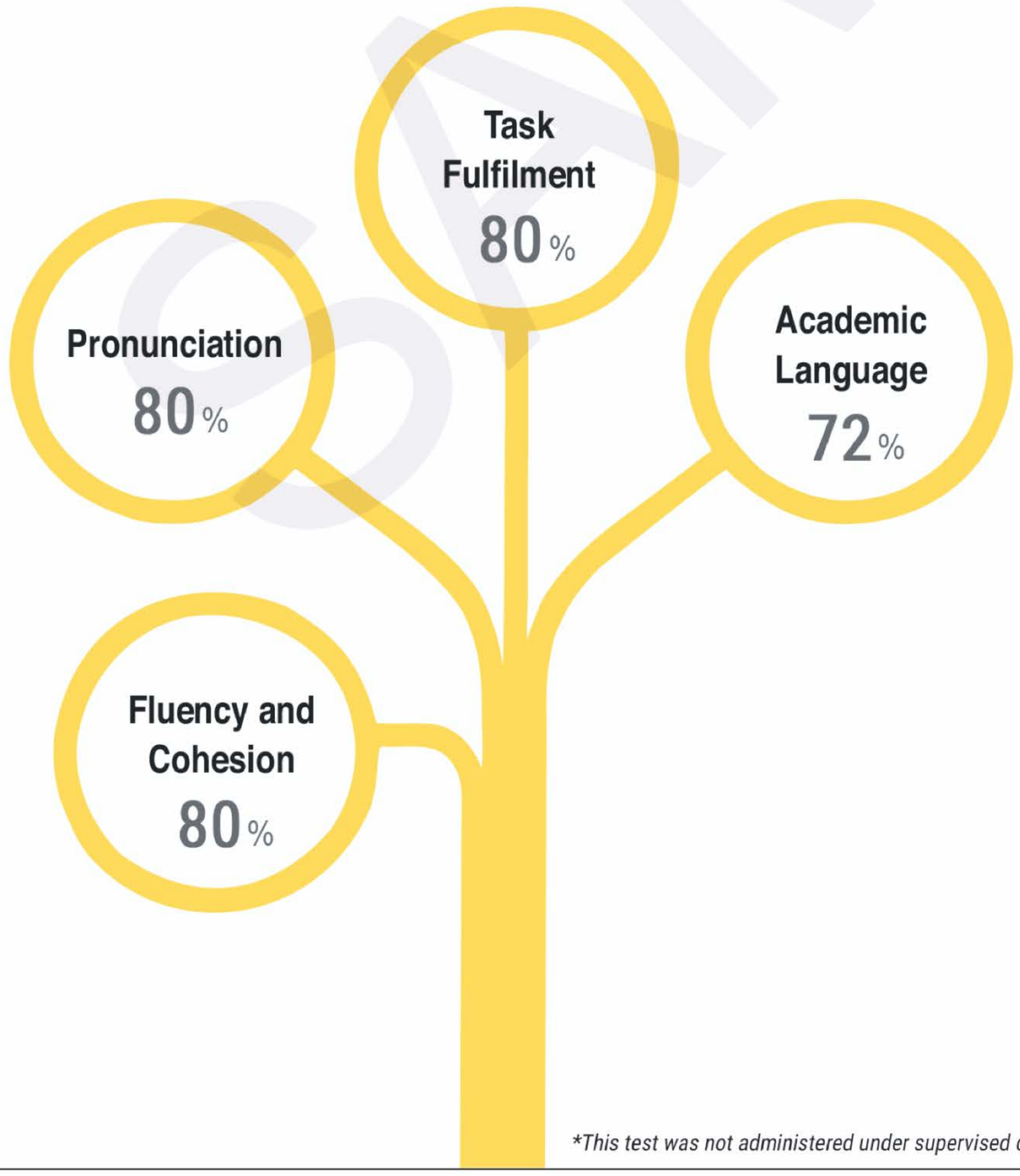
| | |
|---|---|
| **Candidate Name** | **John Doe** |
| **Date of Birth** | **XX XX XXXX** |
| **Name of School** | **Nottingham Language Academy, Nottingham, UK** |
| **Candidate No.** | **XXXXXXXX** |
| **Test Date** | **XX XX XXXX** |
| **Grade** | **XX** |
| **TR No.** | **GHE19037046UK00103516**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

### Overall Comment

According to your test scores, this is a very good performance. You should continue to practice organising your thoughts and ideas on the range of subjects and topics of your school study before presenting them to an audience. Participating in formal and informal discussions on topics of your interest should refine your expression and help you achieve an even more impressive style of speech. If you make a little more effort, you could move to the very top segment.

