

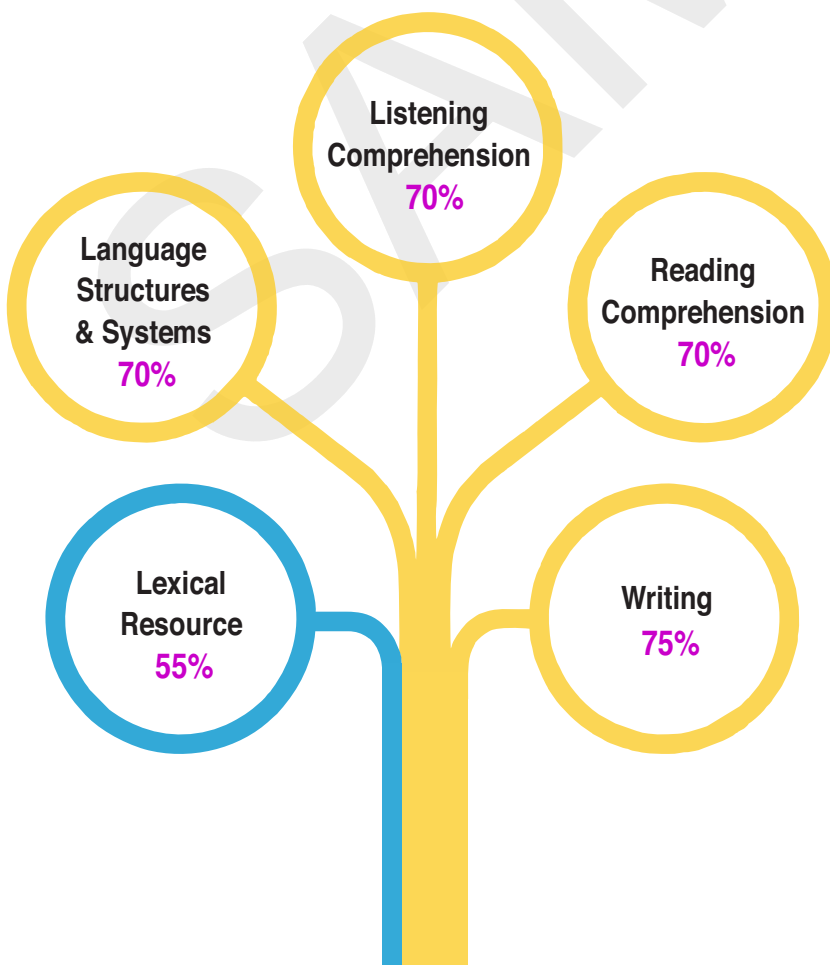
Candidate Name	John Doe
Date of Birth	XX XX XXXX
Name of School	Nottingham Language Academy, Nottingham, UK
Candidate No.	XXXXXXXX
Test Date	XX XX XXXX
Grade	XX
TR No.	GHE19037046UK00103516
Test Centre	UK001, UK

