



Aviation English Placement Test Instructor's Guide

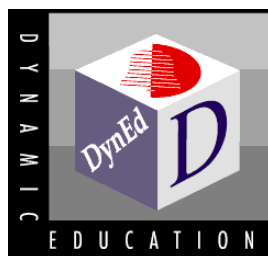


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Introduction

Welcome! This guide has been prepared to facilitate the use of DynEd's *Aviation English Placement Test*. This test places aviation professionals at the appropriate starting point in DynEd's series of Aviation English language courses.

In response to client requests, DynEd continues to develop and upgrade tools that help teachers monitor and optimize the use of our courses. Testing, expanded record-keeping, the Intelligent Tutor, the Study Path Manager are all a part of our ongoing support.

Please note that DynEd's *Placement Tests* and the DynEd *Records Manager* must be used together. In addition to keeping the test results for each student, the Records Manager allows teachers to *control* access to the Placement Tests. It also keeps the test results in a format that is easy to view and print out. The Records Manager can be installed on either a network or locally on a personal computer, and a new TCP/IP version is now available for use over the Internet. In all cases, it is necessary to have a license and registration number to complete the installation process.

We hope that the placement test results will be useful and make your teaching experience with DynEd courses even more successful. Any comments or suggestions from our customers are always welcome.

For further information on how to get a license for the DynEd *Records Manager* and/or courses, please contact your usual DynEd distributor or <sales@dyned.com>.

Aviation Placement Test

DynEd's Aviation Placement Test places students at the appropriate starting point within DynEd's Aviation series of courses. The Placement Test comes in two parts. Part 1 places students into DynEd Levels 0.0~1.2 (ICAO 1 & 2) *or indicates that a student should go on to take Part 2* of the Test. Part 2 is *only* for students who have placed 1.2 or higher in Part 1 (which unlocks Part 2). Part 2 places students from 1.2 to 3.5 on DynEd's 5 point scale. No attempt is made to differentiate levels 3.5-5.0 because these students do not need DynEd's courses and can benefit from materials designed for native speakers.

From the Placement Level students achieve, students can be placed into the appropriate course according to the following chart:

<i>DynEd Placement Level</i>	<i>Appropriate Courses</i>
0.0~0.2 Beginner ~ ICAO 1	New Dynamic English Module 1; First English
0.5~0.7 (TOEIC 250~450)	New Dynamic English Mod 2; The Lost Secret
1.0~1.2 (TOEIC 400~550) ICAO 2	NDE Mod 3; The Lost Secret;
1.5 (TOEIC 500~650)	NDE Mod 4; The Lost Secret;
1.7 (TOEIC 550~650) ICAO 3	NDE Mod 4; English by the Numbers; Aviation English
2.0 (TOEIC 600~750) ICAO 3	NDE Modules 5&6, English by the Numbers; Aviation English; Dynamic Business English 1-4; Functioning in Business,
2.5 (TOEIC 650~800)~ICAO 4	NDE Mod 7; DBE 3-6; Aviation English, English by the Numbers, Functioning in Business
3.0 (TOEIC 800~950)~ ICAO 5	NDE Mod 8; Test Mountain; Advanced Listening
3.5~5.0 (above DynEd's scope)	Advanced Listening; Test Mountain

Once students are placed, they should begin their study *while also reviewing the previous level*, including the Mastery Tests, which they should be able to pass if they have been placed correctly. The Path Manager will lock higher levels of the courses and not allow students to access them until they have a Completion Percentage of 50% or more in the units they are studying *and have passed mastery tests from previous units*. If the Mastery Test scores for a class average less than 90, the teacher should readjust the Completion Percentage targets so that when students exceed an 85% Completion Percentage, the average Mastery Test scores will be 90 or more. For information about the Completion Percentage, please consult the ***Records Manager Guide*** or the Teachers Guides for each course which can be accessed through the Records Manager Guide.

ICAO Exam

The above mix of DynEd courses prepares students for the ICAO Exams. ***Aviation English*** is a supplementary course that should be used in parallel with the core courses, especially ***New Dynamic English***.

About the Test

DynEd's Aviation Placement Test helps determine the optimum starting point in terms of the language progression found in DynEd courses. Like most tests, the test requires reasonable test-taking skills and a level of concentration that must be sustained throughout the test. Therefore, it is possible that some test takers, including native speakers, may not score well on the test. This test also *assumes* familiarity with basic aviation procedures and terminology.

