

Testing for English Medium International Schools and Bilingual Schools



AEAS Assessment Report
English Language Proficiency
General Ability
Mathematical Reasoning








Tracey O'Halloran

Managing Director / Psychologist

Level 1, 383 Clarendon Street,
South Melbourne, Victoria, Australia 3205

 +61 3 9645 0077

  +61 412 294 495

 tracey@aeas.com.au

 www.aeas.com.au

 TraceyAEAS

AEAS (Australian Education Assessment Services) was established in Australia in 1985 and in Beijing, China and Hong Kong SAR in 2009.

CONTENT

AEAS meeting the needs of schools	5	AEAS School Preparation Course	16
AEAS Test overview		Course objectives	
AEAS Report overview		Who should study the <i>AEAS School Preparation Course</i> ?	
AEAS – A fair comparison		The advantage of the <i>AEAS School Preparation Course</i>	
Selecting an appropriate test	6	How to apply	
Testing school students		Fees for the <i>AEAS School Preparation Course</i>	
Benefits of an AEAS Test			
Pre admission testing	7	The Official AEAS Test Preparation Course	18
Who should sit the AEAS Test?		Overview	
Why should your school test?		How to apply for <i>The Official AEAS Test Preparation Course</i>	
When should schools test?			
Organising pre admission testing		Practice Test Materials	20
Pre admission test fees			
Pre commencement progress testing	10	Understanding the AEAS Test and Report	21
Who should sit a pre commencement progress test?		AEAS Test components	
Knowing a student is ready		English language proficiency tests	
Standardised and consistent information		Mathematical reasoning tests	
Organising pre commencement testing		Non verbal general ability tests	
Pre commencement testing options		Test security	
Pre commencement reporting options		The AEAS Report	
Fees for pre commencement testing		AEAS Report – English score	
		Interpreting an AEAS Report	
		AEAS, IELTS and CEFR comparison	
Benchmark testing	13	Country Age and Year Level Conversions	26
Measure of English language progress			
Independent testing		AEAS Test Centres	27
Benchmark testing options			
Benchmark reporting options			
Organising benchmark testing			
Fees for benchmark testing			



AEAS has been an industry leader in the provision of high quality assessment services for international school students since 1985.

AEAS offers five essential services for international students and schools that enrol international students

- 1 Pre admission individual student English language proficiency and learning profile report
- 2 Pre commencement progress testing for individuals or groups of students who have completed an English language course, prior to mainstream entry
- 3 Benchmark testing the English language progress of current student cohorts (ie. by year level)
- 4 AEAS School Preparation Course
- 5 The Official AEAS Test Preparation Course

Developed in Australia, the AEAS Test transcends international education borders. It offers exceptional value to school students of all nationalities for whom English is not their first language or language of instruction at their current school. It also offers significant benefits to English medium schools in all countries.

35 YEARS OF QUALITY
INTERNATIONAL
STUDENT ASSESSMENTS

AEAS MEETING THE NEEDS OF SCHOOLS



AEAS Test overview

The AEAS Test is designed specifically for school age students. Tests are tailored to assess learning standards of students from primary years through to senior secondary years.

The AEAS Test is more than an English language proficiency test. It includes

- English language proficiency
- General ability
- Mathematical reasoning.

This combined assessment provides a comprehensive English and ability profile for each student. Results can indicate a student's suitability for the year level applied for, and also areas where they may need support. Both are critical issues when students are changing school systems, academic calendar years and/or language of instruction.

AEAS Report overview

The AEAS Assessment Report (The Report) provides a detailed account of English language proficiency. It offers a valid and reliable way of identifying a student's English language level, and the minimum number of weeks of intensive English language required to prepare a student for mainstream classes.

The Report provides comprehensive, valid, insightful and relevant information about each student.

The AEAS Report provides a standardised and effective method on which to base decisions about student enrolment, placement and learning needs, for English medium international schools and/or bilingual schools, across the world.

AEAS – A fair comparison

Your school will benefit from a test which gives a standardised and consistent method of assessing students from all backgrounds – in English proficiency and general ability skills.

Understanding students' English language and general abilities will enable your school to

- make informed decisions about student applications
- better understand when a student is ready to commence mainstream studies
- better support students and teachers based on the individual needs of students when they commence at your school.

