

111 English for Academic Purposes Assessment Handbook

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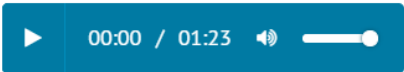
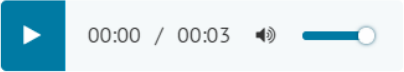
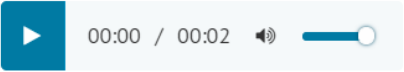
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1. Preface

This handbook is to tell you about the assessments that you will take as part of the English for Academic Purposes (EAP) module. You need to complete and pass this module (or have other proof of your English skills) so you can get your Kaplan Award and go to your university. The handbook has information about each of the four parts of the assessment, i.e., the Reading, Listening, Speaking and Writing examination parts. You will have multiple opportunities to practice and to take the EAP assessments throughout your course.

2. EAP Listening Assessment

GENERAL DESCRIPTION	
Exam format	To test your listening skills, you will listen to audio recordings and answer multiple-choice questions. This assessment is run on a computer, and it is 'adaptive'. This means questions get easier and harder so the computer can work out your English level. The recordings you will listen to include a wide range of subjects and information encountered in personal, social, professional, and academic life. These are specially designed for people who are learning English.
Timing	The listening section is not timed – you can take as long as you need to answer questions – but you can only listen to each recording twice. The length of the recordings can be different.
Number of Questions	Varies, normally 15-22. You will answer as many questions as it takes for the computer to work out your level.
Task types	• Four-option multiple-choice and fill-the-gap questions • Each recording will have between 1 and 4 questions. • Questions will be recorded or written. If they are recorded, you can play each question multiple times.
Focus	The questions can ask you to listen to the recordings and identify: • Main ideas • Specific information • Opinion & argument • Vocabulary in context • Contextual cues and inference (things that are <i>not</i> said)
Content	Recordings will include a range of topics, language, and vocabulary depending on their difficulty. The length, speed, and style of listening passages may also change. Example topics: at the easier level: Describing past experiences and storytelling; Describing feeling, emotions, and attitudes; Food, cooking, and restaurants; Things in the town; Crime; Hobbies, pastimes, and leisure activities; Education; Film; Books and literature; News, lifestyles, and current affairs; Media; Technical, legal, and business language. at the middle level: Education; Film; Books and literature; News, lifestyle, and current affairs; Media; Arts, Technical, legal, and business language at the harder level: Books and Literature; News, Lifestyles, Current affairs; Media; Arts; Science; Technical, legal, and business language Example genres: There will be different types of recording, including: • Lectures and presentations

	• Debates and discussions • Radio broadcasts • Interviews • Announcements and instructions • Informal conversations between native speakers • Commercial advertisements
Answering	You will answer by choosing from drop-down menus or selecting an option from a list, depending on the question.
Marks	Your mark will be given in Kaplan English bands (see below in Appendix A for more information)
Example item	Example mid-level item: Audio script: <i>One of the main functions of the Avant Garde in art, Avant Garde is the name given to the most cutting edge and challenging art, is to call attention to the phenomena that people may be missing or ignoring. Cori Archangel does this by collecting old, outdated devices, taking them apart and repurposing them, as part of his hugely popular art projects. Like many truly Avant Gard artists, Archangel seeks to surprise, even shock his audiences with his manipulations of these everyday objects. Archangel broke onto the artworld scene in 2004 when his now famous installation Super Mario Clouds debut in NYC. For the project Archangel hacked into the popular digital game Super Mario Brothers and removed the computer code for everything in the game except for the blue sky and the slowly moving clouds. The sky and the clouds were then projected onto a wall at the museum. The effect of immersing the viewers and the altered game environment expressed many ideas simultaneously. Archangel is mourning the obsolescence of technology in general, while also celebrating and critiquing our obsession with it.</i> Q1. How does the professor define Avant Gard art? Q2. What can be inferred about Cori Archangel? Directions: Listen to part of a lecture about art. Then answer the questions. You may take notes while you listen.  Question 1: Listen to the question (below) and choose the correct answer.  ☐ It represents things in new and unexpected ways. ☐ It shows the surprising sadness in everyday things. ☐ It includes the viewer as part of the art work. ☐ It modifies unusual and hard-to-find objects. Question 2: Listen to the question (below) and choose the correct answer.  ☐ He is an excellent digital filmmaker. ☐ He is a skilled computer programmer. ☐ He is very good at playing video games. ☐ He is afraid of new technology.