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



GETS SCORE **33**

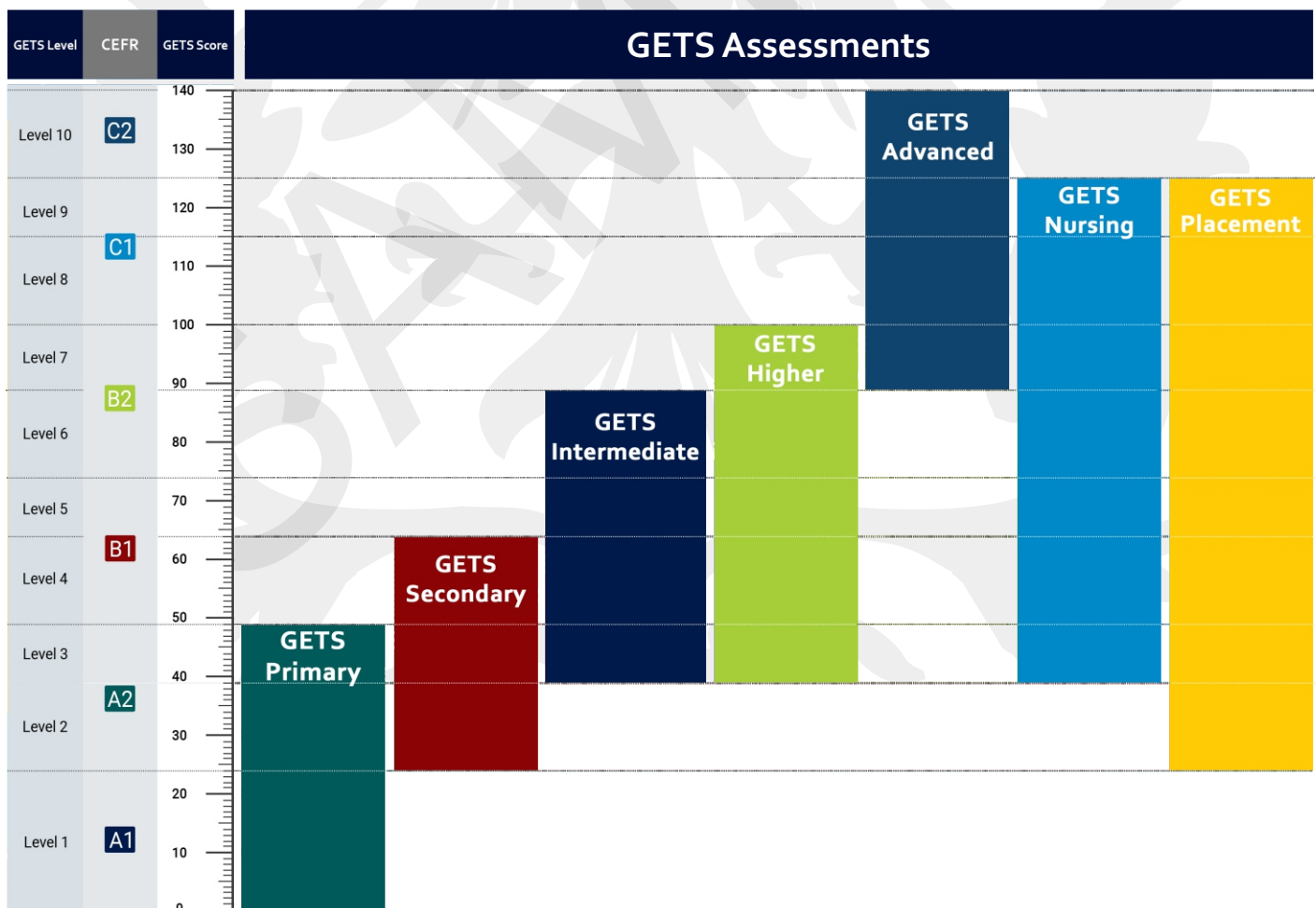
CEFR **A2**

GETS LEVEL **2**

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

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 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.



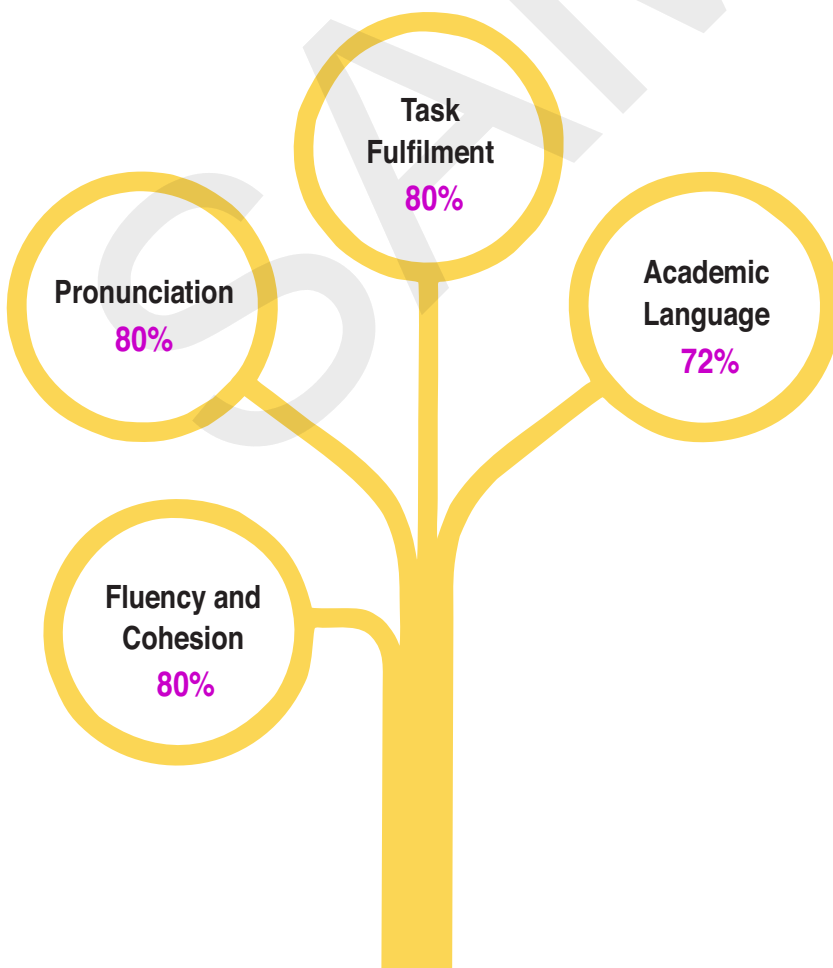
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Overall Comment