"We have had a valued and productive relationship with AEAS for nearly twenty years, during which time AEAS has assisted the School with hundreds of applications... AEAS has been engaging, supportive, professional and discreet, in all its dealings with the School. AEAS staff are thoroughly knowledgeable about the education landscape"

MARTIN GOODING
HEAD OF ENROLMENTS
KNOX GRAMMAR SCHOOL, SYDNEY, AUSTRALIA



SELECTING AN APPROPRIATE TEST

Testing school students

It is important to choose a test that is best suited to school students. The following questions will assist schools to determine the suitability of tests.

- For what purpose was the test designed?
- Does it test the English language skills a student will need in primary and/or secondary school?
- Does it provide a good basis for making a decision regarding how adequate a student's English language skills are?
- Is the test specific to the student's age and year level?
- Does the test include a face to face oral interview to assess speaking abilities and interpersonal skills?
- Is testing conducted in a secure environment with trained test administrators?
- Is testing standardised, valid and reliable?

The AEAS Test meets these requirements.



The AEAS Test will assist schools to more clearly understand each student's English proficiency and any need for intensive English, allowing English medium international and bilingual schools to carefully plan each student's English preparation and successful transition to their school.

Benefits of an AEAS Test

Selecting an AEAS Test ensures

- a test designed specifically for school students, which is content and context appropriate
- a testing experience and process of the highest integrity
- regular updating of all test content and questions, strengthening the security and integrity of the test
- a range of testing methodology including a written test (handwritten), multiple choice and item completion questions, completed under formal examination conditions
- face to face (in person) interviews which strengthen the accuracy of assessment of speaking skills
- additional observational information enabled by face to face testing
- independent, objective and trained test administrators
- testing conducted under formal examination conditions and in a quiet space
- thorough screening of student documentation for authenticity.





PRE ADMISSION TESTING

Who should sit the AEAS Test?

The AEAS Test is recommended for school students

- **enrolling in English medium international schools**
School students for whom English is not their first language, or spoken at home, who are enrolling in an English medium international school, in any country, are recommended to sit the AEAS Test. This will assist the new school to understand and support the learning needs of the students.
- **enrolling in an English medium bilingual school**
School students for whom English is not their first language or spoken at home, who are enrolling in an English medium bilingual school, in any country, will be advantaged by sitting the AEAS Test. Teachers will be able to independently monitor and benchmark student progress, informing the focus and development of the English curriculum.
- **who have completed an intensive English course**
School students who have completed an intensive English course, or English preparation course, and are due to commence in mainstream English medium classes, are recommended to sit (or resit) the AEAS Test on completion of the English course. This will provide a sound understanding of their progress, readiness for entry to mainstream and any need for ongoing support.

It is recommended that the AEAS Test is taken prior to application or the student being offered a place of admission.

“AEAS testing is a vital component of our international student recruitment process as it provides a real benchmark of the student’s English language proficiency at the time of application. It gives us a level playing field to make decisions when comparing students.....”

MIKE HOWELL,
DIRECTOR OF COMMUNITY RELATIONS
THE GEELONG COLLEGE, VICTORIA, AUSTRALIA





Why should your school test?

Guiding admissions decisions

The AEAS Test and Report standardises and simplifies the application and admissions process for students applying to enter international schools, serving to inform and guide staff engaged in decision making about a student’s eligibility for entry to your school.

Understanding education background of students

Students entering international schools originate from a variety of school systems and countries. The AEAS Test will enable your school to understand how standards and year levels of other school systems and schools in other countries, compare to those of your school. This will inform your decisions about correct year level placement.

Understanding school reports from around the world

Each school system assesses and reports on student progress in a variety of ways and it is often difficult to compare assessments and reports from one education system, or country, with another. The AEAS Test will provide your school with a reliable assessment base from which to understand a student’s English proficiency and general learning capabilities. Test results provide a context for meaningful interpretation of school reports from around the world.

Knowing a student is ready for your school

Independent, standardised testing will allow your school to make informed decisions about when students are ready to join English medium mainstream classes. Understanding a student’s readiness to join English medium mainstream classes allows schools to appropriately plan for and support the needs of students and their teachers, which in turn benefits the whole class.

When should schools test?

The options for timing of pre admission testing to assist you in determining whether a student meets your entry requirements include

- testing a student prior to them lodging an application, requiring an AEAS Report to be submitted with the student’s application, and/or
- testing a student prior to offering them a place of admission (often there can be a significant period of time between application and offer of place of admission).