The Aviation Placement Test provides a quick evaluation of general and aviation English skills, with an emphasis on listening comprehension, relevant grammar and vocabulary. Though some reading is

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required in the test, there are no test items that focus on extended passages. Rather, the focus is on sentence-level comprehension.

The test is a computer adaptive, variable length test. It responds to and adjusts to performance. If a test taker is doing well, the test will ramp up more quickly to higher-level items. For higher-level students, the test will continue until a student has completed 60~75 items for each part of the test, or 135-140 test items for someone taking both Part 1 & Part 2. For test takers at a lower language level, the test will move more slowly and will end once a significant number of items are missed at any stage of the test or if the on-going total score falls below specified cut-off points. For the beginner, the test may stop after only 10 or 15 items, placing the student at the lowest level and reducing unnecessary frustration at having to face a large number of test items that are too difficult. In such a case, the test may only take two or three minutes.

It is important to note that the question number shown for each test item refers only to its place in the test sequence, and not to the question itself, which will be different for each student. Test items are randomly selected from a database of relevant questions to ensure variation for each student and from one test session to another. However, since the number of test items is not large, familiarity with the test will degrade the results, so it is important to use the test only for initial placement purposes and not to use it to test achievement or mastery of course material for short-term courses. In some cases, a student may need to take the test a second time and there will be enough variance in items to give an accurate placement within the error of plus/minus 0.25. However, students should *not* be allowed to take the test a third time for initial placement purposes, since the result will not be a valid indicator of level.

For intensive programs where students have studied 80 or more hours in a period of 8 or more weeks, it may be useful to retest students and compare entry and exit scores. The resulting scores are a fairly good indicator of progress. The test should *not* be repeated more often, or the results may not be valid due to familiarity with the test items.

Access to the Placement Test is controlled by the teacher through the ***Records Manager***. Once a student has taken a test, it is automatically locked, which means the student may not take it again unless the teacher specifically unlocks the test and the student retakes the Practice Test.

Orienting Students to the Placement Test and the Speech Test

Before giving the Aviation Placement Test, teachers should give basic instructions and examples of each type of question, in the students' own language if possible. *In all cases, students must take the Practice Test before they begin the test.* This ensures that the students know what to do and that the audio is working properly. Once the Test begins, students should *not exit* the test until it is completed and their score is recorded. *Without a valid test score, no DynEd course will open if the Path Manager is on.*

Be sure that students understand the following points:

- Once the test begins, the student cannot pause or stop it until the end. Exiting the test early invalidates the result, so no courses will open.
- The student cannot go back and re-do earlier questions. Once an answer is given, it cannot be changed.
- For the listening questions, students may hear a question a second time without penalty. Just wait and it will automatically be repeated once. If it times out a second time, the test will move on to the next question.
- The test is different for every student - with different questions, in a different order, each time.
- When a student begins to make too many mistakes (for example, 5 or more wrong out of the last 10 questions), the test will end and the placement level will be decided.
- Part 2 of the test may not be taken without getting a qualifying score in Part 1.

The *Speech Test* requires a microphone and *an orientation*. A demonstration of a speech recognition exercise from a DynEd course is recommended. Students must be shown how to use the microphone properly. Speaking too loudly causes distortion, and placing the microphone too close to the mouth will cause problems due to breathing and breath noises. Giving students practice with a speech recognition exercise from Module 1 of New Dynamic English is one way to ensure that the speech test score is a fair indication of the student's English fluency. Room noise, microphone quality and other factors affect the quality and validity of this test. *To access the Speech Test once the Placement Test has been given, the teacher must use the Records Manager to unlock it.*

Types of Test Questions

There are several types of questions in the Placement Test, including multiple-choice items that test vocabulary and grammar, listening comprehension, sentence construction, and sentence ordering.

Lexical/Grammatical Fill-In

This multiple-choice type of question generally focuses on vocabulary or grammar points, such as which form of a verb to use. Students read a sentence and then indicate which of four choices correctly completes the sentence. These questions are timed, and students have one chance to answer them.

Hello, my _____ is John.

- city
- country
- language
- name

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Listening Comprehension

A second type of question focuses on listening. The student will hear a question or statement and have to answer or complete it with the correct choice of a word, number, phrase or sentence.

24

56

89

32

67

- An hour.
- By car.
- At the office.
- After work.

In these types of questions, the student has only *one chance* to get the correct answer. *If a question times out, the question will be repeated once, with no penalty.* If the question times out a second time, the program moves on to the next question. Students will not have another chance to return to that question.