According to your test scores, you have shown very good ability to use Subject 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 source online. This will help build a thorough understanding of topics as well as help refine your usage of English for school subjects.

OVERALL

Profile Scores



GETS SCORE **38**

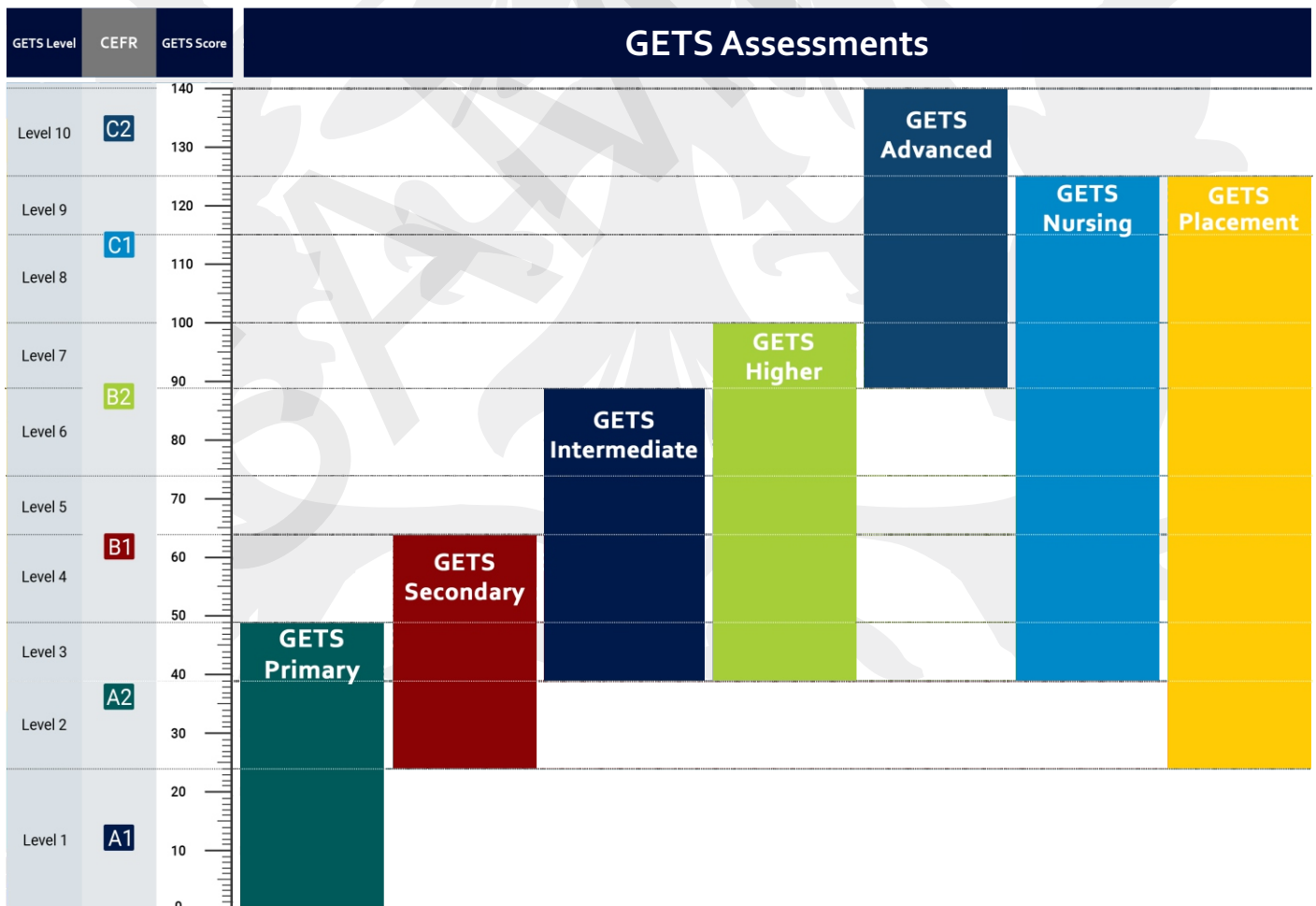
CEFR **A2**

GETS LEVEL **2**

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 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 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.