3. EAP Reading Assessment

GENERAL DESCRIPTION	
Exam format	To test your reading skills, you will have to read some passages in English and answer multiple-choice questions about them. This assessment is done on a computer, and it is 'adaptive'. This means questions get easier and harder so the computer can work out your English level. The passages you will read include a wide range of subjects and information encountered in personal, social, professional, and academic life. They are specially designed for people learning English.
Timing	The reading section is not timed. You can take as long as you need to answer the questions.
Number of Questions	Varies, normally 15-22. You will answer as many questions as it takes for the computer to work out your level.
Task types	• Four-option multiple-choice and fill-the-gap question • Each passage will have between 1 and 4 questions.
Focus	The questions will ask you to read the passages and identify: • Main ideas • Specific information • Opinion and argument • Vocabulary in context • References and relationships between ideas • Contextual cues and inference (things that are <i>not</i> said)
Content	Passages will include a range of topics, language, and vocabulary depending on their difficulty. The length and way the passages are written may also change. Example topics: at easier level: Food, cooking, and restaurants; Things in the town, Travel and services, Crime, Hobbies, pastimes, and leisure activities, Education, Film, Books and literature, News, lifestyle and current affairs, Media, Technical, legal and business language, at middle level: Education; Film; Books and literature; News, lifestyle, and current affairs; Media; Arts, Technical, legal, and business language at harder level: Books and Literature; News, Lifestyles, Current affairs; Media; Arts; Science; Technical, legal, and business language Example Genres: There will be different types of passage, including: • Newspaper, magazine, or journal articles • Blog posts • Reviews • Announcements and notices • Instructional manuals and materials • Letters to the editor • Reports • Advertisements • Personal emails/ letters • Business emails / letters

Answering	You will answer by choosing from drop-down menus or selecting an option from a list, depending on the question.
Marks	Your mark will be given in Kaplan English bands (see below in Appendix A for more information).
Example item	Example B2 reading item: Directions: Read the following article about GMOs. Then answer the questions. Genetically modified organisms (GMOs) are living things whose DNA has been modified through genetic engineering techniques. In the modern era, the use of GMOs has been introduced into almost all areas of food production. In fact, if you have consumed corn on the cob, squash, soy milk, or cooking oil in the United States, chances are GM foods are part of your diet. Many countries around the world require the labeling of GMO products; however, in the United States, there is no federal law stating that GM foods must be marked with a label. As a result, some critics are pushing to implement such legislation. To discuss the topic further, we asked two experts for their opinions on this issue: Expert 1: Eating produce in the United States is currently equivalent to eating at a restaurant in a country where no one speaks your language. Would you feel comfortable pointing to a random picture on a menu and saying "I'll have that," with no way of asking about its ingredients? People have a right to know what they are putting in their bodies, and consumers should be free to choose whether their purchases have been engineered unnaturally. The creation of GMOs is still relatively new, and little is known about their long-term health effects. It would be irresponsible to assure the public that there is no need to worry until an adequate number of long-term studies have been conducted. Expert 2: Consumers view labels as an implication that something is amiss, but there is no evidence whatsoever of GMOs being harmful to human health. Nutritionally, GM produce and natural produce are identical, so it is unnecessary for the public to develop a sense of mistrust in the process. It is perplexing that critics ignore the glaringly obvious fact that pesticides are unhealthy. GM produce is regularly implanted with fungus-fighting genes that reduce the necessity to spray pesticides in the fields. If a seemingly <u>innocuous</u> process could help to reduce exposure to a toxic substance, it is in everyone's best interest to employ it. Although U.S. companies can voluntarily label foods with GM ingredients, it seems the debate on whether to make labeling mandatory continues to be a hot one. Question 1: Why does Expert 1 compare "eating produce in the United States" to "eating at a restaurant in a country where no one speaks your language"? ☐ To point out that U.S. consumers know little about the foods they eat ☐ To argue that the use of GMO products is common in many countries ☐ To argue that food labels in the U.S. are difficult to understand ☐ To point out that many restaurants serve foods containing GMOs Question 2: Which word is closest in meaning to "innocuous" in paragraph three? ☐ Unnatural ☐ Complex ☐ Convenient ☐ Harmless