Many schools elect to test prior to application or offering a place of admission and then again prior to commencement.

“As our school (Australian International School Hong Kong) is an English medium school, part of the application process for secondary students whose first language is not English, is to have them sit an AEAS test to see if they would be able to access our curriculum. The information provided by the AEAS test report is most reliable due to the consistent quality of detailed and accurate report summaries. Not only do we trust the information provided, but the reports clearly indicate the students’ strengths and weaknesses in all aspects of the English Language.

Additionally, working with the AEAS admin staff is always a delight.”

LYNETTE WONG
HEAD OF ADMISSIONS
AUSTRALIAN INTERNATIONAL SCHOOL,
HONG KONG





Organising pre admission testing

- Pre admission testing can be organised by individual students or by schools for groups of students.
- AEAS testing can be arranged at one of our international testing centres or at the school a student is applying to.

Pre admission test fees

Pre admission testing is typically arranged by students. The standard AEAS Test fee for student arranged testing is AUD\$520 in all countries and a set fee of RMB3000 in mainland China¹.

This includes

- **testing** English language proficiency, mathematical reasoning, non verbal general ability, interview
- **assessment report** including a comparison with students' school reports, recommendation on year level and the minimum number of weeks study of an intensive English language program required, prior to entry to mainstream English medium classes.

The AEAS Report is forwarded directly to

- school admissions staff, if nominated by parents, and
- to the parents.



The AEAS Test will provide your admissions team and teachers with an insight into the learning profile of each student, supporting the integrity of entry requirements and admissions processes, and the efforts of teachers as they strive to provide students with a successful learning experience.



¹ The Test fee is amended from time to time. Please check www.aeas.com.au or www.aeas.com.cn for current test fees or contact AEAS admin@aeas.com.au.

PRE COMMENCEMENT PROGRESS TESTING

Who should sit a pre commencement progress test?

- School students who have completed an intensive English language course, or English language preparation course, and are due to commence in English language medium mainstream classes, are recommended to sit (or resit) the AEAS Test on completion of the English course. This will provide a sound understanding of their progress, readiness for entry to English medium mainstream classes and any need for ongoing support.
- For some students there may be a significant time lag between pre admission testing and commencement at school. Retesting a student immediately prior to commencement in English medium mainstream classes will provide an increased understanding of the student's English language abilities and overall progress. Schools can then plan more carefully for the needs and abilities of students.

Knowing a student is ready

It is important for your school to understand the degree of improvement in English proficiency of students who have completed an intensive English course. Such English courses may be offered by your own school or independent providers.

Independent, standardised testing will allow your school to make informed decisions about when international students are ready to join English medium mainstream classes.

Understanding a student's readiness to join English medium mainstream classes allows schools to appropriately plan for and support the English needs of students. This in turn assists teachers to better support all students.

Standardised and consistent information

Your school will benefit from a test which gives a standardised and consistent method of assessing students from all backgrounds (language, schools, province, country) in English language proficiency, mathematical reasoning and general ability skill levels.

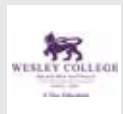
Understanding students' English language, mathematical reasoning and general abilities will enable your school to

- make informed decisions about student placement
- better understand when a student is ready to commence formal studies in English medium classes
- better support students and teachers, based on individual student needs when they start school.

"The consistency of the AEAS Test and the rigorous attention to maintaining the standards of the Test, give us confidence that the report we receive is accurate and fair. We use this information, alongside the student's school transcripts, to build a profile of the student before they commence their education at Wesley College.

Towards the completion of our intensive English program (ELPP), we ask our students to retake the AEAS Test. We use this data, alongside their assessments in ELPP, to provide us with additional evidence of the student's readiness for mainstream learning. Taking the AEAS Test again gives us a measure of growth and can validate the progress we have seen in the student's English learning."

AMANDA DOUGLAS
HEAD OF ENGLISH LANGUAGE
PREPARATION PROGRAM (ELPP)
WESLEY COLLEGE, MELBOURNE, AUSTRALIA



Organising pre commencement testing

- Pre commencement testing can be organised by individual students or schools.
- Testing can be arranged for individuals or groups of students.
- Testing can occur at AEAS test centres or at individual schools.

