



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST URACCAN

Monograph:

Reading and Writing Placement Test for English Students at URACCAN Nueva Guinea I semester 2024

To obtain the bachelor's degree in science education with a Major in English

Authors:

Br. Naydelin Patricia Romero Jirón

Br. Cirilo Arnoldo Fernández Tórrez

Tutor:

MBE. José Alexander Oporta Barrera

Nueva Guinea City, July 2024

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Dedication

With immense satisfaction and a deep sense of accomplishment, I dedicate this monograph to those who have played a pivotal role in my journey.

Firstly, I express my profound gratitude to God, for his presence and guidance, this achievement wouldn't have been possible without his help. My deepest dedication goes to my mother, Francisca Jirón, she is my constant source of motivation and strength. Her presence inspires me to strive for excellence and never give up on my dreams.

I am immensely grateful to my esteemed professor, **Mario Mercado**. He has been an exemplary mentor, sharing his knowledge and expertise generously. His guidance and unconditional support have been instrumental in shaping this work.

I also extend my sincere appreciation to the **authorities of URACCAN**, the **coordinator of the career**, and all the **professors** who have provided invaluable guidance and support throughout my academic journey. Finally, I express my deepest thanks to the rest of my **family and friends** who have showered me with love and pride throughout this endeavor. Your support has meant the world to me.

This monograph marks a significant milestone in my journey, and I look forward to using the knowledge and experiences gained to pursue further accomplishments in the future.

Naydelin Patricia Romero Jirón.

I express my gratitude in this monograph to several individuals. Firstly, to God, whose presence and guidance made this endeavor possible. Secondly, to my Mother Juana Antonia Tórriz Martínez, whose presence inspires me to strive for excellence and provides me with the strength to persevere. Additionally, I extend my thanks to my sister Damaris Nayeli, whose unwavering support has been a constant source of encouragement. My teacher José Alexander Oporta deserves special recognition for his invaluable mentorship and unwavering support throughout this

journey. I am also grateful to the authorities of URACCAN, the career coordinator, and all the professors who have contributed to my success.

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Cirilo Arnoldo Fernández Tórrez.

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Naydelin Patricia Romero Jirón.

Cirilo Arnoldo Fernández Tórrez.

ABSTRACT

This study was focused on developing a Reading and Writing Placement Test for English learners at URACCAN University's Nueva Guinea Campus during the first semester, 2024. The goal was to provide a free and accessible tool that can be used in the university to assess student English proficiency aligned with the Common European Framework of Reference for Languages (CEFR).

It was applied a mixed-methods approach to identified key components for the test and student proficiency levels. And, the data collection involved professor interviews and the application of the Reading and Writing Placement Test, which were applied to 60 English students (20 per groups) and the interview to 3 English teachers. This descriptive study aimed to demonstrate student proficiency through test application.

Professor interviews revealed awareness of placement tests, but they don't use it frequently, instead they employed activities like reading books and writing essays to develop skills.

Placement test results were analyzed quantitatively to determine student levels using a global assessment scale. This analysis aimed to contribute to the educational system and improve individual skills. A rubric was used to analyze the developed test and identify proficiency levels.

The study concluded that placement tests are valuable tools for higher education institutions. By accurately assessing language skills, these tests effectively place students in suitable courses, promoting better learning, increasing success rates, and optimizing educational resources.

Overall, placement tests, used responsibly and as part of a comprehensive system, are crucial for ensuring students receive the personalized education they need to succeed.

Keywords: English Learners, Placement test, Reading, Writing, Common European Framework of References (CEFR).

RESUMEN

Este estudio desarrolló un Examen de Nivel de Lectura y Escritura para estudiantes de inglés del primer semestre del 2024 en la Universidad URACCAN (Nueva Guinea). Este examen gratuito y accesible busca medir el dominio del inglés de los alumnos según el Marco Común Europeo de Referencia para las Lenguas (MCER).

Se empleó una metodología mixta para identificar componentes clave del examen de niveles y el dominio de los estudiantes, y para la recolección de datos se aplicó una entrevista y el examen de nivel de lectura y escritura, el cual fueron aplicados a 60 estudiantes (20 por grupo) y la entrevista a 3 profesores de inglés. Este estudio descriptivo permitió demostrar el nivel de los estudiantes mediante la aplicación del examen de nivel.

Los profesores entrevistados conocían los exámenes de Nivel, pero no los usaban frecuentemente, en cambio optaban por actividades como lectura de libros y escritura de ensayos para desarrollar las habilidades de los estudiantes.

Los resultados del examen se analizaron cuantitativamente para determinar los niveles de los estudiantes en una escala global. Este análisis buscó contribuir al sistema educativo y mejorar las habilidades individuales. Se utilizó una rúbrica para analizar el examen y así identificar los niveles de dominio.

El estudio concluye que los exámenes de Nivel son herramientas valiosas para mejorar las experiencias de aprendizaje en educación superior. Al evaluar con precisión las habilidades lingüísticas, estos exámenes ubican a los estudiantes en cursos apropiados, promoviendo un mejor aprendizaje, aumentando el éxito y optimizando recursos educativos.

En resumen, los exámenes de Nivel, usados responsablemente como parte de un sistema integral, son cruciales para garantizar que los estudiantes reciban la educación personalizada que necesitan para triunfar.

Palabras clave: Estudiantes de inglés, Examen de nivel, lectura, escritura, Marco Común Europeo de Referencia para las Lenguas (MCER)

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I. INTRODUCTION

The ability to read and write effectively in English is increasingly crucial for academic and professional success in today's globalized world. However, accurately assessing students' English proficiency levels remains a challenge. Existing placement tests may not fully capture individual strengths and weaknesses, or they may be inaccessible due to cost or complexity. This research aims to address this need at URACCAN University Nueva Guinea Campus by developing a user-friendly and effective placement test specifically focused on reading and writing skills.

By designing a Reading and Writing placement test, this research pretends to help facilitating the teaching-learning process at URACCAN university and preparing English students with the necessary knowledge to achieve proficiency in the English language and to contribute to their academic and professional success through the development of a placement test that help to determine the Reading and Writing proficiency level of English students.

Furthermore, this research aims to identify the key components of a Reading and Writing placement test. It underscores the importance of these components in designing a comprehensive assessment tool that accurately measures students' language skills, Following the standards set by the Common European Framework of Reference for Languages (CEFR), the Reading and Writing placement test and its rubric to identify the Reading and Writing proficiency levels of students.

In conclusion, this research is driven by the goal of enhancing the quality of English education at URACCAN. Through the development of an effective reading and writing placement test, it seeks to empower students with the necessary language skills to achieve their academic and professional goals in today's competitive global environment.

II. OBJECTIVES:

2.1. General objective

- To develop a placement test for assessing the English language proficiency of students at URACCAN Nueva Guinea Campus, with a particular focus on reading and writing skills.

2.2. Specific objectives:

- To identify the key components of an effective placement test for assessing English language proficiency.
- To design a placement test to assesses students' Reading and Writing skills.
- To apply the placement test to assess Reading and Writing skills.
- To propose a placement test for English language proficiency.

III. THEORETICAL FRAMEWORK

3. 1. Definitions and Concepts

This section delves into the essential components: definitions and concepts. Definitions provide clear and precise explanations of key terms. They act like traffic signs, ensuring that everyone involved has the same understanding of words. By exploring both definitions and concepts, it can be obtained a complete picture of the different aspects that contribute to language proficiency. With this clear understanding, it can then delve into the various tools and methods used to evaluate these skills and measure progress on our language learning journey.

3.1.1. English Language Proficiency Assessment

The blog Lectura Books (2018) defines language proficiency as follows:

It's the ability to use a language in real world situations during spontaneous interactions or in a non-rehearsed context in a way that is appropriate and acceptable for native speakers of the language. In order for someone to demonstrate language proficiency, the user must be able to speak the language regardless of where, when, or how the language was learned.
(para.1)

Indeed (2023) state that Language proficiency ... “refers to someone's ability to speak a language” (para.1). Nceo, (2023) in its blog “English language proficiency (ELP) assessments” defines that ... “are used to measure students’ reading, writing, speaking, and listening skills”. (para.1).

Regarding to the information above, the English Language Proficiency is the ability to use the English language effectively for various communication purposes, where the four macro skills of the English language are fundamental to get proficiency.

3.1.1.1. Assessment tools

Hipeople.io (n.d.) in its blog state that Assessment Tool ... “is a systematic and standardized instrument or method used to evaluate and measure specific attributes, skills, competencies, or behaviors of individuals in a consistent and objective manner” (para.1). Tophat.com, (n.d.) state that “Assessment tools are techniques used to measure a student’s academic abilities, fluency and skills in a specific subject or to measure one’s progress toward academic proficiency in a specific subject area”. (para. 1).

In other words, Assessment tools are used to evaluate some important individual aspects such as the mention on the paragraph before. That instruments help teachers-learners to measure the academic abilities, fluency and skills in a specific subject.

3.1.1.2. Placement test

Goodwin University (2023) define placement test as the follow. “Placement tests are given to students entering educational institutions to measure their overall knowledge in various subjects before assigning the students their aptitude-appropriate-level courses. Placement tests indicate individual scholastic readiness, specifically for skills in English, math, and reading” (para.1). Teachmint, (n.d.) In its glossary “placement test” state that... “Is an examination designed to assess a person’s prior knowledge of a subject and hence identify the level at which the person should begin courses on that subject.” (para.1)

In simple words, placement tests are tests given by a school or by a teacher to determine the academic proficiency level of a student, especially a new student, in order to place them in the correct class.

3.1.1.3. Writing skill

Kaplan (2023) defines writing skills as... “the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their

audience without using too much fluff and in a way that the other person can understand.” (para, 3).

According to Kaplan (2023) “writing skills don’t just include the physical act of writing. Skill like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process.” (para. 4)

Finally, writing skill is define as the abilities people use to communicate ideas trough writing in various forms. Its mean that people can communicate with other people without being physically present, simplifying what Kaplan says.

3.1.1.4. Writing Placement Test

National geographic (2017) In its document mentions the following about writing placement test.

For course providers who wish to include writing in their placement process, a separate Writing Placement Test is available. Students are required to choose a writing task and complete it using the prompts provided in the rubric. To help test evaluators determine the appropriate level of the student, Writing Assessment Guidelines are provided. (p. 2)

Based on that information the writing placement test is a timed essay writing activity that determines what level writing course you will be assigned to and also the writing proficiency level students are.

3.1.1.5. Reading skill

Online Schools India (2023) in its blog Reading skill: what is it and how to build reading skill? states the following information:

Reading skill is the ability to derive meaning from a written text. This means that a person with this skill can make sense of the written information. And

he/she possesses sound reading comprehension skills. Reading is an imperative skill that drives long-term success. In fact, reading ability and the knowledge to understand the written text accurately makes way for developing more skills and related linguistic abilities. (para. 1).

In simple words, reading skill is the ability or capacity that a person has to read, comprehend, interpret and decode written language and texts.