4. EAP Speaking Assessment

GENERAL DESCRIPTION	
Exam format	To test your speaking skills, you will have a conversation with an interviewer. This will either be face-to-face or via Zoom/Teams. The conversation is divided into three parts. The conversation will be recorded.
Timing	8 - 9 minutes
Exam overview	In part 1, you will answer a single question asked by your interviewer. In part 2, you will prepare and give a short talk based on a prompt on a task card that the interviewer will show you. In part 3, you and your interviewer will have a conversation based on the topic of your talk.
Detailed description	Part 1 lasts 1 minute. Your interviewer will ask you a short question. This is the only thing the interviewer will say in part 1 unless you ask them a question about what they have asked. You will be marked on how you respond, so you should try to give a full answer (not just 'yes' or 'no'). Part 2 lasts 4 minutes. Your interviewer will show you a task card with a statement on a similar topic to the question from part one, like <i>social networking sites</i>. There will be a question asking you whether you agree or disagree with the statement. There will also be three sub-topics you could talk about. You will have 2 minutes to prepare for the talk. During this time, you can make notes and ask the interviewer to explain items of vocabulary from the task card. You can then speak for up to 2 minutes in response to the task card. Your interviewer will not say anything else in part 2. Part 3 lasts 3 – 4 minutes. Your interviewer will ask you three follow-up questions about your talk and related sub-topics, which may then develop into a free conversation. You will be marked on how you respond to the questions, how you develop your ideas from part 2, and how well you speak in the free conversation with your interviewer.
Example questions	Part 1: <i>"Now, in this first part, I'd like to ask you a question about the topic of social networking sites. What social networking sites (for example Facebook) do you and your friends use, and why?"</i> Part 2 (task card): Social networking sites have more drawbacks than benefits. If communicating in this way continues to grow in popularity, it will be damaging to society. Think about (optional): • Identity • Connection problems • Misunderstandings How far do you agree or disagree? Use examples and evidence to support your opinion. Part 3: <i>"You said that.... Why do you think this is true?"</i> <i>"How do you think social networking sites will develop in the future?"</i> etc.
Focus	Part 1: Ability to communicate spontaneously with good grammar; ability to express ideas and opinions with precision. Part 2: Ability to develop an argument systematically, highlighting significant points and relevant supporting details (like examples); ability to speak at length on a given topic using appropriate language and organising ideas logically. Part 3: Ability to use language spontaneously and flexibly to convey opinion and respond in discussions; ability to explain and sustain opinions by providing relevant explanations, arguments and comments.
Marks	All examinations are audio-recorded.

	The examiner (who may also be your interviewer, and may be a tutor at your college) will mark your speaking skills using Kaplan EAP marking descriptors and will give a Kaplan Band Score for each of five categories: Task Achievement, Language Range, Language Accuracy, Fluency and Coherence, and Pronunciation. The overall Kaplan Band Score for the speaking examination is then calculated as an average of these five scores. See Appendix A below for more detail about these scores.
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5. EAP Writing Assessment

GENERAL DESCRIPTION	
Exam format	To test your writing skills, you will need to write one essay on a computer. Your essay question will appear on screen and you will answer by typing your response and submitting it when you are finished.
Timing	85 minutes
Detailed description	Your essay question will include: 1. One of the following three sets of instructions: • Present an argument in favour of or against the following statement... • Discuss the issues related to the statement below and clearly state your opinion... • How far do you agree with the following statement? 2. A short statement of opinion on a current issue or general interest topic. 3. Four short bullet points suggesting sub-themes to cover in the essay. You are expected to write at least 300 words on the central topic, with a stated position supported by relevant facts, ideas, and examples. You may use any or all of the suggested sub-themes but it will not affect your marks if you do not.
Example task	Discuss the issues related to the statement of opinion below and clearly state your point of view. <i>Cigarette smoking should be banned in all public places.</i> Please use relevant facts, ideas and examples. You may use the topic ideas below to support your argument if you choose. <u>Topic ideas:</u> • Enforcing the ban • The risks of smoking • Effects on government revenue • Freedom of choice You should write at least 300 words. You have 85 minutes for this task.
Focus	Ability to produce clear, continuous writing, which follows standard layout and paragraphing conventions; ability to develop and organise an extended written argument; ability to use a wide range of vocabulary and grammar; ability use a variety of cohesive devices to mark clearly the relationships between ideas.
Marks	The examiner will mark your writing skills using Kaplan EAP marking descriptors and gives a Kaplan Band Score for each of four categories: Task Achievement, Language Range, Language Accuracy, and Cohesion and Coherence . The overall Kaplan Band Score for the writing examination is then calculated as an average of these four scores. See Appendix A below for more detail about these scores.

6. Appendix A. Kaplan Language Proficiency Bands Scale

Your English language grade will be reported in Kaplan Language bands. These are different to the grades you get in your other modules, like Extended Project or Research Project, because you can only get between 35 and 90 and you can only get marks ending with a 5 or a 0. The table below shows what each Kaplan Language Band means and how it lines up with the Common European Framework for Reference for Languages (CEFR), which in an internationally recognised way of rating a person's language skills. Ask your EAP tutor if you have any questions about the way these bands work.

KIC Band	CEFR Descriptors	CEFR
35	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information etc). <i>Can communicate in simple</i> and routine <i>tasks</i> requiring a simple and direct exchange of information <i>on familiar topics</i> and activities.	A2
40	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. <i>Can ask and answer questions</i> and exchange ideas and information <i>on familiar topics</i> in predictable everyday situations.	
45	<i>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school etc. Can enter unprepared into a conversation on familiar topics, express personal opinions</i> and exchange information <i>on topics that are familiar, of personal interest or pertinent to everyday life</i> (e.g. family, hobbies, work, travel etc).	B1
50	<i>Can understand straightforward factual information about common every day or study-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can communicate with some confidence on familiar, routine and non-routine matters</i> related to his/her interests and professional field.	
55	<i>Can understand extended speech and lectures</i> and follow even complex lines of argument <i>provided the topic is reasonably familiar. Can interact with a degree of fluency and spontaneity</i> that makes regular interaction with native speakers quite possible without imposing strain on either party.	B2
60	<i>Can understand standard spoken language</i> , live or broadcast, <i>on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations</i> and arguments.	
65	<i>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect</i> , including technical discussions in his/her field of specialization. <i>Can communicate spontaneously</i> with good grammatical control <i>without much sign of having to restrict what he/she wants to say.</i>	
70	<i>Can follow most lectures, discussions and debates with relative ease. Can express themselves fluently and spontaneously</i> without much obvious searching for expressions.	C1
75	<i>Can formulate ideas and opinions with precision. Can use language flexibly and effectively</i> for social and professional purposes.	
80	<i>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field. Can express himself/herself fluently and spontaneously, almost effortlessly.</i>	
85	<i>Can argue a formal position convincingly, responding to questions and comments</i> and answering complex lines of counter argument <i>fluently, spontaneously and appropriately.</i>	C2
90	<i>Can understand with ease virtually everything heard. Can present a clear, smoothly flowing description or argument in a style appropriate to the context. Can convey finer shades of meaning precisely.</i>	