Pre commencement testing options

In the case of school arranged testing there are three possible test options to choose from

- English language, general ability and mathematical reasoning tests (all components)
- English language and general ability tests (two components)
- English language tests only (one component)

AEAS will discuss each school's requirements and provide a specific quotation based on this information.





Pre commencement reporting options

There are three possible AEAS Report options to choose from

- individual AEAS Report for each student
- spreadsheet including results for each student tested in a group with covering letter for group tests. Results are presented and explained in a spreadsheet and include current and previous test results for each student, enabling ready analysis of progress over time
- both individual report and spreadsheet results.



The AEAS Test provides a standardised and consistent method of assessing students from all backgrounds – in English proficiency, mathematical reasoning and general ability skill levels. AEAS works with experts and specialists to develop our tests.

Fees for pre commencement testing

Test fees for pre commencement testing vary according to the testing and reporting options selected by the school.

Some schools require students to pay for pre commencement testing (at the standard test fee) while other schools include the cost of pre commencement testing in school fees. If the latter is selected, AEAS invoices the school directly.

The test fee is substantially reduced for schools that refer students for pre commencement group testing.

The test fee can be negotiated for school arranged group testing

- for groups of students sitting the test on the same day
- depending on the selection of tests included
- if results are presented in a spreadsheet or if individual student reports are required or both.

AEAS will discuss each school's requirements and provide a specific quotation based on this information.

“Trinity Grammar School, Kew has a long history of welcoming students from all over the world, and our relationship with AEAS forms a crucial part of our international student enrolment process. The AEAS testing program assists us in decision making and placement for students entering the School from a non English educational background.

Our goal is for students coming to Trinity to thrive and succeed, both socially and academically, and we know that English language ability is key to success in both these areas. Not only do language skills impact upon a student's ability to interact with others and make friends, but also to be able to understand, analyse and apply subject content.

We strongly value the English language assessment areas and also the non verbal general and mathematical reasoning results, as these provide a solid indicator of how the student will fit into our cohort. Indeed, the mathematical reasoning assessment is an important part of how we decide the student's placement into the correct mathematical stream.”

NICOLA BORCOSKI
DIRECTOR OF ADMISSIONS
TRINITY GRAMMAR SCHOOL, KEW





BENCHMARK TESTING

Measure of English language progress

The AEAS Test is a reliable and standardised tool for benchmarking English language progress and proficiency for school students studying in an international school or bilingual school. Schools can test students at key points in their studies, such as the commencement and/or completion of academic school years.

Independent testing

Independent benchmark testing, as offered by AEAS, can provide your school with an objective assessment of student progress, inform English curriculum development and an understanding of the learning support needs of students. Benchmark testing may be applied to individual students or groups of students.

Benchmark testing options

There are three possible benchmark test options to choose from

- 1 English language, general ability and mathematical reasoning tests (all components)
- 2 English language and general ability tests (two components)
- 3 English language tests only (one component).

Benchmark reporting options

There are three possible benchmark report options to choose from

- individual report for each student
- spreadsheet with covering summary letter for group tests. Results are presented and explained in a spreadsheet and include current and previous test results for each student, enabling ready analysis of progress over time
- both individual report and spreadsheet results.

Organising benchmark testing

AEAS offers group testing options to international and bilingual schools in all countries.

Group testing can be conducted at AEAS test centres or at individual schools. The selection of tests taken by students is tailored to each school's information requirements.

For further information on benchmark testing contact admin@aeas.com.au or infochina@aeas.com.cn.

Fees for benchmark testing

The test fee is substantially reduced for schools that refer students for group testing for benchmarking purposes.

The test fee can be negotiated for school arranged group testing

- for groups of students sitting the test on the same day
- depending on the selection of tests included
- if results are presented in a spreadsheet rather than individual student reports.

AEAS will discuss each school's requirements and provide a specific quotation based on this information.



“Following a thorough review of the available English language testing options, it was decided that AEAS will be the only English language proficiency test that will be accepted as a part of our application process for students (regardless of their residency status) where English is not the applicant’s first language and/or where English is not the language of instruction at their current school.

In addition to being sector (school) specific and providing age normed measures of reading comprehension, vocabulary, listening, speaking and writing proficiency, the measures of non verbal reasoning ability and general mathematical reasoning provide additional and valuable insights into whether a student has the ability to cope with the demands of the classroom at St Leonard’s College. The reporting and associated commentary provides valuable insights into each student which exceed those which are offered by other companies and organisations and as a result of the nature of the testing protocol, the central review of results and the security measures in place at the time of testing, provide us with surety and confidence with regards to the veracity of each student’s results.