## RESULTS

### Profile Scores




| | |
|---|---|
| OVERALL | 78% |
| GETS SCORE | 38 |
| GETS LEVEL | 2 |
| CEFR | A2 |

| 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 |

*This test was not administered under supervised conditions.

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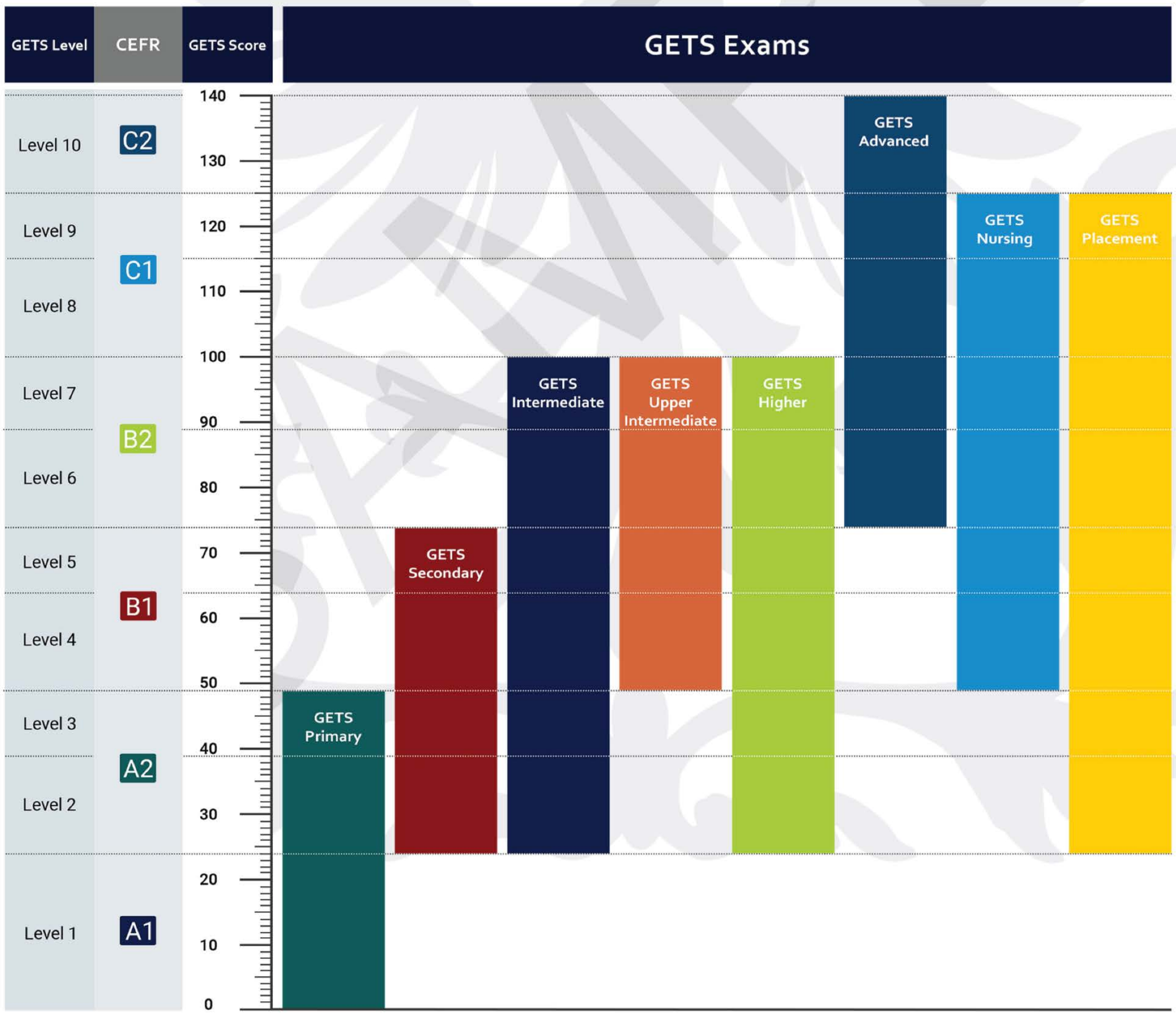
**Oral Communication** provides assessment of the student's ability to talk effectively, using both formal and informal language, in a variety of settings. It tests the following:

- **Task Fulfilment** or the student's ability to respond to all parts of the tasks by interpreting and describing the given 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 correct 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 Scale of English

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