Sentence Construction

In the third type of test item, students move a set of words or phrases into gaps within a sentence. Once the sentence is completed, the program moves on to the next question. Students are allowed to time out once before completing the task.

Pierre comes _____ France.

come

from

in

Please note that each time a word is moved, the timer begins again, providing the student with enough time to complete the task, though if too much time is spent on a few such items, the test itself will eventually reach its time limit and end.

Sentence Ordering

In Part 2 of the Placement Test there are several sentence-ordering items. Students should read the sentences and then decide the order. In this example, sentence B comes first, followed by C and then A.

1 **b** → 2 → 3

a

Powerful antibiotics have also been developed.

In the field of medical science,
there have been many important discoveries.

c

One great success has been the development of vaccines.

These items test a student's ability to see how items within one sentence refer to items in other sentences and help to express a logical sequence. Students have one chance to get the answer.

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Preparing for the Speech Test

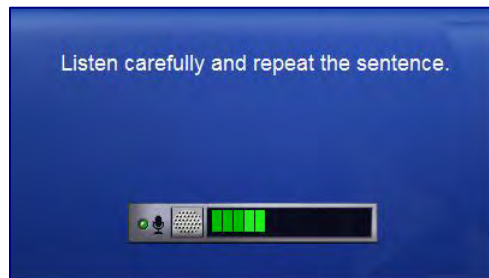
The optional Speech Test uses Speech Recognition technology to help determine a student's level of oral fluency. Room noise, microphone quality and settings, prior experience with Speech Recognition, and other factors affect the accuracy and validity of the test, so it is important to give the test under controlled conditions, and not in a crowded, noisy room.

Note: The Speech Test requires a properly set up microphone, a reasonably quiet room, and a thorough orientation. These need to be done before giving the test. Not all computers have the same microphone settings, so each computer set-up must be checked.

It is crucial for all students to practice DynEd Speech Recognition lessons before taking the Speech Test.

To improve recognition, follow the following guidelines:

- Wait for the green Speech Meter to appear *before* starting to speak.
- Do not say anything else, or make other noises, before or after repeating the sentence.
- Speak clearly, at a normal speed, and at a normal volume. Speaking too loudly may distortion. Speaking too softly may result in poor recognition
- Do not place the microphone too close to the mouth to avoid distortion and breath noises.
- The end of the sentence is important – speak it clearly without lowering your volume.



Taking the Speech Test

- The student will hear a sentence. *No text* will be shown on screen.
- When the green Speech Meter appears, the student should listen to the sentence and *repeat it exactly*.
- Students may take notes on important numbers and directions, etc.
- Students will have two tries. If the sentence is not recognized the first time, the program will say "Say again," and it will be repeated again. If the sentence is recognized, the student will hear "Acknowledged," and the test will move on to the next sentence.
- The student should not exit or stop the test until the end. The test will end automatically. If a student is doing well, there will be more questions. The number of items in the test varies from 8 to 20, depending on performance.

Placement Test Records

A student's Placement Test data is automatically recorded and can be viewed in two ways: (1) in the *Student Records* display under the Options Pull-Down menu after the student has logged in to take the test, and (2) in the *Records Manager*, where student records are stored by class, teacher, and Placement Tests. In both cases, the placement records display shows the following:

Lesson Name	Time	Complete	Score	Level
[-] Placement Test (Aviation)	01:09			
[-] Practice Test	00:01	9%		
[-] Part 1	00:23			
16-Jan-07 22:36	00:17		232 56/65	1.2
20-Dec-06 22:49	00:06		250 60/61	1.2
[-] Part 2	00:02			
21-Jan-07 19:02	00:02		20 5/10	1.2
[-] Speech Test	00:43		96	
21-Jan-07 18:57	00:05		96 20/22	3.0

In this view, we see the date and time the test was taken, the time duration of the test, the total raw score, the number of correct answers out of the total number of questions attempted, and the Placement Level, in the right column.

In the above example, the Placement Level is 1.2, and the raw score in Part 2 is 20, with the student having answered 5 of 10 questions correctly. The Speech Test score is 96, which is ICAO 5 or more.

The Placement Level should be interpreted according to the following chart:

Part 1:

TEST SCORE Part 1	PLACEMENT LEVEL	DynEd Courses
0~31	0.0 Beginner	New Dynamic English Module 1; First English
32~71	0.2	NDE Module 1; First English Units 1-4
72~111	0.5 ICAO 1	NDE Mod 2; FE 5-8
112~180	0.7	NDE Mod 2, The Lost Secret;
181~227	1.0 ICAO 2	NDE Mod 3; The Lost Secret;
228~250	1.2 or higher (Take Part 2)	Placement Test, Part 2

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Part 2:

TEST SCORE <i>Part 2</i>	PLACEMENT LEVEL	DynEd Courses
0~31	1.2 or lower	<i>Use Placement Test, Part 1 result</i>
32~43	1.2	NDE Mod 3; The Lost Secret,
44~87	1.5	NDE Mod 4; The Lost Secret,
88~115	1.7 ICAO 3	NDE Mod 5; Aviation English, English by the Numbers
116~215	2.0	NDE Mod 5 & 6; Dynamic Business English 1-4; Functioning in Business (FIB), English by the Numbers
216~283	2.5 ICAO 4	FIB; DBE 3,4,5,6; NDE Mod 7
284~295	3.0 ICAO 5	NDE Mod 8; Test Mountain; Advanced Listening
296~310	3.5~5.0	Test Mountain; Advanced Listening

Speech Test Oral Intelligibility Scores*

TEST SCORE	PLACEMENT LEVEL
0~25	<i>Beginner or mistest</i>
26~35	ICAO 1
36~54	ICAO 2
55~67	ICAO 3
68~84	ICAO 4
85~100	ICAO 5 or higher

Please note that these scores are under development and are subject to revision. Depending on test conditions and proper orientation, there may be a large error, so these results should be interpreted as a rough indication of oral intelligibility.

Please see Appendix B about how to give the Aviation Placement Test with Speech Test.

About the Placement Levels

The DynEd Placement Levels rate students on a 5 point scale, from 0 to 5, similar to the FSI (Foreign Service Interview) oral interview scale, but with the specific aim of placing students into the language sequence provided by DynEd's series of courses. The Placement Test and Speech test are not designed to rate a student's overall proficiency, which would require a much longer test, including an oral interview – but they provide a good indication, and are cost-effective.

Definitions for the placement levels are as follows:

Level 0.0: Beginner or False Beginner. Not able to communicate in English, even about time and numbers. A False Beginner will have some prior knowledge of basic English and possibly know a few English phrases or expressions but is not able to use it in any practical way. Appropriate course: *New Dynamic English Module 1*. For real beginners, *First English*.

Level 0.5: ICAO 1: Can speak and understand a few phrases in English, including time, numbers, and spelling. Can answer questions about age, family, and job (What do you do? Where do you work?) Has some knowledge of basic English grammar, such as the pronouns and simple Wh question formation. Appropriate course: *New Dynamic English Module 2*.

Level 1.0: Elementary Level: ICAO 2: Can use short sentences to answer simple questions about job, family, daily and weekly schedule, likes/dislikes, and weather, but not about life history or future plans. Sentences are short or fragmented, limited to basic patterns. Appropriate courses: *New Dynamic English Mod 3 and The Lost Secret*.

Level 1.5: Can answer simple questions about the recent past and plans for the immediate future. Speech is slow and ungrammatical and/or limited to basic patterns. Unable to explain or understand details and abstract information. Can perform basic tasks on the telephone and simple interactions, such as greeting someone, leaving a message, or buying something at a store. Vocabulary is obviously limited to everyday things, places of business, and basic needs. Appropriate courses: *New Dynamic English Mod 4 and The Lost Secret*.

Level 2.0: Low Intermediate Level: ICAO 3: Can ask and answer most questions about simple sequences of events, life history, dates, time and place of events, spatial relations, and causal relations, if the questions are spoken slowly and clearly. Can understand and express these basic ideas in complete sentences but with frequent errors in grammar that can cause confusion. Speech is slow and halting, or fast and ungrammatical. Unable to deal with abstract information that requires accuracy and degrees of meaning, but can handle basic business situations with assistance. Appropriate DynEd courses: *New Dynamic English Mod 5 & 6, Aviation English, English by the Numbers, Functioning in Business, Dynamic Business English 1-4*.