3.1.2. Key components of a placement test

This section focuses on definitions and concepts, the essential building blocks that provide a clear and comprehensive understanding of the terms we will use throughout this document. Precise definitions ensure everyone involved, from teachers and students to assessment developers, shares the same understanding of key terms like "reading comprehension" and "critical thinking."

3.1.2.1. Reading Comprehension:

Reading comprehension is a fundamental skill crucial for success in education and various aspects of life. It goes beyond simply decoding words; it involves a complex interplay of cognitive abilities. Here's a comprehensive excerpt that delves deeper into this concept:

“Reading comprehension is a complex cognitive process that involves the interaction of a number of different skills and abilities. These include the ability to decode printed words, to understand the meaning of words and sentences, to follow the flow of ideas in a text, and to make inferences based on the information that is presented.

Reading comprehension skills are essential for success in school and in many other aspects of life. However, it is a skill that can be difficult to develop, and many students struggle with reading comprehension. There are a number of factors that can contribute to reading comprehension difficulties, including phonological awareness, vocabulary knowledge, and background knowledge. There are also a number of instructional strategies that can be used to help students improve their reading comprehension skills. These strategies include explicit instruction in phonics, vocabulary development, and comprehension strategies. Additionally, providing students with opportunities to read a variety of texts can help them to develop their reading comprehension skills. (National Reading Panel, 2000, p. 3)

3.1.2.2. Vocabulary:

National Early Literacy Panel (2008) in its document *Developing early literacy* mentioned the following about vocabulary:

Vocabulary is the foundation of strong communication and reading comprehension. It refers to the knowledge and understanding of words and their meanings. A rich vocabulary allows individuals to express themselves clearly, grasp complex concepts, and navigate various forms of written and spoken language. Here's an in-depth look at vocabulary development: Vocabulary development is a complex and continuous process that begins in infancy and continues throughout life. Early exposure to language plays a critical role in vocabulary growth. Infants and toddlers learn new words through interactions with caregivers who talk, sing, and read to them. As

children enter preschool and school, they are exposed to a wider range of vocabulary through conversations, stories, and explicit instruction. Vocabulary development is influenced by a number of factors, including children's exposure to language, their cognitive skills, and their overall language learning environment. (pp. 2-3)

3.1.2.3. Fluency:

National Reading Panel (2000) in its document teaching children to read mentioned the following:

Reading fluency is "the ability to read text accurately, quickly, and smoothly with proper expression and comprehension" It is a complex skill built upon strong word recognition (decoding) and language comprehension abilities. Struggling readers often allocate significant cognitive resources to decoding individual words, leaving limited resources for comprehending the text's meaning. In contrast, fluent readers can automatically recognize words, freeing up cognitive resources to focus on understanding the message. This allows them to read faster, with proper phrasing and intonation, ultimately leading to deeper comprehension. Fluency develops gradually with practice and targeted instruction. (p. 34).

According to this information can be concluded that fluency is a cornerstone of skilled reading. It's more than just pronouncing words correctly; it's about reading smoothly, accurately, and with expression.

3.1.2.4. Critical Thinking:

Robert Ennis (1996) in its blog defines the following information for critical thinking:

Critical thinking as "reasonable reflective thinking focused on a decision or outcome" It goes beyond simply absorbing information; it involves actively analyzing, evaluating, and synthesizing information to form well-reasoned judgments. Critical thinkers are not passive consumers of knowledge, but rather questioning individuals who can identify assumptions, biases, and logical fallacies. They can effectively gather evidence from various sources, assess its credibility and relevance, and use it to support their conclusions. This skillset is crucial for navigating a world filled with information overload and diverse perspectives. By developing critical thinking abilities, individuals can make informed decisions, solve problems effectively, and participate constructively in a democratic society. (p. 6).

In simple words critical thinking the ability to interpret, evaluate and analyze information that are available to form a judgment or decide if something is right or wrong.

3.1.2.5. Multiple Choice Questions:

Multiple choice questions are a popular assessment tool in education because they're easy to administer, score, and standardize. They offer several advantages: Objectivity: MCQs can be designed to have a single, clear-cut correct answer, reducing the bias of open-ended questions. This consistency allows for fairer and more reliable assessments for all students and graders. Efficiency: MCQs can be administered and scored quickly, making them ideal for large-scale testing and

situations with limited time. Comprehensiveness: MCQs can cover a wide range of content and learning objectives by presenting various options that test different aspects of understanding. Diagnosis: By analyzing patterns of incorrect responses, MCQs can provide valuable insights into students' specific learning gaps and areas needing further instruction. Peter McKenna (2018)

3.1.2.6. Timed:

Timed writing tasks are a common assessment tool used in various educational settings. They require students to demonstrate their knowledge and writing skills within a constrained timeframe. This format can be challenging for students, as it demands efficient planning, organization, and execution. Effective timed writing strategies involve thorough preparation, such as familiarizing oneself with the prompt, anticipating the structure of the response, and pre-planning key points or arguments. During the writing process, students need to manage their time effectively, allocating sufficient time for planning, writing, and revising. Clear and concise writing is essential, focusing on the core ideas and avoiding unnecessary details or tangents. Timed writing tasks can be valuable tools for developing students' writing fluency, time management skills, and the ability to think critically under pressure. However, it is crucial to provide appropriate scaffolding and support to students to ensure success in this demanding format. Yancey (2009)

3.1.2.7. No Pass/Fail:

Explains that No Pass/Fail grading is “a system in which students receive a grade of 'pass' or 'fail' for a course, rather than a letter grade or numerical grade.” Also, No Pass/Fail policies allow students to take courses without the pressure of earning a specific letter grade, and instead focus on learning and mastering the material.” Based on Inside (Higher Ed, 2019)

3.1.2.8. Pre-Reading:

International Reading Association, (2019) explained that;

Pre-reading is the process of preparing to read a text by engaging in activities that help to build background knowledge, activate prior knowledge, and focus attention on the text. Pre-reading activities can include skimming the title and headings, previewing the text, and discussing the topic with others.

Pre-reading is a crucial step in the reading process that helps readers prepare themselves for the text they are about to read. It involves a range of activities that can help readers build background knowledge, activate prior knowledge, and focus their attention on the text. Pre-reading can include activities such as skimming the title and headings, previewing the text, and discussing the topic with others. By engaging in pre-reading activities, readers can develop a deeper understanding of the text and make more meaningful connections to the material. The Reading Teacher, 2017 (para.1-2).

In simple words, pre reading is can be definite as the process of skimming a text to locate key ideas before carefully reading a text from start to finish, this process helps us to identify what a paragraph or a written is about.

3.1.3. Assessment of General Categories:

Reading Rockets (2019) in its document explain the following:

Assessment of General Categories (AGC) is a crucial aspect of reading comprehension that involves evaluating the overall meaning and significance of a text. It requires readers to go beyond the literal meaning of the words and

consider the broader context, themes, and ideas presented in the text. AGC is a higher order thinking skill that demands readers to engage in critical thinking, make inferences, and synthesize information to form a deeper understanding of the text. (para. 3).

International Reading Association (2019) suggest that:

Assessment of General Categories (AGC) refers to the process of evaluating the overall meaning and significance of a text, taking into account the broader context, themes, and ideas presented in the text. AGC involves critical thinking, making inferences, and synthesizing information to form a deeper understanding of the text. (para.7).

In simple words, an assessment of general categories refers to the process of evaluating different aspects of the English language, basically on the four macro skills, this evaluates how well you read, write, and how you use the vocabulary to formulate ideas.

3.1.3.1. Writing Skills Assessment:

in Writing Skills Assessment is a structured evaluation designed to assess an individual's proficiency in various aspects of writing. This assessment typically includes a range of tasks that evaluate the individual's ability to convey thoughts coherently, use proper grammar and syntax, organize ideas logically, and demonstrate an understanding of writing conventions. The assessment may cover different genres, such as essays, reports, or creative writing, and it aims to gauge the writer's overall competence in written communication (Online Schools India, 2023)

3.1.3.2. Reading Skills Assessment

Online Schools India (2023) in its blog Reading skill: what is it and how to build reading skill? State the follow:

Reading skill is the ability to derive meaning from a written text. This means that a person with this skill can make sense of the written information. And he/she possesses sound reading comprehension skills. Reading is an imperative skill that drives long-term success. In fact, reading ability and the knowledge to understand the written text accurately makes way for developing more skills and related linguistic abilities. (para.1).

Reading skill is crucial for comprehending written text and extracting meaning from it. It entails both understanding the information presented and possessing strong reading comprehension abilities. Proficiency in reading is essential for long-term success as it facilitates the development of additional skills and linguistic capabilities simplifying what Online Schools India says.

3.1.3.3. Grammar and Syntax:

Evaluation of a writer's understanding and application of grammatical rules and sentence structure: "Grammar is the set of rules that govern the structure of language., Syntax is the study of the internal structure of sentences, and the way in which words are combined to form phrases and clauses. It deals with the rules that govern the arrangement of words and phrases to convey meaning. (Robert Lowth,1762).

3.1.3.4. Spelling and Punctuation:

Spelling and punctuation are fundamental building blocks of written language, playing a crucial role in clear and effective communication. Accurate spelling ensures that the intended word is conveyed to the reader, avoiding confusion and misinterpretations. Mastering spelling involves developing a strong understanding of

letter-sound relationships (phonics), visual memory for word patterns, and the ability to apply spelling rules consistently. (National Commission on Writing in the Schools, 2006).

Effective punctuation, on the other hand, creates structure and meaning within written text. Punctuation marks act like traffic signals, guiding the reader's understanding of pauses, emphasis, grammatical relationships between clauses, and the overall tone of the writing. Errors in spelling and punctuation can create ambiguity, hinder understanding, and detract from the professionalism of written communication. Therefore, developing strong spelling and punctuation skills is essential for all students, regardless of their academic discipline. These skills allow individuals to express themselves clearly and effectively in writing, fostering successful communication across various contexts. (National Commission on Writing in the Schools, 2006)

3.1.3.5. Organization and Coherence:

Assessment of how well a writer structure and organizes their ideas in a clear and logical manner effective writing hinges on organization and coherence. Organization refers to the logical arrangement of ideas, guided by a clear thesis statement and supported with relevant details Coherence ensures a smooth flow of ideas, achieved through unity, clear pronoun reference, and appropriate language choices, these elements work together to create a well-structured and easily understandable piece of writing (Hacker, 2016).

Organization and coherence are not independent elements; they work hand-in-hand. A well-organized text naturally fosters coherence, as readers can easily follow the logical flow of ideas. Similarly, a coherent text benefits from a strong organizational structure, as the connections between ideas become more apparent. By mastering both organization and coherence, writers can craft clear, effective, and engaging pieces of writing.

3.1.3.6. Clarity and Conciseness:

Clear and concise writing ensures readers grasp the intended meaning with ease. It requires precise word choice, clear sentence structure, and logical organization for clarity. Conciseness involves eliminating unnecessary words and using active voice. Together, these elements create impactful writing (Hacker, 2016).

Conciseness is the art of expressing much in little. It is the ability to convey a message with clarity and precision, using only the necessary words. It is the ultimate form of respect for the reader's time and attention. It is the ability to convey a message with precision and clarity, using only the necessary words, and to leave out the rest. (Hacker, 2016, para.9)

3.1.3.7. Audience Awareness:

Effective writing hinges on understanding your audience. Writers must consider the "who" of communication, tailoring their message to resonate with the knowledge, interests, and expectations of their readers.

This awareness influences various aspects of writing, including the level of formality, the complexity of language, and the choice of supporting evidence. For example, writing for a general audience might necessitate simpler vocabulary and more background information, while writing for a specialized audience might involve more technical jargon and assume a deeper understanding of the topic (Lunsford & Connors, 2016, p. 98).

3.1.3.8. Critical Thinking and Analysis:

Critical thinking and analysis are essential for learning, empowering individuals to question assumptions, evaluate evidence, and form well-reasoned arguments. These skills lead to deeper understanding, improved problem-solving, and effective

communication They equip learners to navigate information and become independent thinkers (Paul & Elder,2014, para. 1).

3.1.4. Placement Test for Reading:

An assessment designed to determine a student's reading proficiency level and identify appropriate courses or interventions based on their skills.

Placement tests serve as vital tools in language education, aiming to gauge learners' current reading proficiency and assign them to appropriate instructional levels, these tests typically assess a range of reading skills necessary for success in language courses (Brown, 2004, p. 283).

3.1.5. Placement Test for Writing:

An assessment aimed at determining a student's writing proficiency level, helping place them in appropriate writing courses or providing targeted support as needed.

Online Schools India (2023) in its blog Reading skill: what is it and how to build reading skill? State the follow:

Reading skill is the ability to derive meaning from a written text. This means that a person with this skill can make sense of the written information. And he/she possesses sound reading comprehension skills. Reading is an imperative skill that drives long-term success. In fact, reading ability and the knowledge to understand the written text accurately makes way for developing more skills and related linguistic abilities. (para.1).

In simple words, reading skill is the ability or capacity that a person has to read, comprehend, interpret and decode written language and texts.

3.1.6. Challenges associated with assessing English language proficiency.

Haynes (2015) in her document Challenges Tips for English Language Learners, mention some challenges for reading:

Some specific challenges that ELLs face when learning to read material in English: an abundance of idioms and figurative language in English texts • density of unfamiliar vocabulary • use of homonyms and synonyms • grammar usage especially the "exceptions to the rules" • word order, sentence structure and syntax • difficult text structure with a topic sentence, supporting details and conclusion • unfamiliarity with the connotative and denotative meanings of words • ELLs may not have practice in expressing an opinion about text • use of regional U.S. dialects • fear of participation and interaction with mainstream students • story themes and endings can be inexplicable • literary terms for story development are not understood • unfamiliarity with drawing conclusions, analyzing characters and predicting outcomes • imagery and symbolism in text are difficult. (para. 2).

According to this information, Assessing English language proficiency among English Language Learners (ELLs) presents various challenges such as understanding idioms, unfamiliar vocabulary, homonyms, and synonyms. Additionally, ELLs may struggle with grammar nuances, word order, and text organization, as well as interpreting connotative and denotative meanings of words. They often lack practice in forming opinions about texts, face difficulties with regional dialects, fear interaction with mainstream peers, and may struggle with themes, story endings, and literary concepts like character analysis and symbolism.

Ketan (2016) In her blog **Assessing ELLs Part 2: Challenges of Assessment** mentions the following information:

Some challenges specific to assessment are the following:

1. Time preparation 2. Validity of the test and scores, (the type of test, the way of scoring, the use of scores, how the scores impact student performance, leveling, needed support). 3. Teacher bias – we all have our favorites (even though you might say you don't), but we need to be fair when grading assessments. 4. Materials available – they should reflect the teaching methods and student learning. 5. Assessing previous knowledge and knowledge progression – there may be a lack in continuity from one grade to the next. 6. Evaluation of skills and processes – How did the students find the answer? What did they use to gain that content mastery level? 7. Evaluation of group work – Do you evaluate all the members evenly? Do you evaluate each member according to what they brought to the group? These challenges are difficult to overcome at times, and *sometimes* things are not always fair in the end (like with group projects). (para. 3)

It is important to take into account each one of those challenges when assessing students' language proficiency, because it will help both students and teacher to obtain the best results.

3.1.6.1. Improving English reading and writing skills.

The process of Improving Reading and Writing skills can be achieved through a combination of practices and strategies. So, there are some effective ways to enhance the reading and writing abilities which are the following: Develop a reading habit, Keep a journal, Practice summarizing and Write regularly. Haynes (2015).

3.1.6.2. The Role of Placement Tests in Language Education

Placement tests are ubiquitous tools in language education, aiming to accurately assess learners' current language proficiency and determine their appropriate level of instruction.

While they offer several advantages, such as creating targeted learning environments and streamlining course management their effectiveness hinges on addressing potential limitations. Critics highlight concerns about test bias potentially misrepresenting the abilities of diverse learners a limited scope neglecting broader factors like fluency and cultural understanding and test anxiety hindering performance, To enhance their effectiveness, educators can utilize multiple assessments like interviews and writing samples alongside tests develop culturally sensitive tests, and offer alternative placement options, By acknowledging these considerations, language educators can leverage placement tests as valuable tools for informed course placement while striving for equity and accuracy in language education. (Ferris, 2017).

3.1.6.3. Benefits of Effective Placement Tests

This section analyzes placement tests, used to determine a student's optimal learning level. The benefits include time and resource savings through accurate course placement and the potential for personalized learning. However, placement tests can also induce anxiety and stress, and their focus on specific skills might lead to misplacement or a lack of individualization. The text acknowledges the positive impact on motivation and efficient learning when placement is accurate. It then explores additional concepts like tailored curriculum design, adaptive testing for

precise placement, and the importance of creating improved learning opportunities through various methods. (Patrick Saxon, 2013).

3.1.6.4. Time and resource savings:

Time and resources are precious commodities in any field, and education is no exception. Educators constantly strive to find ways to streamline processes, optimize resource allocation, and ultimately dedicate more time to what truly matters: fostering student learning. Several innovative approaches have emerged as hallmarks of saving educators valuable time and resources.

One key approach is the utilization of technology-assisted instruction. Integrating technology into the classroom can significantly enhance efficiency and effectiveness. Online learning platforms and educational apps can provide students with personalized learning experiences and readily accessible instructional materials, freeing up educator time for individual support and targeted interventions. Additionally, technology can automate tedious tasks such as grading quizzes or drills, allowing educators to focus on higher-order thinking activities and more personalized feedback (Cavanaugh et al, 2019).

3.1.6.5. Personalized learning:

Personalized learning aims to move beyond a "one-size-fits-all" approach by tailoring instruction to individual student needs, interests, and learning styles. This empowers students to take ownership of their learning journey and fosters deeper engagement. While challenges exist in teacher training, resource allocation, and assessment, personalized learning holds promise for a more student-centered and effective educational experience (Ferguson, 2015).

3.1.6.6. Efficient learning:

Conducted a longitudinal study and found that students who went through effective placement tests progressed more rapidly through the curriculum, avoiding unnecessary content repetition.

Efficient learning is not about cramming information into our heads the night before an exam. It's about developing a deep understanding of the material through active engagement, spaced repetition, and self-reflection.

This involves strategies like asking questions, connecting new information to existing knowledge, and practicing retrieval of information through self-testing. By actively constructing knowledge rather than passively consuming it, learners can retain information for longer and apply it to new situations more effectively. Additionally, efficient learning requires self-awareness and metacognitive skills, such as the ability to monitor one's own learning progress and adjust strategies accordingly. By understanding their own strengths and weaknesses as learners, individuals can personalize their learning approaches and become more efficient in their pursuit of knowledge. (Dunlosky & Rawson, 2012)

3.1.6.7. Motivation and confidence:

Mentions in an article that effective placement tests help students feel motivated by placing them at an appropriate challenge level found that correctly placed students exhibited increased confidence in their language skills, contributing to their motivation to learn.

"Motivation isn't always a feeling that precedes action; it can also be a consequence of action. Taking even small, positive steps can often generate the motivation and

confidence needed to keep moving forward. This process of "motivational momentum" can help individuals overcome procrastination and self-doubt, leading to greater achievement and fulfillment." (Dweck, 2012)

3.1.6.8. Disadvantages of Placement Tests

3.1.6.8.1. Test anxiety and stress:

Placement tests can induce test anxiety and stress in students, which may negatively impact their performance and that high-stakes placement tests can create a stressful testing environment, leading to increased anxiety levels among students. (Johnson & Smith, 2017)

Test anxiety is a significant emotional, cognitive, and physiological response to the anticipated threat of evaluation. It is characterized by negative thoughts, feelings, and bodily sensations that interfere with a student's ability to perform effectively on tests. These negative reactions can include feelings of nervousness, worry, and apprehension, as well as physical symptoms such as increased heart rate, sweating, and nausea. In severe cases, test anxiety can lead to panic attacks and avoidance of testing situations altogether. (Peter R, 1990).

3.1.6.8.2. Limited assessment of skills:

Limited skills assessments can be seen as a subset of language proficiency testing. Here's a relevant quote discussing limited proficiency tests from a language assessment textbook: Limited proficiency tests are short, focused tests designed to assess a candidate's proficiency in a specific skill area or to screen out those who lack the basic language skills required for a particular program or course" (Brown, 2004).

3.1.6.8.3. Potential for misplacement:

According to a study by, misplacement can occur due to factors such as test bias, limited test formats, or inadequate consideration of non-academic factors. highlight that misplacement can result in students being placed in courses that are either too challenging or not challenging enough, leading to academic difficulties or wasted time (Martinez & Garcia, 2016).

“Suggests that student placement mistakes can happen for several reasons. These reasons include tests that favor certain groups, a lack of variety in testing methods, and not considering factors outside of academics. This can have negative consequences, as point out. Students might be placed in classes that are too hard or too easy for them, leading to struggles or wasted time” (Burgess, & Campbell, 1998).

3.1.6.8.4. Lack of individualization:

In an article it is argued that placement tests often overlook the individual learning needs and preferences of students, as they rely solely on standardized assessments. suggests that the lack of individualization in placement tests may hinder the ability to tailor instruction to meet the unique needs of each student by Davis (2019)

“Suggests that student placement mistakes can happen for several reasons. These reasons include tests that favor certain groups, a lack of variety in testing methods, and not considering factors outside of academics. This can have negative consequences, as point out. Students might be placed in classes that are too hard or too easy for them, leading to struggles or wasted time (Smith & Brown, 2021).

Tailored Curriculum: The tailored curriculum is based on a carefully conducted needs analysis, which is considered as one of the most important factors regarding an appropriate curriculum. (Hekmatshoar-Tabari & Rahimy 2021).

Hekmatshoar-Tabari & Rahimy (2021). in their descriptive study they stood out:

This study starts with a survey research design and is followed by a quantitative approach in which an opinion questionnaire was used for data collection. In order to examine the teachers' views about using the tailored curriculum in teaching pre-requisite general English, the participants' responses to a Likert-type evaluation questionnaire were elicited. (para.7)

In the context of education, a tailored curriculum is a flexible framework that adapts content, assessments, and teaching methods to address the diverse learning profiles of students, fostering greater engagement and achievement.

3.1.6.8.5. Accurate Placement

Cambridge University Press (2018) state the following:

In the placement test uses adaptive testing technology. This means that students are exposed to questions matched to their ability based on their responses to each previous question. The questions in the test change level depending on whether the student gets questions right or wrong, until the appropriate level is determined. (p. 9)

"A placement test is a test used to determine which course a learner should attend. It would be used in e.g., a private language school to assign newly arrived learners to a class at an appropriate level". (Sue Swift, 2012, para.1) Placement accuracy is defined, in general terms, as how close the placement came to where it was supposed to be.

3.1.6.8.6. Improved Learning Opportunities

CHUCK HITCHCOCK (2003) mention that In order to improve learning opportunities, it is necessary to take into account these important aspects such as:

Denotes the general education curriculum creation process (including standards, materials, methods, and evaluations of which compose it) that are conceived, designed, developed, and validated to achieve results for the broadest spectrum of students, including those with disabilities, without need for later adaptation or specialized design according to. (p. 48).

Exist many alternatives for improve the Learning Opportunities and based in the study of Assistive Technology, Universal Design, Universal Design for Learning: Improved Learning Opportunities:

Although they can learn with a computer may suggest a focus on short-term specific outcomes to some, others have focused on long-term outcomes where computers play an active role in people's view of learning, content, and tasks. Keeping an eye on the transformational qualities of technology, how a classroom learning environment may evolve over time, will quite likely require a close look at the attributes of the teacher who is in charge. Those who are less didactic see the computer as a tool for accomplishing a predetermined end, believe that their students can succeed, and are willing to explore alternatives to current practice are most likely to successfully integrate technology into the curriculum. So, the students can have more learning opportunities, if we adopt materials and resources that help facilitate this because in this way, we will take advantage of their high level of learning and potential that they have. (CHUCK HITCHCOCK, 2003)

3.1.7. CEFRL level

Council of Europe (2011) in its manual “Common European framework of references for languages learning -teaching assessment” define what a learner can do according the different levels, based on reading and writing skills: Writing skill - Interaction Written.

CEFRL level						
	C2	C1	B2	B1	A2	A1
OVERALL WRITTEN INTERACTION	No description or available	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	Can express news and views effectively in writing, and relate to those of others.	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important	Can write short, simple formulaic notes relating to matters in areas of immediate need.	Can ask for or pass on personal details in written form

CORRESPONDENCE	No descriptor available	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. Can write personal letters describing experiences, feelings and events in some detail.	Can write very simple personal letters expressing thanks and apology	Can write a short simple postcard
NOTES, MESSAGES & FORMS	No descriptor available	No descriptor available	No descriptor available	Can take messages communicating enquiries, explaining problems. Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature	Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc.

				in his/her everyday life, getting across comprehensibly the points he/she feels are important	immediate need	such as on a hotel registration form. (p,19-20).
Writing skill - Production Written						
OVERALL WRITTEN PRODUCT ION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	Can write simple isolated phrases and sentences

<p style="text-align: center;">CREATIVE WRITING</p>	<p>Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</p>	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p>	<p>Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</p> <p>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest</p> <p>Can write a review of a film,</p>	<p>Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined. Can narrate a story.</p>	<p>Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short,</p>	<p>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do</p>
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			book or play.		simple imaginary biographies and simple poems about people.	
REPORTS & ESSAYS	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving reasons in support of or against a	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions	No descriptor available	No descriptor available (p, 23-24).

			particular point of view and explaining the advantages and disadvantages of various options. Can synthesize information and arguments from a number of sources.			
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Reading Skills - Reception Written

OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases
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	nd a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning		y, but may experience some difficulty with low-frequency idioms		frequency vocabulary, including a proportion of shared international vocabulary items	and rereading as required.
READING CORRESPONDENCE	No descriptor available	Can understand any correspondence given the occasional use of a dictionary.	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics Can understand short simple personal letters.	Can understand short, simple messages on postcards.
READING FOR ORIENTATION	No descriptor available	No descriptor available	Can scan quickly through long and complex texts, locating	Can scan longer texts in order to locate desired information, and gather	Can find specific, predictable information in simple everyday	Can recognise familiar names,

			<p>relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile</p>	<p>information from different parts of a text, or from different texts in order to fulfil a specific task. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p>	<p>material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</p>	<p>words and very basic phrases on simple notices in the most common everyday situations.</p>
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<p>READING FOR INFORMATION & ARGUMENT</p>	<p>No descriptive or available</p>	<p>Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</p>	<p>Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the</p>	<p>Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognise significant points in straightforward newspaper articles on familiar subjects.</p>	<p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p>	<p>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p>
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			writers adopt particular stances or viewpoints.			
READING INSTRUCTIONS	No description available	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.	Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.	Can understand clearly written, straightforward instructions for a piece of equipment	Can understand regulations, for example safety, when expressed in simple language. Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.	Can follow short, simple written directions (e.g., to go from X to Y) (p, 11-12-13).

IV. METHODOLOGY AND MATERIALS

4.1. Location of the Study

This study was developed with English students in the first semester 2024 at URACCAN University which is located in zone # 8 of Nueva Guinea city.

4.2. Type of Study

This study was considered descriptive because the main objective was to provide an accurate and detailed description of what was the best method to collect information that demonstrates the results we wanted to know.

4.3. Approach

The methodological approach of this research was defined as mixed approach because it was necessary to apply a quantitative approach to collect numerical data, such as scores or percentages which were collected through the application of the Reading and Writing placement test to evaluate English proficiency. Also, as qualitative because there were apply interviews and collect different opinions and points of view.

4.4. Unit of Analysis

UNIT OF ANALYSIS				
Participants	Grade	F	M	Total
Second year Students A	2 nd	20	7	27
Second year Students B	2 nd	17	13	30
Third year Students (Night shift)	3 rd	15	5	20
English teachers.	-----	-----	3	3
Total				80

A randomized selection process was employed to choose student participants. From each group there were selected 10 students for the reading test and 10 additional students for the writing test. This resulted in a total of twenty students being selected

per group and 3 English teachers, so, taking into account this data, the population of this research is about 63 which 3 of them are teachers and the 60 are students.

4.5. Selection and Exclusion Criteria

The selection and exclusion criteria were the English students of second and third year who were part of the investigation process.

4.5.1. Selection Criteria

The selection criteria considered in this research process was select to provide fundamental information, in this way, students from the second and third year at URACCAN University were participating in the research, as the reading and writing placement test was applied to twenty students per group. Additionally, 3 English teachers were participating because they played an important role in this research as the source to identify the key components of the reading and writing placement test.

4.5.2. Exclusion Criteria.

In the exclusion criteria the first and fourth year and students of other careers were not considered and teachers from other fields because they did not fulfill with the expectations that this investigation required, because the placement test was just applied to students from second and third year. The fourth-year students were excluded because they were working with their own research studies.

4.6. Information Sources

For obtaining good results and the necessary information, the following sources were used, and they were classified as primary sources and secondary sources.

4.6.1. Primary sources

In the development of this study, there was applied a reading and writing placement test to English students, and an interview that was applied to English teachers from URACCAN university. These instruments were taken as primary sources in the investigation.

4.6.2. Secondary Sources

In order to develop this research, it was consulted different sources such as online books, monographs, protocols, articles from internet, dictionaries, and magazines, web sites that provided the necessary information to support this study.

4.7. Techniques and Instruments

In this study, the instruments that were used to collect the information that was serving as an input in the analysis and interpretation of the results of this investigation and for the achievement of the proposed objectives were the following.

4.7.1. Interview

The interview was applied to 3 English teachers from URACCAN, because they were playing an important role by helping to identify the key components of the Reading and Writing placement test.

4.7.2. Reading and Writing Placement test

The reading and writing Placement test were applied to English students because it was a fundamental part for this investigation process and to know the level of English Reading and Writing skills of students.

4.8. Data Analysis and Processing

4.8.1. Microsoft Word

This tool was used for writing the research study and to create the interview to teachers and the placement test. During the development of the study, this tool was used for processing all the data collected through the instruments and technique that were applied.

4.9. Operationalization of variables

Variable	Sub-Variable	Definition	Indicator / Dimension s	Source of Information	Techniques and Instruments
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<p>Components of an effective reading comprehension placement test</p>	<p>Lexis: word matching</p>	<p>The process of identifying the meaning of individual words in a sentence or text based on your vocabulary knowledge and context clues.</p>	<p>Reader identifies same word in question and text Word</p>	<p>Students</p>	<p>Test development guidelines</p>
	<p>Lexis: Grammar/syntax</p>	<p>Grammar/syntax: The study of the rules and structure that govern how words are combined to form phrases and sentences. It allows you to understand the relationships between words and how they function together to</p>	<p>Reader uses grammatical knowledge to disambiguate and identify answer</p>		

		convey meaning.			
	Propositional meaning	The core meaning or basic statement conveyed by a sentence, excluding any additional interpretations or implications.	Reader uses knowledge of lexis and grammar to establish meaning of a sentence.		
	Inference	The core meaning or basic statement conveyed by a sentence, excluding any additional interpretations or implications. I	Reader goes beyond literal meaning to infer a further significance		
	Building a mental model	The process of drawing conclusions that go beyond the explicit	Reader uses several features of the text to build a larger		

		information provided in a text.	mental model		
	Understandin g text function	The process of creating a mental representati on of the situation or scenario described in a text.	Reader uses genre knowledge to identify text structure and purpose		
Component s of an effective writing placement test	Critical Response to the Writing Task	The ability to complete the writing task by critically discussing the reading passage and integrating the own ideas into the response.	Writer completes the writing task.		
	Development of Writer's Ideas	The ability to develop the ideas in a clear and organized way.	Writer develops ideas clearly and organized		

	Structure of the Response	Evaluates the ability to organize ideas into a coherent essay that supports a thesis, or a central idea.	Writer has the ability to support the central idea in the essay.		
	Language Use: Sentence and Word Choice	It evaluates the degree to which You demonstrate sentence control and variety in sentence structure.	sentence control and variety in sentence structure.		
	Language Use: Grammar Usage and Mechanics	The ability to follow the conventions of standard American English language use in terms of grammar and mechanics.	To manage the grammar structure.		

4.10. Ethical Aspects

For having a reliable study, the following aspects were considered:

- To be aware of the diversity and respect the cultural, social, and individual differences among students.
- To ensure the accuracy and integrity of data collection, analysis, and reporting.
- To respect the copyright in the found theories.
- To respect the opinion of professor and students.
- Consent support paper filled by the director of the university approving the study at the University.

4.11. Delimitation and Limitation of the Study

4.11.1. Delimitation

This investigation was carried out at URACCAN university, Nueva Guinea city and it was focus on reading and writing placement test. The population of this study were 77 students, 52 of them are female and 25 are male in Second- and third-year English students, I semester, 2024, and 3 English teachers. It's essential to note that only a sample of the students (twenty per group) were considered so, the final population of this research were about 63 which 3 of them were teachers and the 60 were students.

4.11.2. Limitation

Some aspects that were affecting in some way the achievement of the objectives of this research were:

- ✓ Negativity of students when taken the test.
- ✓ The lack of interest of the students.
- ✓ The inability to measure certain aspects of language skills effectively.

V. ANALYSIS AND RESULTS

To achieve the objectives of this research and to get the results of it, there were applied different instruments regarding to each objective such as, an Interview to English teachers and the Reading and Writing Placement Test to students. On the other hand, for analyzing the information and getting the results, the triangulation technique was used, so the following results are presented.

5.1. Key components of an effective placement test for assessing English students

To achieve the first specific objective “To identify the key components of an effective placement test for assessing English language proficiency”. It was applied an interview to the English teachers, and it was obtained the following information:

Key components of a Reading and Writing placement test. Online School India (2023) suggested that the key components of a Reading and Writing placement test are the Reading and Writing skills assessment and some items like reading comprehension and critical thinking and analysis.

Concerning to the interview that was applied to the English teachers at URACCAN the following information arise, teachers agree that the key components of a Reading and Writing placement test are the **Reading and Writing skills** and at the same way the **writing expression and the analysis**, because when evaluating English reading and writing skill on a placement test, they must include principally these skills, in this case Amy c. Evans (n,d) Argue that the written expression is an executive function, which is a higher cognitive function that includes the ability to retain thoughts, mental flexibility, and the ability to control yourself for that reason she suggests it a key component of a writing placement test. On the other hand, the analysis aims to break down the complex phenomena of experience into their constituent parts in order to understand the relations between those parts, and to achieve a new and more profound understanding of the whole. Finally, in our opinion, that are the principles components of a Reading and Writing placement test because

the students need to analyze what they are reading, and they need to know about different topics.

5.1.2. How to improve Reading and Writing skills

The process of Improving Reading and Writing skills can be achieved through a combination of practices and strategies. So, there are some effective ways to enhance the reading and writing abilities which are the following: Develop a reading habit, keep a journal, Practice summarizing and write regularly. (Haynes, 2015).

According to the interview to the teachers the following information arise: Teachers agree that the best way to improve the English reading and writing skills is by practicing reading and writing, in this way, can be practiced the reading skill by reading books or any article that can be view as an instrument or source of information and the writing skill can be improved by writing either essay, a journal or about any topic the user wants to write. In this way, Dave Landry (2017), suggested that the only way to improve reading and writing skills is to read and write. Reading and writing are lifelong skills that can always be improved on. And that is true, because if someone want to be proficiency on a language, they must put in practice that language in everyday life.

5.2. To Design a placement test for Reading & Writing skill.

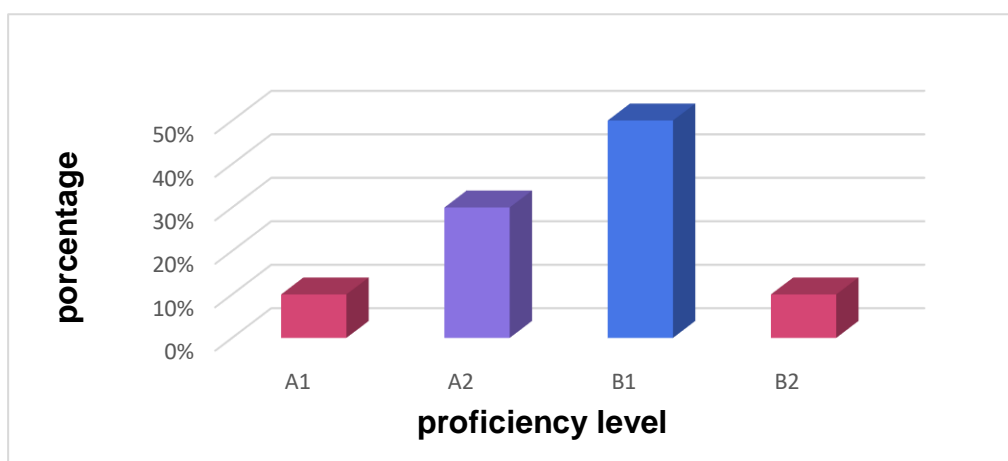
To achieve this objective based on the interview to teachers the following information arise: by designing a placement test is important to focus on what are the skill that will be carry out, in this case, are the Reading and Writing skill, so the activities have to be according to these skills and teachers said that some of the activities can be, reading passages, writing summaries, essay etc. On the other hand, teachers also said that this type of test is very important because it helps to know the English proficiency level of students. Additionally, they also mention that is very important to motivate student before taking the test to have better performance on their part.

5.3. Application of Placement test to assess Reading and Writing skills

5.3.1. Reading Placemen Test results:

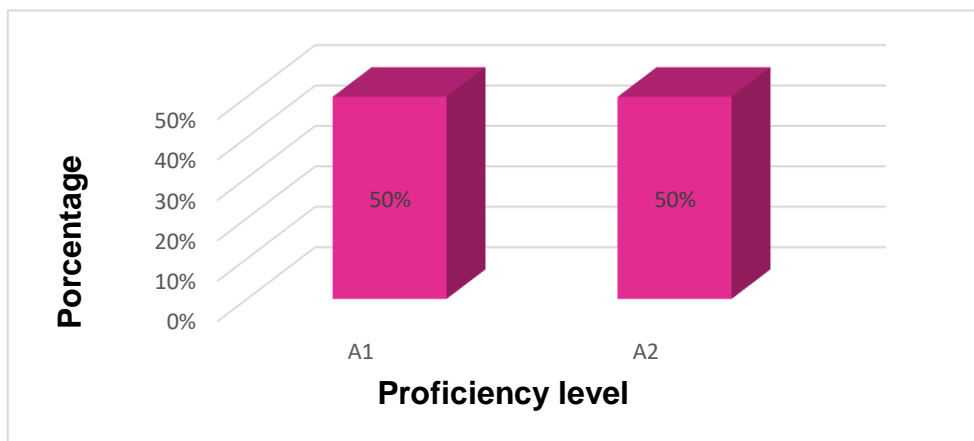
The following section delves into the application of the Reading Placement Test to English students at URACCAN. The test was designed to align with the Common European Framework of Reference for Languages (CEFR) proficiency levels. This section presents the results obtained from administering the test to students in different year groups (second and third year) and analyzes the data to identify the distribution of reading proficiency levels within each group and these are the results obtained to the application of placement test.

Figure 1: *Reading proficiency score in Second Year- Group “A”*



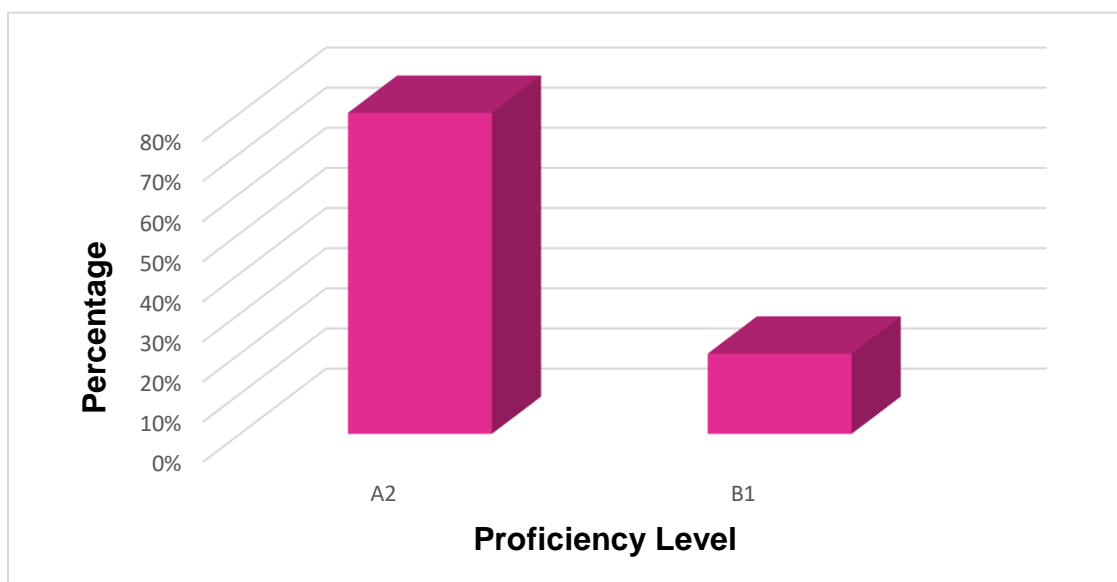
In figure 1, it can be appreciated the result of the placement test regarding to the application of the Reading test in second grade Group A, in this case the 1 student that represents the 10% of the total in that group shows to have an A1 level according to the test, the 30% of the sample obtained a A2 level according to the test, this is equal to 3 students. In the same way, the 50 % of the sample obtained a B1, this is 5 students and a 10 % of the sample obtained a B2 level this is equal to 1 student. In this case the test was designed in concordance to the competences the CEFR explains in its system, on pages 30 to 34 can be checked the competences for each level.

Figure 2: Reading proficiency score in Second Year- Group “B”



The figure 2, is represented the results obtained by the application of the placement test regarding to Reading skill in second grade group B, so the following data arise; 5 of the students which represent the fifty percent (50%) of the sample obtained A1 proficiency level concerning the reading skill and the other 5 student with the other 50% of the sample obtained A2 Reading proficiency level. Additionally, the test was designed in concordance to the competences the CEFR explains in its system, on pages 30 to 34 can be checked the competences for each level.

Figure 3: Reading proficiency score in third Year.

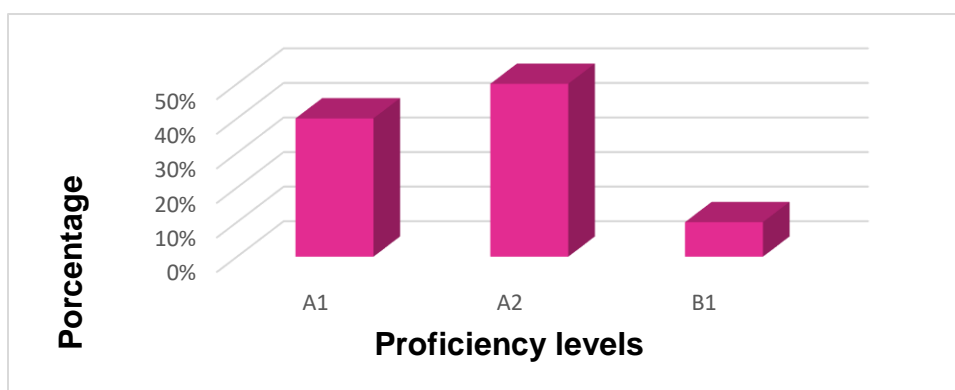


In figure 3, it can be appreciated the results of the Reading placement test applied to English students from third year, in this case the 8 students which represent the 80% of the sample got an A2 Reading proficiency level and the others 2 students obtained B1 reading proficiency level that represent the 20% percent of the sample. In this case based on the competences that CEFR explains in its system, on pages 30 to 34 can be checked the competences for each level.

