# ECCE

# Screening Test

2021 FORMAT

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# Introduction

The ECCE Screening Test has been designed to function as a useful tool for teachers who would like to have an indication of the level of their students and of how well they may perform on the ECCE. It is expected that the Screening Test would be administered **before** registering students for this examination.

The Test comprises a Listening Section and a Grammar, Vocabulary & Reading (GVR) Section. The items in these sections have been carefully chosen to test a variety of levels of difficulty appropriate for students at this level and so provide information on the potential success of ECCE candidates, based on their performance at this stage of their studies.

## Procedure

The procedure chosen to identify the level of each item in the Screening Test was a version of the Modified Angoff method. A panel of twenty-two judges was selected based on their qualifications and experience in language teaching. All the judges were fully familiar with the descriptors for the CEFR levels and some had previously participated in other standard settings.

The judges rated both individually and in groups, assigning a code to each item according to their evaluation of its place on a scale directly related to the CEFR levels. The median of these codes was calculated for each item and the results were then assigned to three categories: easier items; items expected to be approximately at the level of potential candidates at this stage of their studies; and a range of more difficult items above the expected level.

## Results

The results of the judges' evaluations showed that the largest category of items included in the Screening Test were those identified as being at the expected level of a student in the process of preparing for the ECCE, with fifty-one percent of the Listening Section items and fifty-five percent of the GVR items judged to be at this level. In the sub-sections of the GVR, fifty-eight percent of the Reading Section items, fifty-three percent of the Grammar Section items, and fifty percent of the Vocabulary Section items were found to be at this level (Table 1). The proportion of more difficult items was also consistent across the Sections, at around thirty percent.

The number of items per Section is shown in Table 2. As would be expected, easier items form the smallest category for each of the sections, with just ten items in the GVR Section and seven in the Listening Section, while the largest category comprises those in the middle band at 36 items and 23 items respectively.

Table 1: Percentage of items per category

| PART | % of easier items | % of medium items | % of more difficult items | Total % of items |
|---|---|---|---|---|
| **LISTENING** | 16 | 51 | 33 | 100 |
| **GRAMMAR** | 20 | 53 | 27 | 100 |
| **VOCABULARY** | 21 | 50 | 29 | 100 |
| **READING** | 11 | 58 | 31 | 100 |
| **TOTAL GVR** | 15 | 55 | 30 | 100 |

Table 2: Number of items per category

| PART | No. of easier items | No. of medium items | No. of more difficult items | Total number of items |
|---|---|---|---|---|
| **LISTENING** | 7 | 23 | 15 | 45 |
| **GRAMMAR** | 3 | 8 | 4 | 15 |
| **VOCABULARY** | 3 | 7 | 4 | 14 |
| **READING** | 4 | 21 | 11 | 36 |
| **TOTAL GVR** | 10 | 36 | 19 | 65 |


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# Introduction

## Using the ECCE Screening Test Grid (Table 3)

Teachers can use the Screening Test to identify the level of students who are intending to sit a B2 level examination. Students should sit the Screening Test under examination conditions, with care taken to ensure that they do not copy or exchange answers during the test.

The Grid in Table 3 can be printed or photocopied.

- Each part of the grid represents a section of the ECCE Screening Test.
- The numbers on the Grid represent the item numbers of the Screening Test: for example, items 1, 2 and 3 are found in the first three rows of Listening Part 1; item 61 is in the first row of the Vocabulary Section; and item 110 in the last row of the Reading Section.
- The item numbers of each section are arranged in three columns according to their estimated level of difficulty: Easier, Medium, and Harder.

Once students have finished the Test, the numbers of all the questions the student answered correctly should be marked on the Grid, for example by using a tick or a circle.

The grid provides the teacher with an at-a-glance assessment of each student's level. It is important to think of each student's answers in terms of a **pattern**, since this is what gives the best indication of the student's level.