Level 2.5: Intermediate: ICAO 4: Can handle everyday information with relative ease and fluency. Can ask and answer most information questions if the questions are spoken slowly and clearly. Can give directions and handle most daily situations, including normal business transactions independently and successfully. Can express abstract ideas, such as suppositions, though with frequent errors in grammar. Vocabulary is still too narrow to discuss news and current events without difficulty and some confusion. Appropriate DynEd courses: *New Dynamic English Mod 7, Aviation English, Dynamic Business English 3, 4, 5, & 6, and Functioning in Business* or other business English courses.

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Level 2.7: High Intermediate-Advanced: **ICAO 5:** Can handle complex information in area of specialization, though with some errors in grammar that cause confusion. With time for preparation, can give a clear presentation or summary, and can answer questions about it. In social encounters, uses the proper phrases for most situations, including problem solving. Is able to give clear instructions and explanations with relative fluency. Can discuss news and current events, though with difficulty due to vocabulary limitations and some fluency limitations. Can participate in most business situations and business meetings in most cases without assistance. The student is ready to take specific training courses for standardized English language tests such as TOEFL and should begin to study authentic materials such as newspapers and magazines to increase vocabulary. Appropriate DynEd courses: *New Dynamic English Mod 8, Test Mountain, Advanced Listening*.

Level 3.0: Advanced: Can handle complex information and abstract ideas with few errors in grammar cause confusion. With time for preparation, can give a clear, well-organized presentation or summary, and can answer questions about it. Communicates in complete sentences with relatively complex phrases, such as gerunds and relative clauses. In social encounters, uses the proper phrases for most situations, including problem solving. Is able to argue a position with relative fluency. Can discuss and express opinions about the news, current events, and global issues with educated speakers of International English. Can participate and lead most business or academic situations and meetings without assistance. Should be able to quickly read and summarize authentic materials such as newspapers and magazines. The student is ready to take the TOEFL entrance examination and to undertake academic studies where English is the medium of instruction. Appropriate DynEd courses: *New Dynamic English Mod 8, Test Mountain, Advanced Listening*.

Level 3.5: Advanced: At this level, the student can perform most tasks, including business and management tasks, with relative confidence, though there will still be occasional language difficulties. The student can make an extended presentation and summarize the main points of a conversation. The student's vocabulary is large enough where authentic materials such as newspapers and news programs can be understood without much difficulty and can participate in conversations with native speakers about a wide range of subjects. The student can begin to use language to engage in debate or argument in a give and take situation. Movies and other popular culture items that use idiomatic English will still be difficult. The student is ready to take the TOEFL entrance examination and to undertake academic studies where English is the medium of instruction. Further formal English language study is probably not necessary, though refresher courses may be necessary to maintain this level. Appropriate DynEd course: *Advanced Listening*.

Level 4.0: Fluent non-native. This describes, for example, a student who has done undergraduate or graduate studies at an American, British, or Australian university. At this level, the student is able to handle all but the most idiomatic materials. The student can engage in advanced studies and deal with high pressure situations with little hindrance due to language limitations. The student has an accent, but can interact with educated native speakers with no observable disadvantage. Further language study is generally not warranted, though contact with the language is necessary to maintain this level. Appropriate DynEd course: *Advanced Listening*.

Level 5.0: *Educated* native speaker of English. At this level, the speaker operates on all levels as well as an *educated* native speaker.

Integrating DynEd Courseware

The use of DynEd's courses is a powerful, effective way to increase the efficiency of any language program. Ideally, teacher-led classes and DynEd courseware should work together. Few students are motivated enough to work on their own for the many hours necessary to become proficient in English. Similarly, teacher-led classes are expensive and generally do not provide the opportunity for sufficient individual language practice. When teacher-led classes and DynEd practice sessions are combined however, the strengths of each medium of instruction/practice optimize the language learning experience and lead to a rate of progress estimated to be 50~80% faster than if either medium is used alone.

Study Recommendations For Each Level

Level 0.0~1.0: At this beginner-elementary level, listening is the key skill. Students have little if any passive knowledge to fall back on, so they are dependent on the language models provided in the courses and by the teacher. Regular meetings with a teacher or class will help motivate students to keep up with frequent (3-5 times per week) individual practice sessions of 20~40 minutes in duration which are required to ensure progress. With regular, frequent study, progress should be rapid and easily perceived by the student. Please consult the *Teacher's Guide* for *New Dynamic English*, Level 1, for teaching and homework suggestions.

Level 1.0~2.0: At this elementary-lower intermediate level, controlled listening is still important, but students are now able to speak and generate their own language. Classroom activities such as role plays, pair practice, short readings, and games can be very effective forms of practice. Please consult the *Teacher's Guides* for *New Dynamic English*, Levels 2 & 3, for teaching and homework suggestions. In addition, *The Lost Secret* is a recommended supplementary course that both reviews and enriches the language and vocabulary at this level while providing students with an interesting story-based course that helps to keep them motivated. Ideally, these courses may be used in parallel, so that students can divide their study time between the programs.

Level 2.0~3.0: At this intermediate-advanced level, it is essential to broaden students' course of study. In addition to DynEd activities, short reading assignments become increasingly important as a means to increase vocabulary. Classroom work should focus on short oral presentations, role plays, short written assignments, video projects, and summarization exercises. Students should divide their time between *New Dynamic English (NDE)*, *Aviation English*, *English by the Numbers (EBN)*, *Functioning in Business (FIB)*, and *Dynamic Business English, (DBE)*.

Level 3.0+~: At this advanced level, students are able to use and study from authentic materials. *Advanced Listening* is both intellectually stimulating and will help to improve listening comprehension and vocabulary. Further language study, if needed, can focus on argumentation, global/current issues, literature, and specific areas of interest, where the teacher plays the role of language consultant.

For information about additional DynEd courses, please contact sales@dyned.com

Appendix A: Placement Test with Orientation

Step 1: Use the Master Installer Disc to install the Aviation Placement Test. Allow time to install and test the installation, including microphones, *before* giving the test.

Step 2: Use the **Records Manager** to set up classes for the Placement Test by teacher and class name. This should be done *in advance* of the testing if possible.

Step 3: After *orienting* students to the Aviation Placement Test and types of question in the test, have each student start and log-in to the Aviation Placement Test program. If classes have been set-up, it is necessary to indicate the teacher and class name.

Step 4: Students *must* take the Practice Test, which will unlock Part 1 of the Placement Test if the student is able to complete the sample questions in the Practice Test. This ensures that the students know how to take the test and that the program is functioning properly. If a student is unable to complete the Practice Test, the Placement Test *will remain locked*.

Step 5: Select *Part 1* of the Placement Test (or Part 2 if students have completed Part 1 *and scored high enough in Part 1 to take Part 2*.)

Step 6: Have the students take the test, which varies in length, taking between 2 and 24 minutes for each Part, depending on the student's level.

Step 7: When the test ends, students may check their Placement Levels in their student records, and the teacher may use the **Records Manager** to check all students' Placement records.

Step 8: *Students who score high enough in Part 1 of the test must take Part 2 to complete the Placement Test.* Other students may *not* take Part 2, which should be locked.

Step 9: Once a student has taken the test, it is immediately locked, preventing the student from retaking it. If it is necessary to retake the test for any reason, the teacher should use the **Records Manager** to unlock the test for that student.

Step 10: Once the Placement Test is taken, the **Path Manager** unlocks courses appropriate for the students. Have the students launch the program and choose **New Dynamic English**. Students will then take a **Mastery Test**. This test will confirm their placement level or reset their placement by opening up additional lessons.

Step 11: Now that students can enter **New Dynamic English**, *give an orientation about how to use the course and study the lessons*. Show them how to use the Control Bar. Talk about how to study efficiently, and go through the document, **How to Study DynEd**. This orientation is very important in helping to set realistic expectations, so allow plenty of time. Then have students practice a lesson that uses Speech Recognition. Give students 10-15 minutes to practice and check that their microphones are properly set-up. This prepares them for the **Speech Test**.

Step 12: While the students are practicing, use the Records Manager to unlock the **Speech Test** in the Aviation Placement Test. Do not unlock anything else.

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Step 13: Have students exit all courses. *After* exiting the program, have them relaunch DynEd, choose the **Aviation Placement Test**, and choose the **Speech Test**.

The **Speech Test** must be given in a reasonably quiet place. Students should listen to each item and repeat it exactly. If an item isn't recognized the first time, students will have a second chance before the test continues to the next item. The number of items in the test varies from 8 to 20, depending on performance. For poorly performing students who are recognized less than 50%, there will be as few as 8 items.

Step 14: Once the **Speech Test** is finished, finish the orientation and answer questions that students may have about how and why to study each course. Be sure that they read and understand "**How to Study DynEd**" which is a PDF document in the Help menu.

Step 15: Continue to monitor student study activities for the next week or two to be sure that students understand what to do and how to study effectively. Use **Study Scores** to give feedback about how to improve their study. The frequency and quality of student practice is the key to success.