5.3.2. Application of the Writing Placement Test results:

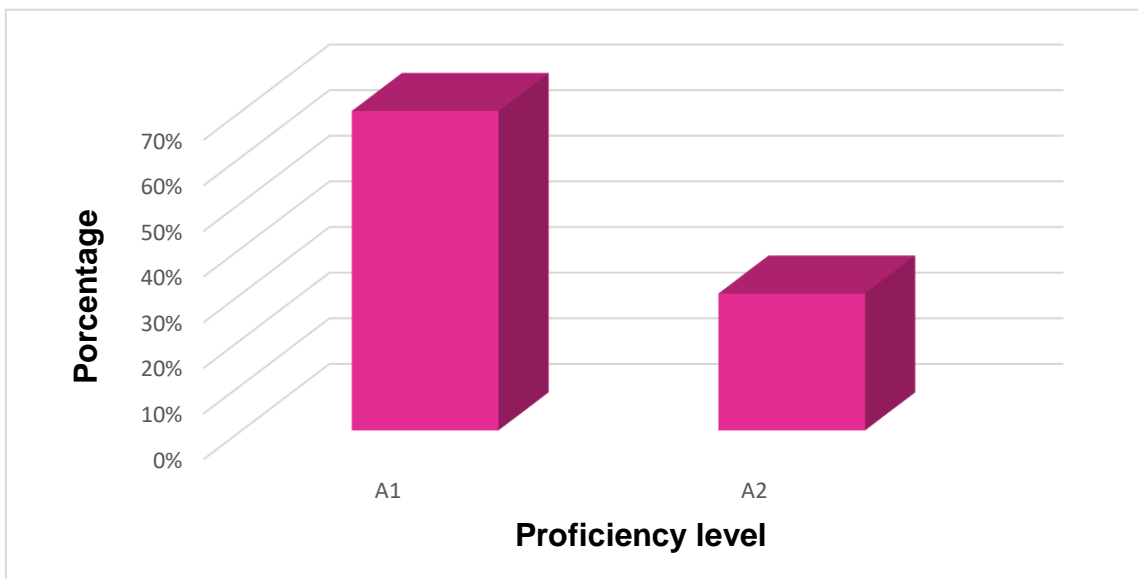
In this section focuses on the analysis of the Writing Placement Test administered to English language learners from second and third year Here, we will examine the distribution of writing proficiency levels within these groups, this analysis will be crucial in understanding the current writing abilities of students and informing decisions about their appropriate writing course placement.

Figure 4: *Writing proficiency score in third Year.*



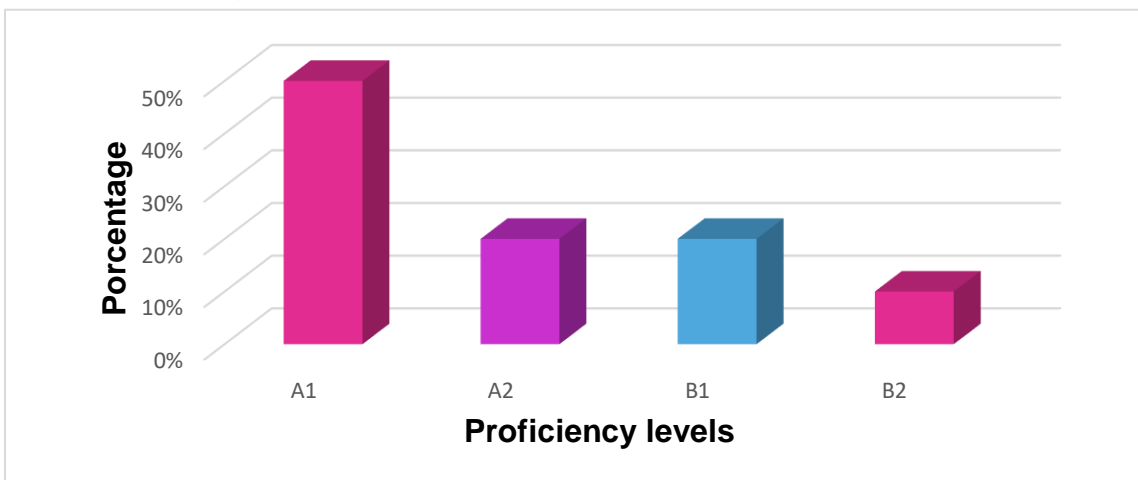
In figure 4, is represented the information obtained through applying the writing placement test to ten English students of the third year at URACCAN so the following results arise: 5 of the students which is the equivalence of 50% got an A2 proficiency level concerning the writing skill, and other 4 of them which represent 40% got an A1 and finally the last one which represent the 10% got a B1 writing proficiency level. Additionally, the test was designed and analyzed in concordance to the competences the CEFR explains in its system, on pages 25 to 29 it can be checked the competences for each level.

Figure 5, Writing proficiency score in second year group “A”.



In figure 5, it can be observed the data or results obtained through applying the writing placement test to English students of the second-year group A at URACCAN, so the following results arise: 7 of the students got an A1 Writing proficiency level which is an equivalence of 70% of students, and the other 3 students obtained an A2 writing proficiency level which is the 30%. Furthermore, the test was designed and analyzed in concordance to the competences the CEFR explains in its system, on pages 25 to 29 it can be checked the competences for each level.

Figure 6, Writing proficiency score in second year group “B”.



In figure 6, it is represented the information obtained through applying the test to English students of the second-year group B at URACCAN so the following results

arise: 5 of the students get an A1 proficiency level on the writing skill which is a 50% of the sample, two of them get an A2 that represent the 20% and other two get a B1 which represent other 20% of the sample and the last one gets a B2 writing proficiency level that represent 10%. In this case the test was designed and analyzed in concordance to the competences the CEFR explains in its system, on pages 25 to 29 it can be checked the competences for each level.

VI. CONCLUSIONS

After the processing and analyzing the results of the study focused on Reading and Writing Placement Test for English Students of URACCAN Nueva Guinea, I semester 2024. The following conclusions are described:

- ✓ Based on the results obtained through the interview to the English teachers of URACCAN, the key components of a Reading and Writing placement test are **Reading and Writing skills, the Writing Expression and the Analysis.**
- ✓ As part of the interview applied to English teacher there are some activities that can help students to improve their Reading and Writing skill by practicing and some of these activities are: reading lectures and books and writing paragraph and a journal. On the other hand, when designing a placement test it is important to focus on what will be evaluating the test and then develop the activities.
- ✓ After the examination of the Reading and writing Placement test the following results were found, concerning the Reading Placement Test applied to English students from third year the 80% of students got an A2 and the other 20% obtained B1 reading proficiency level. On the other hand, the results obtained from second-years students group A the 10% of the total in that group shows to have an A1 level, the 30% of the sample obtained a A2 level in the same way, the 50 % of the sample obtained a B1 and a 10 % of the sample obtained a B2 level. Finally in second-years group B, the fifty percent (50%) of students obtained A1 proficiency level concerning the reading skill and the other 50% of them obtained A2 Reading proficiency level.
- ✓ Concerning the Writing Placement Test, the students from third year obtained the following results, the 50% got an A2 proficiency level, and a 40% got an A1 and the other 10% got a B1 writing proficiency level. On the other hand, students from second year group A the 70% got an A1 Writing proficiency level, and the other 30%. obtained an A2 writing proficiency level and finally students from second year group B a 50% got an A1 proficiency level, the

20% got an A2 and, other 20% got a B1 and the 10% got a B2 writing proficiency level.

- ✓ A general overview of the results obtained through the examination of the Reading and Writing placement test applied to English students it can be concluded that most of the students can understand some piece of writing when this are familiar but when these are unfamiliar, they tend to have problem in the understanding of it. On the other hand, when they are writing they can include a lot of vocabulary, but sometime students have problem with the organization of ideas.
- ✓ In conclusion placement tests are important because serve as valuable tools for institutions of higher education striving to enhance the learning experience for their students. By accurately and fairly assessing student language skills, these tests can effectively place students in appropriate courses, fostering effective learning, boosting success rates, and optimizing the use of educational resources.

VII. RECOMMENDATIONS

The following recommendations aim to have better results in the Reading and Writing placement test as in the English language teaching and process to assess students.

To English Teacher:

- ✓ Apply activities like (writing paragraph and reading books) because that will help students to improve their Reading and Writing skills.
- ✓ Apply the Reading and Writing Placement Test (see it on pages 61 into 86). To know what the level students are and then apply activities according to the level of students.
- ✓ Engage student in the use of the English Language to be proficiency in its used.

To URACCAN University:

- ✓ Encourage the use of the Reading and Writing placement test (see it on pages 61 into 86) and its rubrics to determine the Reading and Writing proficiency level of students.
- ✓ Suggest to English Teacher to apply placement test to their students with the purpose of improving their English skills.
- ✓ Apply the Reading and Writing Placement Test (see it on pages 61 into 86) to English students at the beginning and at the end of the semesters.

To English Students:

- ✓ Focus on practicing the reading and writing skills by getting a habit like reading books and writing journals.
- ✓ Use the different tools that can be found on internet because that will help to improve the English skills by being proficient in the language used.

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IX. APPENDIXES

9.1. Photos of the application of the instruments

Figure 1: Interview to English teacher



Source: Fernández, 2024

Figure 2: Application of the Reading Placement Test to English students from third year.



Source: Romero, 2024.

Figure 3: Application of the Writing Placement Test to English students from third year.



Source: Romero, 2024

Figure 4: Application of the Reading and Writing Placement Test to English students from second year group B.



Source: Fernández, 2024.

Figure 5: Application of the Reading and Writing Placement Test to English students from second year group B.



Source: Romero, 2024.

3.2. Interview to teachers



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URACCAN- NUEVA GUINEA CAMPUS

Welcome to our interview on the intricacies of placement tests and assessing language proficiency. Today, we have the privilege of delving into the expertise of an experienced educator to gain insights into the key components of placement tests, effective strategies for skill enhancement, and the vital importance of accurate assessment methodologies. Let's explore the nuances of evaluating reading and writing skills, improving language proficiency, and ensuring the reliability and consistency of test administration and scoring. On the other hand, it is important to mention that this interview will be applied to English teachers at URACCAN University.

1. Do you know what the key components of a placement test are for assessing reading and writing skills? Explain your answer if it is yes.
2. In your experience as a teacher or as a user of the English language, how can be improve the reading and writing skills
3. What types of activities can be implemented in a placement test?
4. Why is it important to implement a placement test to English students?
5. How do you ensure that the test accurately measures the skills it intends to assess?
6. What measures are taken to ensure consistency and reliability in test administration and scoring?

3.3. READING PLACEMENT TEST



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URACCAN-

NUEVA GUINEA CAMPUS

Reading Placement Test

March 2024

I. DESCRIPTION

The reading placement test has been developed to help students find the most appropriate level of English for their abilities, in accordance with the Common European Framework of Reference for Languages (CEFR). This framework assesses reading skills based on content comprehension, vocabulary, and grammar. By using this tool, students can be effectively placed in reading courses that challenge them appropriately and promote their development.

II. Test Administration, Scoring and Results

2.1. Administration

Ensure every student receives a copy of the Reading Placement Test, English Usage items require a student to identify deviations from standard written American English. Different types of section require a student to select the most effective expression from among five choices.

Criteria Breakdown:

Section 1 focuses on identifying the mistakes in some sentences and the sentence Structure & Grammar: Assesses the student's ability to understand and use grammatical structures correctly in the context of reading.

The section 2 is focus on Content Comprehension in this part the student's use the ability to understand the main ideas, supporting details, and relationships between ideas presented in the text.

The section 3 is focus on Vocabulary & Language Knowledge is for evaluates the student's range of vocabulary, accuracy of word choice, and ability to use language effectively to comprehend the text.

2.2. Scoring

Each student's paper should be corrected and then awarded a score on a scale of 0-10 in accordance with the descriptors in the Reading Assessment Guidelines.

2.3. Results

The chart below suggests which proficiency level students are, based on that student's total score on the Writing Placement Test.

Reading Placement Test Results	
Reading Placement Test score	CEFRL LEVELS
0 – 1 point	A1 (Beginner)
2 – 3 points	A2 (Pre-Intermediate)
4 – 5 points	B1 (Intermediate)
6 – 7 points	B2 (Advanced)
8 – 9 points	C1 (Highly Advanced)
10 points	C2 (Fluent)

III. Reading placement test

SECTION I

True or False Questions

Instructions:

1. Read the following passage carefully.
2. Answer the True or False questions based on the information presented in the text.

Passage:

Topic: Animal Superpowers: Many animals have developed incredible abilities that would seem like superpowers to us humans. Let's explore some fascinating examples!

- **Echolocation:** Bats are masters of echolocation, using sound waves to navigate in complete darkness. They emit high-pitched squeaks that bounce off objects, allowing them to create a mental map of their surroundings. This skill is so precise that bats can even detect tiny insects!
- **Electric Shocks:** Electric eels can generate powerful electric shocks that can stun or even kill their prey. These shocks are strong enough to light up a light bulb!
- **Super Vision:** Eagles have incredible eyesight, up to eight times sharper than humans. They can spot small prey from miles away, allowing them to hunt effectively.
- **Regeneration:** Some animals, like starfish and salamanders, have remarkable regenerative abilities. They can regrow lost limbs or even entire body parts!
- **Communication through Color:** Chameleons are well-known for their ability to change color. However, this isn't just about camouflage. They also use color changes to communicate with other chameleons, expressing emotions and social status.

True or False Questions:

1. Dolphins communicate with each other using a complex system of whistles and clicks.
2. Some species of spiders can spin webs strong enough to capture even large birds.
3. Octopuses are intelligent creatures with the ability to solve puzzles and open jars.
4. Elephants have a poor sense of smell compared to other mammals.
5. Snakes can see perfectly well and use their forked tongues to taste their surroundings.
6. Polar bears can swim for days at a time thanks to a thick layer of blubber that keeps them war.
7. Camels can store water in their humps for months without drinking. Camels store fat in their humps.
8. Some frogs can survive being frozen solid and then thaw out later completely unharmed.
9. Cheetahs are the fastest land animals on Earth, reaching speeds of over 70 miles per hour.
10. Toucans have large, colorful beaks that are actually very lightweight due to a honeycomb-like structure.

SECTION II – fill in the blanks

Topic: The Hidden World of Microbes

Microbes are incredibly diverse, encompassing a vast array of organisms, including bacteria, archaea, and protists. These organisms can thrive in a wide range of environments, from the scorching hot springs of Yellowstone National Park to the icy depths of the ocean. Despite their size, microbes have a profound impact on our planet. They are essential for facilitating the breakdown of organic matter, a process that returns nutrients to the soil and keeps ecosystems functioning. Some microbes even play a vital role in supporting food production, such as those involved in nitrogen fixation for plants. The human body is also home to a diverse community of microbes, with trillions residing in our gut alone. These gut microbes play a crucial role in aiding digestion and nutrient absorption, and even influence our immune health. However, not all microbes are beneficial. Some can cause disease, leading to a variety of illnesses. Scientists are constantly researching ways to harness the power of microbes for beneficial purposes, such as developing new antibiotics and treatments for diseases.

The future of medicine holds great promise when it comes to microbes. Microbiome research is rapidly expanding our understanding of how these tiny organisms influence our health. By manipulating gut bacteria through probiotics or fecal transplants, scientists may be able to treat conditions like inflammatory bowel disease and even obesity. Additionally, the potential of microbes for bioremediation is exciting. Certain microbes can break down pollutants in soil and water, offering a natural solution to environmental cleanup. As we continue to explore the microbial world, the possibilities for harnessing their power for good seem limitless.

Instructions:

1. Read the following sentences carefully.
2. Fill in the blanks with the most appropriate word or phrase based on the context.
3. There are 10 blanks total.

The Hidden World of Microbes

1. Microbes are incredibly diverse, encompassing a vast array of (1)_____, including bacteria, archaea, and protists.
2. These organisms can thrive in a wide range of (2)_____, from the scorching hot springs of Yellowstone National Park to the icy depths of the ocean.
3. Despite their size, microbes have a (3)_____ impact on our planet.
4. They are essential for (4)_____ the breakdown of organic matter, a process that returns nutrients to the soil and keeps ecosystems functioning.
5. Some microbes even play a vital role in (5)_____ food production, such as those involved in nitrogen fixation for plants.
6. The human body is also home to a (6)_____ community of microbes, with trillions residing in our gut alone.
7. These gut microbes play a crucial role in (7)_____ digestion and nutrient absorption, and even influence our (8)_____ health.
8. (see question 7)
9. However, not all microbes are beneficial. Some can cause (9)_____, leading to a variety of illnesses.
10. Scientists are constantly researching ways to harness the power of microbes for (10) _____ purposes, such as developing new antibiotics and treatments for diseases.

SECTION III - READING COMPREHENSION

Directions:

First at all read and analyze each passage below, and then, choose the best answer to each question. Answer all questions in terms of the context within the passage.

He had reached that Low point in the life of an assistant district attorney in the Bronx when he is assailed by Doubts. Every year forty thousand people, forty thousand incompetents, dimwits, alcoholics, psychopaths, knockabouts, good souls driven to some terrible terminal anger, and people who could only be described as stone evil, were arrested in the Bronx. Seven thousand of them were indicted and arraigned, and then they entered the maw of the criminal justice system-right here-through the gateway into Gibraltar, where the vans were lined up. That was about 150 new cases, 150 more pumping hearts and morose glares, every week that the courts and the Bronx County District Attorney's Office were open. And to what end? The same stupid, dismal, pathetic, horrifying crimes were committed day in and day out, all the same. What was accomplished by assistant D.A.'s, by any of them, through all this relentless stirring of the muck? The Bronx crumbled and decayed a little more, and a little more blood dried in the cracks. The Doubts! One thing was accomplished for sure. The system was fed, and those vans brought in the chow, Fifty judges, thirty-five law clerks, 245 assistant district attorneys, one D.A. and who knows how many criminal lawyers, Legal Aid lawyers, court reporters, court clerks, court officers, correction officers, probation officers, social workers, bail bondsmen, special investigators, case clerks, court psychiatrists-what a vast swarm had to be fed! And every morning the chow came in, the chow and the Doubts.

Tom Wolfe, *The Bonfire of the Vanities*

1. “Gibraltar” probably refers to

- A. An insurance company.
- B. A police station.
- C. A British colony.
- D. A courthouse.
- E. A rocky area.

2. “All the same,” in the context of the passage, conveys the sense that

- A. All crimes are alike.
- B. All criminals are alike.
- C. Crimes were repeated because of the criminal justice system.
- D. Crime continued despite the efforts of the criminal justice system.
- E. Crime continued in keeping with the standards set by the criminal justice system.

3. “Doubts” implies that

- A. The wrong people are being arrested.
- B. The police arrest too many people.
- C. The district attorney’s office employs too many people.
- D. The district attorney’s office should work harder.
- E. The criminal justice system doesn’t improve the quality of life in the Bronx.

4. “Chow” metaphorically indicates that

- A. The criminal justice system views defendants as dogs.
- B. Defendants are necessary to the criminal justice system.
- C. The assistant district attorneys sympathize with the people they prosecute.
- D. Defendants give people in the criminal justice system food for thought.
- E. Defendants are ridiculed by the assistant district attorneys.

But it is time that we pass to some of the advantages of size. One of the most obvious is that it enables one to keep warm. All warm-blooded animals at rest lose the same amount of heat from a unit area of skin, for which purpose they need a food-supply proportional to their surface and not to their weight. Five thousand mice weigh as much as a man. Their combined surface and food or oxygen consumption are about seventeen times a man's. In fact, a mouse eats about one quarter its own weight of food every day, which is mainly used in keeping it warm. For these reasons, small animals cannot live in cold countries. In the arctic regions there are no reptiles or amphibians, and no small mammals. The smallest mammal in Spitzbergen is the fox. The small birds fly away in winter, while the insects die, though their eggs can survive six months or more of frost. The most successful mammals are bears, seals, and walruses.

J. B. S. Haldane, "On Being the Right Size," 1928.

5. According to the author, all warm-blooded animals

- A. Need a food supply proportional to their weight.
- B. Eat only to stay warm.
- C. Can keep warm in all geographical locations.
- D. Expend the same amount of energy in a given unit of time.
- E. Give off heat at an equal rate from a unit area of skin.

6. The author implies that for his purpose the main similarity shared by bears, seals, and walruses is that

- A. They are warm-blooded.
- B. They live in cold climates.
- C. They are meat eaters.
- D. They are large.
- E. Their surface is proportionate to their weight.

7. This paragraph suggests that the previous paragraphs in this essay, "On Being the Right Size," were about

- A. The advantages of living in cold climates.
- B. The advantages of living in warm climates.
- C. The difficulties associated with being large.
- D. Cold-blooded creatures.
- E. Mammals that have become extinct.

8. This paragraph is developed by

- A. Comparing warm and cold-blooded animals.
- B. Stating facts and some consequences that follow from them.
- C. Giving reasons to support an argumentative proposition.
- D. Listing the causes of animal eating patterns.
- E. Dividing a concept (animals) into some of its parts.

9. From this passage one may infer that “Spitsbergen” in line 8 is

- A. A European city.
- B. A wildlife refuge.
- C. An arctic research station.
- D. A small country.
- E. A very cold place.