St Leonard’s applies AEAS testing at three, and in some cases four, key stages in a student’s academic life at the College.

1 Application Test

All students (regardless of their residency status) where English is not the applicant’s first language and/or where English is not the language of instruction at their current school, are required to submit an AEAS test result for their application to be considered. The results of the Application Test provide an indication as to whether the student requires any intensive language tuition and, if so, an indication of the minimum number of weeks that are required and on which of the macro skills the teachers could/should concentrate on developing during their time in the College’s Intensive English Program.

2 Commencement Test

Where the period of time between application and commencement is greater than 3 months, students are also required to complete an additional AEAS test. Given the length of time between application and commencement can vary, this test serves to provide an up to date measure of the student’s English language proficiency. Whether the student’s results improve, remain the same or decrease, it is this measure which helps us to understand whether a student will join our Intensive English Language program or whether they will transition into our mainstream program which includes English as an Additional Language (EAL).



For all students the results of this test provide their teachers with an indication of the student's strengths and weaknesses which help to guide their learning program.

3 Transition Test

For students who complete our Intensive English Language Program, the Transition Test serves to provide an indication of each student's growth and whether any issues remain relating to their language acquisition which helps to inform any future interventions or support which may be required. At the time of transition into mainstream classes, all AEAS test results are included in a student's socio-linguistic profile which is shared with teachers to provide timely information regarding the student's growth, their language proficiency levels and any potential shortcomings which may need to be addressed.

4 Additional Testing

Where students are looking to undertake programs with high language demands such as the International Baccalaureate Diploma Programme or mainstream English, an additional test is taken which is used to determine their suitability to enrol in certain subjects and programs.

An analysis of aggregated Application, Commencement and Transition Test data is conducted with the aim of providing us

with an understanding of the efficacy of the Intensive English Program and more specifically which interventions, units of work and modes of engagement have achieved the greatest results. The inclusion of this data in the improvement cycle we apply to our programs has provided a number of valuable insights and has helped to reinforce our confidence in our staff and their ability to deliver an in house intensive English language program which caters to the individual needs of each student."

ANDREW MCAREE
DIRECTOR OF INTERNATIONAL RELATIONS
& DIRECTOR OF COCURRICULUM
ST LEONARD'S COLLEGE,
MELBOURNE, AUSTRALIA



AEAS SCHOOL PREPARATION COURSE

The *AEAS School Preparation Course* is designed to assist school students to prepare for and transition carefully to life and learning in a school in Australia, Canada, New Zealand, United Kingdom, USA and to international schools delivering curriculum from these countries. This unique course teaches students how to engage with and be an active participant in the learning process.

The course, which has six modules and is 42 hours duration, strengthens English language skills in the five areas tested in the AEAS Assessment: vocabulary and spelling, reading comprehension, writing, listening and speaking. The Course focuses on building confidence in each student and supporting them to communicate in English in a range of learning and life situations. The course is taught by native English speaking qualified teachers or teachers with equivalent English language skills.

Curriculum is available for students entering

Years 4-6# | Years 7-9# | Years 10-12#



Course objectives

- To improve students' English language abilities, particularly in relation to having the confidence to communicate in English regardless of limited proficiency.
- To prepare students for English medium classrooms through an introduction to teaching and learning styles and assisting them to develop independent study and organisational skills.
- To help students conceptualise a realistic idea of what studying in an international school will be like.
- To teach students how to make the most of the opportunity by setting goals and taking a proactive approach to their studies.
- To give students an introduction to the AEAS test and the testing format. To teach students the English language skills to adequately prepare for a test, without offering a 'test preparation course'.
- To assist parents to understand the importance of maintaining an active role in students' life while at an international school and to have a better understanding of what life will be like for their child.

Who should study the AEAS School Preparation Course?

Students for whom English is not their first language, spoken at home or language of instruction at their current school, and who have made application or been accepted to study at an international or bilingual school, are encouraged to study a school preparation course.

The *AEAS School Preparation Course* can be studied prior to, or alongside an intensive English language course. Students will be eligible for a Certificate of Completion.

The *AEAS School Preparation Course* is not in itself an intensive English course or a test preparation course.

Year Levels are based on Australia. