

Teacher's Guide

Mastery Tests for DynEd courseware edition of *Let's Go*

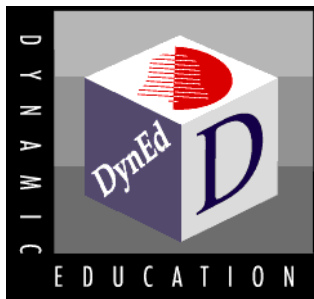



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Introduction

This guide has been prepared to facilitate the use of Mastery Tests to monitor and evaluate student progress in the study of *Let's Go*.*

It is important to note that the Mastery Tests and DynEd's award-winning **Records Manager** must be used together. Access to the Mastery Tests is controlled by the teacher through the Records Manager which keeps study and test results for each student. Teachers must *unlock* the tests for each class or student. *Once a test is unlocked*, an icon  will appear on the main menu that gives students access to the test. It is strongly recommended that teachers become familiar with the Records Manager, without which the full benefit of the course will not be possible. At a minimum, teachers should know how to set up their class in the Records Manager, view student records and test scores, and lock or unlock various lessons and tests. Detailed instructions about how to use the Records Manager are in the **Records Manager Guide** which is in the *Documents* file that comes with every installation. Click on the Documents icon to access this file. The file is also accessible through the Help Menu in the program.

In addition to the Records Manager and the Mastery Tests, users are strongly recommended to refer to the *Let's Go* Teacher's Guide, which include suggestions about how best to use the course. The Teacher's Guide also includes the complete scope and sequence for the series, as well as explanations about the different types of lessons and games that are in the course.

We hope that these Mastery Tests will be useful and make your teaching experience with *Let's Go* 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 Mastery Tests, please contact your usual DynEd distributor or <sales@dyned.com>.

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Mastery Tests

DynEd's Mastery Tests are achievement tests designed to help teachers evaluate a student's progress and confirm mastery of lesson content. There are two mastery tests for each level of *Let's Go*, for a total of 12 mastery tests for the course. Access to the tests is controlled by the teacher through the Records Manager, where the teacher must 'unlock' a test before students can take it. Each test takes from six to nine minutes, and consists of 30 or 40 test items.

Test items are randomly selected from a database of relevant questions, not all of which are used in every test, to ensure variation for each student and from one test session to another. It is important to note that the question number shown for each test item in a test refers only to its place in the test sequence, and not to the question itself, which will be different for each student.

Test scores are automatically recorded in the Student Study Records. The best possible score for each test is always 100. Generally, a score of 85 or more is an indication that a student has mastered the target language of the indicated lessons sufficiently to move on to the next group of lessons. For students who score less than 80~85, it is advisable that they return to the lessons and review before retaking the test. Since the test items are taken directly from the course, students who have focused on the lessons with any sustained effort should be able to score at least 80~85 within the allotted time, provided they have reasonable motor skills.



When to Take a Test

Generally, students should take a Mastery Test when they (or the teacher) feel they have sufficiently mastered the language in a unit. For most students this will generally be when they have a Completion Percentage of between 80~100 for each lesson in the unit. Of course, this varies according to the student's initial level and linguistic background, as noted in the section about Completion Percentages.

Once the teacher decides to have students take a test, the teacher should use the Records Manager to unlock (grant access to) the test to be given. This will allow students to take the test. Once the test has been taken, teachers should not allow students to take the test again until enough time has elapsed to ensure that particular test items have not become overly familiar to the student to render the results useless for evaluative purposes. Generally, tests will automatically relock once they have been taken.

Test results for each student will be found in the Records Manager within each student's individual study records at the end of the group of lessons which were tested. Students can also see their test scores in their own Student Records, which they can view at anytime when they are in the course.

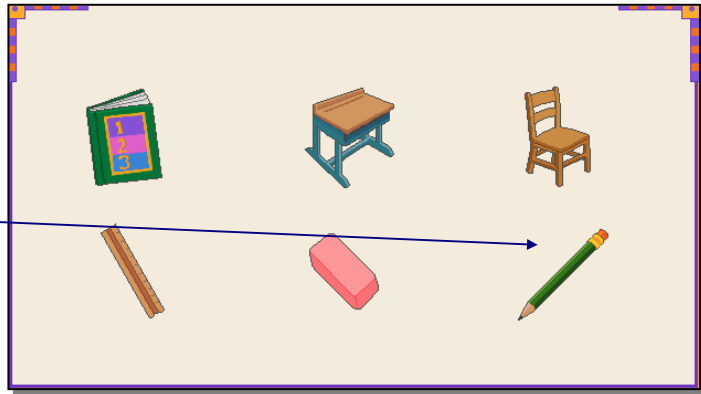
Types of Test Questions

There are several types of questions in the Mastery Tests, ranging from listening comprehension, reading and phonics, to grammar fill-ins. Especially at the higher levels, many items require a mixture of listening and basic reading skills., all of which are covered in the course.