In the 1930's Hollywood moguls turned Brazilian singer Carmen Miranda into an American movie star. They were trying to aid President Franklin Roosevelt's efforts to promote friendlier relations between the United States and Latin America. When the fruit executives then drew on Carmen Miranda's popular Latinized female image, Chiquita Banana, to create a logo for their imported bananas, they were trying to construct a new, intimate relationship between American housewives and a multinational plantation company. With her famous fruited hats and vivacious screen presence, Carmen Miranda was used by American men to reshape international relations. Carmen Miranda alerts us to the fact that it would be a mistake to confine an investigation of regional politics or international agribusiness to male foreign-

policy officials, male company executives and male plantation owners. Omitting sexualized images, women as consumers, and women as agribusiness workers leaves us with a political analysis that is incomplete, even naive. Cynthia Enloe, *Bananas, Beaches, and Bases*, 1990.

10. According to the passage, Carmen Miranda began her career as a

- A. Movie star.
- B. Brazilian singer.
- C. Symbol for a large plantation.
- D. Ambassador from Latin America.
- E. Sexualized image.

IV. Reading Assessment Guidelines.

<p style="text-align: center;">Advanced C1 (Advanced) 80-100</p>	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of complex ideas and arguments. Identifies central themes, analyzes supporting evidence, and draws insightful conclusions. • Uses a wide range of vocabulary accurately and purposefully, including idiomatic expressions and subject-specific terms. • Employs complex sentence structures with fluency and control. Demonstrates mastery of grammatical rules.
<p style="text-align: center;">Intermediate B2 (Upper Intermediate) 60-79</p>	<ul style="list-style-type: none"> • Grasps the main ideas and arguments of the text. Identifies supporting details and understands the relationships between ideas. • Uses a good range of vocabulary to communicate effectively, with occasional inaccuracies in less common words. • Constructs grammatically sound sentences, with occasional minor errors.
<p style="text-align: center;">B1 (Intermediate) Low Intermediate 40-59</p>	<ul style="list-style-type: none"> • Understands the general gist of the text and can identify some key points. May struggle with complex arguments or details. • Uses basic vocabulary to convey meaning, but may lack precision or have frequent inaccuracies. • Constructs simple sentences with some grammatical errors.
<p style="text-align: center;">A2 (Elementary) Beginning</p>	<ul style="list-style-type: none"> • Identifies basic information and familiar topics. May struggle to follow the overall flow of the text. • Relies on a very limited vocabulary, often using basic words and phrases.

	<ul style="list-style-type: none">• Constructs very simple sentences with frequent grammatical errors.
A1 (Beginner) Below Basic	<ul style="list-style-type: none">• Limited understanding of the text, even for basic information.• Difficulty comprehending even basic vocabulary.• Frequent and significant grammatical errors that hinder comprehension.

V. Mark Sheet for Reading Placement Test



UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST NUEVA GUINEA CAMPUS

Mark Sheet for Reading Placement Test		
Student's Name	Examination Date	
	Carnet Number	

Section 1 True or False.

Mark true or false according what do you think.

	TRUE	FALSE		TRUE	FALSE
1	<input type="radio"/>	<input type="radio"/>	6	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	7	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	8	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	9	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	10	<input type="radio"/>	<input type="radio"/>

SECTION 2 SENTENCE CORRECTION

Transcribe your answers by writing the correct words.

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____

SECTION 3 READING COMPREHENSION.

Transcribe your answers by filling in the Bubble completely. Select A, B, C, D, or E

	A B C D E
1	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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8	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

9.4. WRITING PLACEMENTY TEST



**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE
NICARAGUAN CARIBBEAN COAST**

**URACCAN-
NUEVA GUINEA CAMPUS**

Writing Placement Test

March 2024

I. DESCRIPTION

Welcome to the Writing Placement Test! This assessment is designed to evaluate your proficiency in written communication and to determine the most suitable level of writing courses for you. Your ability to convey ideas effectively, organize thoughts coherently, and utilize language with precision will be assessed throughout this test. Take your time, read each prompt carefully, and compose your responses thoughtfully. Good luck!

II. Test Administration, Scoring and Results

2.1. Administration

This writing placement test is divided into three sections. The administrator will explain what students have to do in each one. Each section's duration will be 15 minutes. The students will receive a blank paper (March Sheet). Students are required to complete the writing task by paying attention to grammar, punctuation, and spelling. Once you complete both sections, review your work for any errors or omissions. Ensure your name or identification is written on each page of your response.

2.2. Scoring

Each student's paper should be corrected and then awarded a score on a scale of 0-10 in accordance with the descriptors in the Writing Assessment Guidelines

2.3. Results

The chart below suggests which the proficiency level of student is based on that student's total score on the Writing Placement Test.

Writing Placement Test Results	
Writing Placement Test score	CEFRL LEVELS
0 – 1 point	A1 (Beginner)
2 – 3 points	A2 (Pre-Intermediate)

4 – 5 points	B1 (Intermediate)
6 – 7 points	B2 (Advanced)
8 – 9 points	C1(Highly Advanced)
10 points	C2 (Fluent)

III. Writing Placement Test

A writing placement test is used to assess students' level with respect to writing skills. Students are asked to select a writing assignment and complete the assignment using the prompts provided in the rubric. Written assessment guidelines are provided to assist test evaluators in determining the appropriate level of the students.

3.1. Test

Let take the writing placement test! Write about the following topics of each section below.

Section 1

• Write a personal profile about yourself for a website where you can meet new Internet friends. You should answer the questions below:

- What is your name, age, etc.?
- Where are you from, and what do you do?
- What do you look like, and what sort of person are you?
- What are your interests and your likes/dislikes?
- What sort of new friends do you want to meet?

Section 2

Write an email to a friend from another part of the world who wants to know more about your country. You can use your own ideas, and/or you can describe some of these things:

- how big the country is, where it is and what the land is like (forests, mountains, etc.)
- main cities, famous landmarks and tourist attractions
- the local language(s) and culture
- what the people are like
- traditional food, music, dances, etc. of your country

“You should finish your email by inviting your friend to visit your country some time so that they can see what it is like”.

Section 3

Write a review of your favorite book, play, or film. Start by stating the type of work it is, such as a romantic novel or a comedy film. Mention the setting of the story and the time period it takes place. Briefly summarize the plot. Describe the main characters and mention whether you like or dislike them, explaining why. Finally, elaborate on why this work is your favorite.

IV. Reading Assessment Guidelines

To evaluate the writing placement test will be taken into account the following aspect according to CEFRL scoring from 0 to 10.

10 Fluent	<ul style="list-style-type: none"> • Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points. • Complex and well-structured sentences. • Advanced vocabulary usage. • Excellent coherence and cohesion. • Accurate and varied grammatical structures. • Demonstrates a high level of language control
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<p style="text-align: center;">8-9 Highly Advanced</p>	<ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of the topic, providing well-developed arguments and insightful analysis. • Exhibits a logical and coherent structure, effectively linking ideas with a variety of cohesive devices. • Utilizes a wide range of vocabulary accurately, incorporating idiomatic expressions. • Displays a high level of grammatical control, using complex structures accurately. • Demonstrates creativity in approach, offering original insights or perspectives. • Adapts language register effectively, demonstrating a high level of appropriateness
<p style="text-align: center;">6-7 Advanced</p>	<ul style="list-style-type: none"> • Presents a clear and coherent response with substantial support for ideas. • Organizes ideas in a clear sequence, with generally smooth transitions. • Demonstrates a good range of vocabulary and generally accurate word choice. • Shows good control of grammar, with occasional minor errors. • Shows creativity within a conventional framework, offering some original ideas. • Generally, uses appropriate register, with occasional lapses.
<p style="text-align: center;">4-5 Intermediate</p>	<ul style="list-style-type: none"> • Conveys relevant information, though may lack depth in analysis. • Demonstrates a basic organizational structure, but transitions may be somewhat abrupt. • Uses basic vocabulary, with occasional inaccuracies and limited variety

	<ul style="list-style-type: none"> • Generally communicates with understandable grammar but may make frequent errors. • Adheres to a more conventional approach with limited creativity. • Communicates with a somewhat appropriate register but may lack consistency.
2-3 Pre- Intermediate	<ul style="list-style-type: none"> • Contains basic information but may lack depth and coherence. • Shows limited organization, and ideas may be disconnected. • Relies on a narrow range of basic vocabulary, with frequent errors. • Relies on basic sentence structures, with frequent grammatical errors. • Primarily focuses on conveying basic information without much creativity. • Shows limited awareness of appropriate language use for different contexts.
0-1 Beginner	<ul style="list-style-type: none"> • Can write simple isolated phrases and sentences. • Extremely basic sentence structures. • Very limited vocabulary. • Challenges with coherence and cohesion. • Fundamental grammar errors.

The chart below some aspect of what can be done in each levels.

Levels	Writing
A1	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example

	entering my name, nationality and address on a hotel registration form.
A2	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something
B1	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
B2	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
C1	I can express myself in clear, wellstructured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.
C2	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

V. Mark Sheet for Writing Placement test



**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE
NICARAGUAN CARIBBEAN COAST
NUEVA GUINEA CAMPUS**

Mark Sheet for Writing Placement Test	
Student's Name	Examination Date:
	Carnet Number:

Section 1. (Remember to write at least 150 words)



**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE
NICARAGUAN CARIBBEAN COAST
NUEVA GUINEA CAMPUS**

Mark Sheet for Writing Placement Test	
Student's Name	Examination Date:
	Carnet Number:

Section 2. (Remember to write at least 150 words)



**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE
NICARAGUAN CARIBBEAN COAST
NUEVA GUINEA CAMPUS**

Mark Sheet for Writing Placement Test	
Student's Name	Examination Date:
	Carnet Number:

Section 3. (Remember to write at least 150 words)



**UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA
CARIBE NICARAGÜENSE, NUEVA GUINEA**

AVAL DEL TUTOR

El tutor/a: MBE. José Alexander Oporta Barrera, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final
- c. Artículo Técnico
- d. Otra forma de culminación (especifique):

A la investigación titulada:

**Reading and Writing Placement Test for English Students at
URACCAN Nueva Guinea I semester 2024.**

Desarrollada por el o los estudiantes:

Br. Naydelin Patricia Romero Jirón
Br. Cirilo Arnoldo Fernández Tórrrez

De la Carrera de: **Licenciatura en Ciencia de la Educación con Mención en Inglés**

Nombres y apellidos del Tutor, Tutora: MBE. José Alexander Oporta Barrera

Firma:

Recinto: **Nueva Guinea**

Fecha: **26 de junio de 2024**



**UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA
COSTA CARIBE NICARAGUENSE**

URACCAN

AVAL

**CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y
PUBLICAR**

El Territorio/Comunidad/Empresa/Barrio Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN) del municipio de Nueva Guinea, por medio del presente escrito, otorga el consentimiento previo, libre e informado a URACCAN para que se realice la investigación titulada: Reading and Writing Placement Test for English Students at URACCAN Nueva Guinea I semester 2024, Con el objetivo de: To develop a placement test for assessing the English language proficiency of students at URACCAN Nueva Guinea Campus, with a particular focus on reading and writing skills, la cual se desarrollará del 7 de Marzo al 10 de Abril. Información que será utilizada única y exclusivamente con fines académicos.

Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Msc. Luis Antonio López Mairena

Cargo: Director del Centro Regional

Firma:

Lugar: Nueva Guinea

Fecha: 06/03/2024