- Students approaching the level expected at the ECCE should show a *pattern* of answers for each Section demonstrating that they correctly answered almost all the easier items, many of the medium range items, but few of the more difficult items.
- More advanced students will show a *pattern* whereby they correctly answered almost all the easier items, most of the medium range items, and many of the more difficult items.
- Teachers should be aware that students with a noticeably random *pattern* of correct answers may have been employing a certain amount of guesswork.

## Predicting Success in the ECCE

Students with more than **22** answers correct in the Listening Section of the Screening Test and more than **32** answers correct in the GVR are expected to be in a favorable position to improve their English to a level which would gain a Pass at ECCE, provided they continue diligently with their studies during the school year. It is hoped the Screening Test will also help teachers identify which Sections of the ECCE require extra study on the part of their students.



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*Table 3: ECCE Screening Test Grid.*

| LISTENING PART 1 | | |
|---|---|---|
| EASIER | **MEDIUM** | HARDER |
| 1 | | |
| 2 | | |
| | **3** | |
| | **4** | |
| | **5** | |
| | | 6 |
| | **7** | |
| 8 | | |
| 9 | | |
| | **10** | |
| | | 11 |
| 12 | | |
| | **13** | |
| | **14** | |
| 15 | | |
| | **16** | |
| | **17** | |
| | **18** | |
| | | 19 |
| | **20** | |
| | **21** | |
| | **22** | |
| | **23** | |
| 24 | | |
| | **25** | |

| LISTENING PART 2 | | |
|---|---|---|
| EASIER | **MEDIUM** | HARDER |
| | | 26 |
| | | 27 |
| | | 28 |
| | **29** | |
| | **30** | |
| | **31** | |
| | | 32 |
| | | 33 |
| | | 34 |
| | | 35 |
| | **36** | |
| | **37** | |
| | | 38 |
| | | 39 |
| | **40** | |
| | | 41 |
| | | 42 |
| | **43** | |
| | **44** | |
| | | 45 |

| GRAMMAR | | |
|---|---|---|
| EASIER | **MEDIUM** | HARDER |
| 46 | | |
| | | 47 |
| 48 | | |
| | | 49 |
| | **50** | |
| | **51** | |
| | | 52 |
| | **53** | |
| 54 | | |
| | **55** | |
| | **56** | |
| | **57** | |
| | **58** | |
| | | 59 |
| | **60** | |

| VOCABULARY | | |
|---|---|---|
| EASIER | **MEDIUM** | HARDER |
| 61 | | |
| | **62** | |
| | **63** | |
| | | 64 |
| | | 65 |
| | **66** | |
| | | 67 |
| | | 68 |
| 69 | | |
| 70 | | |
| | **71** | |
| | **72** | |
| | **73** | |
| | **74** | |

| READING | | |
|---|---|---|
| EASIER | **MEDIUM** | HARDER |
| | | 75 |
| | **76** | |
| | | 77 |
| | **78** | |
| | | 79 |
| | **80** | |
| | | 81 |
| | **82** | |
| | | 83 |
| | **84** | |
| | | 85 |
| 86 | | |
| 87 | | |
| | **88** | |
| | **89** | |
| | **90** | |
| 91 | | |
| | **92** | |
| | **93** | |
| | | 94 |
| | | 95 |
| | **96** | |
| | **97** | |
| | **98** | |
| | | 99 |
| | **100** | |
| 101 | | |
| | **102** | |
| | **103** | |
| | **104** | |
| | **105** | |
| | **106** | |
| | **107** | |
| | | 108 |
| | **109** | |
| | | 110 |


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# Screening Test

## Listening Section Instructions

This section of the test has two parts. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely. If you do not know the answer, you may guess. Try to answer as many questions as possible.

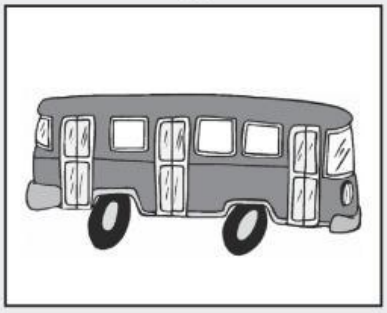
### Listening Test, Part 1

In this part, you will hear 25 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. The answer choices are shown as pictures. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B or C.

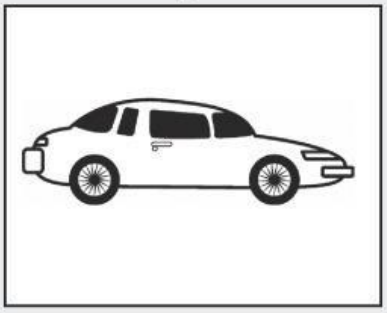
Here is an example:

**EXAMPLE:**

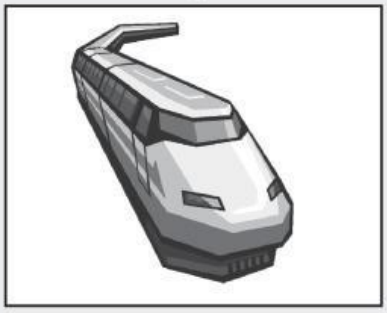
A



B



C

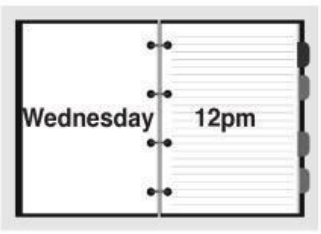


The correct answer is B.

Do you have any questions?


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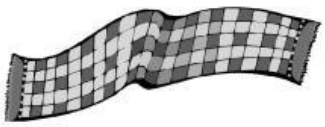
# Listening

| | A | B | C |
|---|---|---|---|
| 1. |  |  |  |
| 2. |   |   |   |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |



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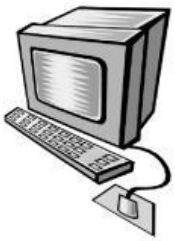
# Listening

| | A | B | C |
|---|---|---|---|
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |



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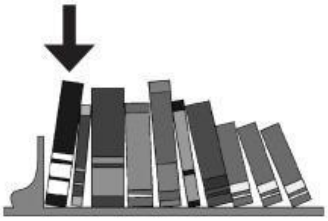
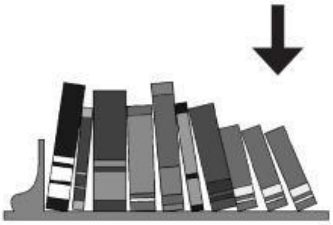
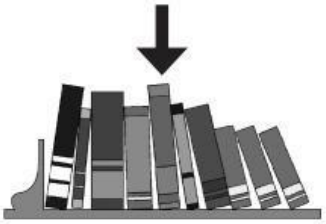
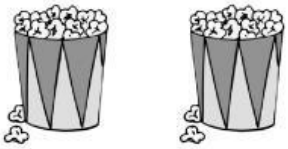
# Listening

| | A | B | C |
|---|---|---|---|
| 11. |  |  |  |
| 12. |  |  |  |
| 13. |  |  |  |
| 14. |  |  |  |
| 15. |  |  |  |



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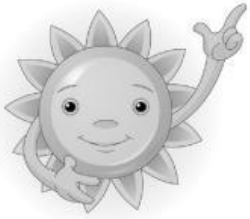
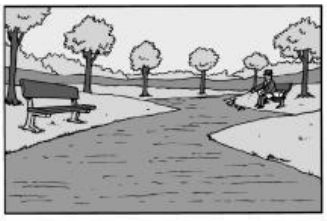
# Listening

| | A | B | C |
|---|---|---|---|
| 16. |   |  |  |
| 17. |  |  |  |
| 18. |  |  |  |
| 19. |  |  |  |
| 20. |  |  |  |



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# Listening

| | A | B | C |
|---|---|---|---|
| 21. |  |  |  |
| 22. |  |  |  |
| 23. |  |  |  |
| 24. |  |  |  |
| 25. |  |  |  |



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# Listening

## Listening Test, Part 2

In this part, you will hear four short talks. After each talk, you will hear five questions about it. Before each talk begins, you will have time to preview the questions that are printed in the test booklet.