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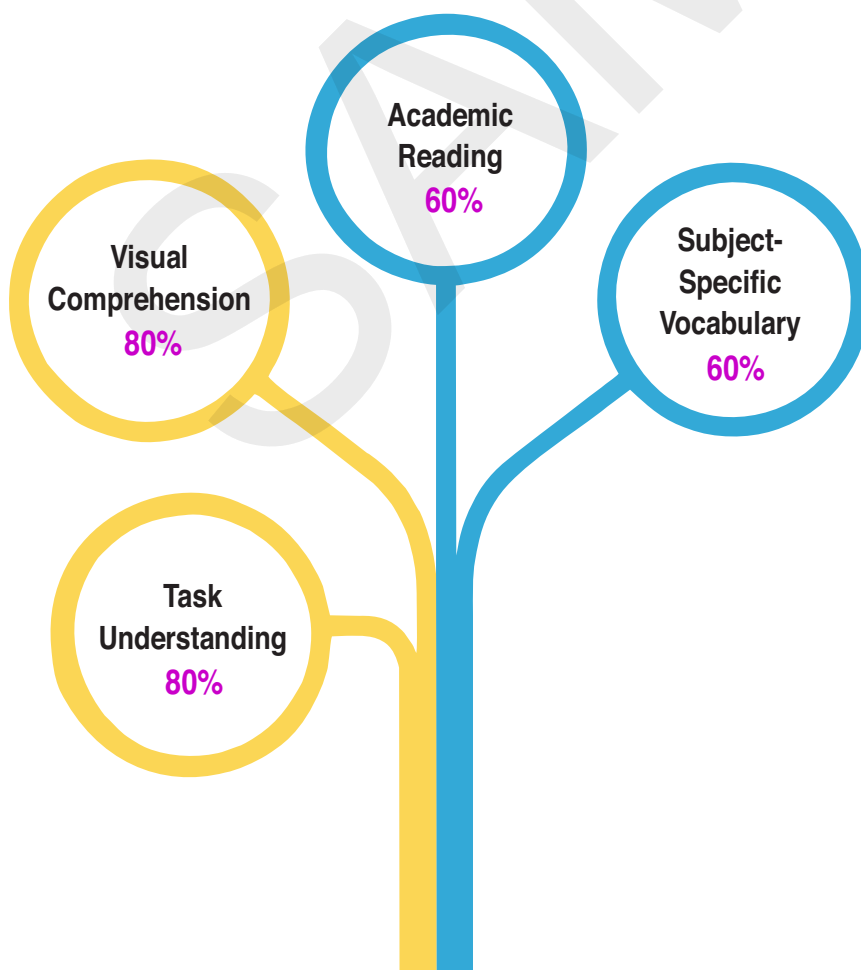
Overall Comment

According to your test scores, this is a good performance. Your Subject Language abilities could be further enhanced by regular reading on 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 **70**_{/100}

Profile Scores



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 difficult 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.