Listening Comprehension

In this type of question the student will hear a word, the name of a letter or number, or a phrase and has to click on the correct choice, which may be a letter, a word, or an object. For example, they might hear “a green pencil” and have to click on the appropriate object.

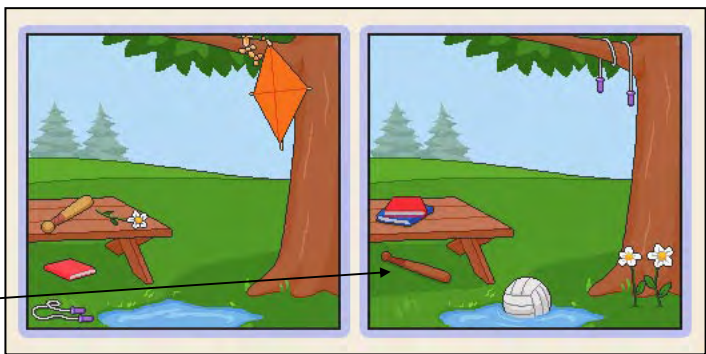
For the first few questions students may have two chances to get the correct answer, but after several questions, they will have only one chance. If they time out however, they will hear each question repeated once.



A more difficult type of listening item is illustrated by the example on the right. Here, the listening prompt might be:

“The bat is under the table.”

This requires the student to identify not only the object, but also the object’s location. To show their understanding, they should click on the object, in this case the bat which is under the table.



Listening, Grammar, and Word-Reading Fill-ins

In this type of item the student will hear a question and have to click on a word or phrase to fill in the blank. For example, they might hear “*Who is she?*” and then choose the correct pronoun to go in the blank: “*She’s my sister.*”



Students will have one chance to get the correct answer, but if they time out, they will hear the question a second time.

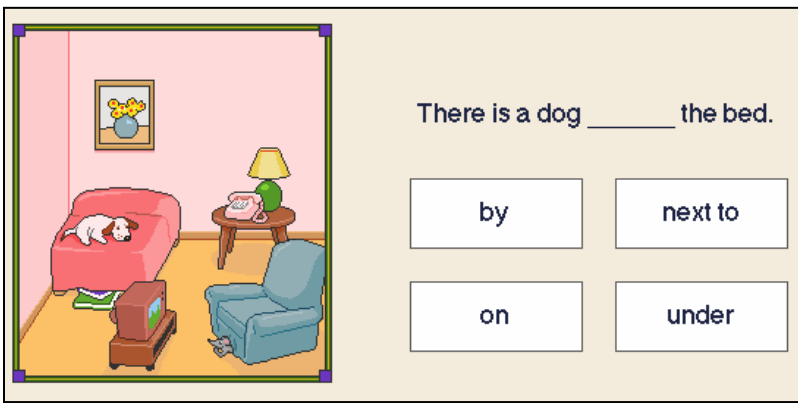
Grammar Fill-ins

In this type of item, students may or may not hear a listening prompt. If not, they will hear a beep, which indicates that they should read the sentence and click on the correct choice.

In this example, the listening prompt is: ”


“*Where is the dog?*”

so the student should click on the word, “on.”



Dialog Completion

In some items, students will be asked to complete a dialog. This tests both listening comprehension and reading. For example, if they hear: "What's your telephone number?" they should choose the best response from among the choices given and not look for their own telephone number (which younger children will tend to do.) It is important to explain this type of question before giving the test to children younger than 5 or 6.



I'm fine, thank you.

It's 20 Maple Street.

It's 231-6544.

It's cold and rainy.

Phonics and Word Reading

In these items, students are tested on their ability to match sounds with letters. Students will hear the word spoken, and they should click on the correct word or letter. Each of the mastery tests has at least one section which focuses on this area.

little book ball

game sun

-ap -an -at





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List of *Let's Go* Mastery Tests by Level

Level 1:	Mastery Test 1	9 minutes, 30 questions
	Mastery Test 2	9 minutes, 40 questions
Level 2:	Mastery Test 1	9 minutes, 30 questions
	Mastery Test 2	9 minutes, 40 questions
Level 3:	Mastery Test 1	9 minutes, 30 questions
	Mastery Test 2	9 minutes, 40 questions
Level 4:	Mastery Test 1	9 minutes, 30 questions
	Mastery Test 2	9 minutes, 40 questions
Level 5:	Mastery Test 1	9 minutes, 30 questions
	Mastery Test 2	9 minutes, 40 questions
Level 6:	Mastery Test 1	9 minutes, 30 questions
	Mastery Test 2	9 minutes, 40 questions

Completion Percentage and Student Evaluation

The Completion Percentage is shown in the study records. It is also shown by meter icons  that show on the menu screens when the mouse moves over the Study Records  icon. It is a relative measure of the quality and amount of practice in each lesson of the course as compared to a baseline student with no prior English study at or above the placement level and whose native language is dissimilar to English.

The learning of language should be approached as a skill to be acquired.. Unlike many subjects, the study of language and reading involves at least as much practice as study, which is one reason why the multimedia component is so helpful. Skill development requires 'overlearning,' and lots of practice, which means considerable repetition and focused practice. In addition, for language learning, comprehension is essential as well. Language practice requires comprehension if it is to be effective, and never meaningless parroting.