You will hear each talk twice. Then you will hear the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet not in the test booklet. You should mark A, B, C, or D. Do you have any questions?

**Now you will hear the first talk. Look at the questions.**

**Listen to a radio talk show host.**

26. What is learned about Hank Peters?
    a. He started his tour in Rotterdam.
    b. He has been touring for one year.
    c. He has finished writing a new album.
    d. He has recently given a concert in Ohio.

27. What reason does Hank give for the breakup of "The Flashing Swans"?
    a. The guitarist left the band.
    b. The drummer had health problems.
    c. The members grew apart.
    d. Hank wanted to sing solo.

28. Why does Hank say he writes music?
    a. only for money
    b. for pleasure
    c. for his daughter
    d. to win awards

29. What does the speaker say about success in the music industry?
    a. It is easy for Hank Peters.
    b. It takes a long time.
    c. It is mostly due to luck.
    d. It is a result of many factors.

30. What does the speaker mean when he says: 
    a. Hank likes to drive to concerts.
    b. Hank likes to visit new places.
    c. Hank has been on tour giving concerts.
    d. Hank has not decided where to live.

**Notes**


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# Listening

**Now you will hear the second talk. Look at the questions.**

**Listen to a tour guide.**

31. What does the speaker say about the buildings?
    a. They were already very old in the 18th century.
    b. They were built in the neo-classical style.
    c. They are the same as other buildings in the town.
    d. They have not kept their original characteristics.

32. What does the speaker suggest about the new movie by Michael Parks?
    a. It will not be profitable.
    b. It is a love story.
    c. It should have been filmed in another location.
    d. It has had negative reviews.

33. What is learned about the material used for the buildings in the town?
    a. The stone has been imported from another part of the country.
    b. The stone gives the town an individual character.
    c. Neighboring towns have cooperated to get it.
    d. Neighboring towns have the same color stone.

34. What will probably happen next?
    a. Visitors will stay in the courtyard.
    b. The guide will talk about the courtyard.
    c. Visitors will look at some famous paintings.
    d. The guide will give out maps of the building.

35. What does the woman imply when she says: 
    a. The tourists are looking at different designs.
    b. The tourists are confused about the designer of the building.
    c. The tourists will admire the design of the building.
    d. The tourists might not be so enthusiastic about the design.

**Notes**



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# Listening

**Now you will hear the third talk. Look at the questions.**

**Listen to part of a history lesson.**

36. What is the purpose of this talk?
    a. to describe the effects of the Industrial Revolution
    b. to discuss the causes of rural depopulation
    c. to criticize the social conditions of the nineteenth century
    d. to highlight the advantages of population increase

37. What does the speaker imply about society after the early 1700s?
    a. People mostly lived in the countryside.
    b. Many people moved to the cities for work.
    c. People preferred not to work in factories.
    d. Most people did not know how to use machinery.

38. What does the speaker say caused the development of the economy in Britain?
    a. many different factors
    b. new industries
    c. the banks
    d. the transport systems

39. What does the speaker say about marriage?
    a. More people got married in the countryside.
    b. People could find a partner more easily.
    c. People got married at an older age.
    d. It was difficult to afford to get married.

40. What does the speaker mean when she says: 
    a. People were stronger in the past.
    b. People worked fewer hours in the past.
    c. People had higher wages in the past.
    d. People had more problems in the past.

**Notes**


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