To assist students in developing language competence, the Completion Percentage score is an author-defined guideline which sets completion goals based on the following activities: sentence/word repetitions, sentence/word recording attempts, and the number of questions or tasks which are completed correctly. The program counts each time a student listens to an utterance, uses the repeat button to repeat an utterance, uses the record button to record something, and answers a question. The accumulated data is analyzed and scored according to the length of the lesson, the number of sentences and questions in a lesson, and the kinds of activities which are appropriate in that lesson.

To reach the desired level of mastery of the language provided within Let's Go, and to attain an 80% or more Completion Percentage, students need to go through each part of each lesson several times until they know the lesson almost by heart. Teachers should help students focus on the key points of each lesson, and then encourage students to review each part of each lesson over a period of several study sessions. If this is done, the vocabulary, reading skills, and basic grammar will be successfully acquired (not just memorized short term), and the Completion Percentage will indicate that the student is prepared to take the Mastery Test for those lessons. A good score (85% or more) on the Mastery Tests confirms that the student is ready to move on.

Adjusting the Completion Percentage

The weightings for the Completion Percentage scores may be adjusted up or down by a teacher through the Records Manager if the target levels seem too high or low for the class average, or for students who have placed significantly higher than the average but are required to study at the same level.

For example, students who are false beginners with a considerable knowledge of English, but with limited listening practice, will be able to move through the course much faster than true beginners with little knowledge of the language. With such false beginners, teachers may find it advantageous to have the Completion Percentage rise more quickly than the baseline case. Similarly, for students whose native language background is close to English, they may be able to master the material more quickly than students whose language background is Japanese or Arabic. In addition, students who are taking part in frequent classes with other students in an intensive atmosphere may also move through the lessons at a faster pace than reflected in our default settings.

Let's Go Mastery Test Guide

The Completion Percentage figures, therefore, need to be interpreted and adjusted according to the circumstances. Once set, however, the Completion Percentage, together with the Mastery Test scores, will help to indicate which students are using their time effectively and which students are skimming through the material with little or no focus. These students may benefit from individual coaching and/or additional study materials.

The following guidelines may be useful in adjusting the Completion Percentage for your class:

Students with little or no prior English study at or above the placement level, from a language background dissimilar to English: 100%. This is the baseline setting.

Students with little or no prior English study at or above the placement level, from a language background similar to English: 70~80%. Adjust the initial setting to 75%. Then readjust the setting after one or two units have been completed and tested.

False beginners with a language background dissimilar to English: Adjust the initial setting to 60~70%. Then readjust as warranted.

False beginners with a language background similar to English: 50~60%. Adjust the initial setting to 50~60%. Then readjust as warranted.

Shuffler Level

Also shown in the student records, the Level refers to DynEd's proprietary 'shuffler' mechanism which operates to open or shut paths within a lesson. As a student answers questions or completes a task, the Level is adjusted up or down, depending on the success rate of the student. In lessons where there are no comprehension tasks, the shuffler mechanism is off. In lessons where the shuffler is on, the maximum Level is 3.0. When the level is in the range of 0-1, or 1-2, a lesson is only partially open, restricting a student's access to various questions and paths within the lesson. This initial restriction helps avoid overloading students with too much information or with tasks beyond their ability. As students become comfortable with the initial material and begin responding successfully, the Level automatically rises, and additional material, generally with more difficult grammar and vocabulary, is opened up to the students. Once the shuffler level reaches the range of 2-3, the lesson is fully open so long as the student stays within that range. Should the student begin to have trouble at a higher level, the Level will automatically fall, allowing students to focus on a limited selection of the material before opening up the rest of the lesson.

Please note that when students are studying at a higher shuffler level, their Completion Percentage score will increase at a slightly faster rate.

Summary

In response to requests from our users, the testing and monitoring tools described in this guide have been designed to assist with the evaluation of student progress.

The Mastery Tests help confirm that students have gone beyond a general understanding of the target language and short-term memorization, to the next level of understanding and acquisition. By taking the Mastery Tests, students also gain valuable practice in taking timed language tests, which will help prepare them for standardized tests throughout their school career.

The Completion Percentage is a relative measure of the quality and depth of study in each unit of the course as compared to a baseline student with no prior English study and whose native language is dissimilar to English. This baseline can be adjusted by the teacher to fit the circumstances of the class. The Completion Percentage allows the teacher to determine which students have applied themselves in each lesson, and is analogous to determining whether or not the student has done their 'homework' or completed their 'practice' as directed in the Teacher's Guide.

Used together with the Completion Percentage scores, the Mastery Test scores provide an indication of student progress and whether or not a student is ready to move ahead in the course or would benefit from further review. Any ranking of overall student performance should, however, take into account a variety of factors, such as classroom performance, written exercises, and other forms of teacher evaluation. Language learning is accomplished by a variety of means, with DynEd's courseware being only one part of the overall learning environment.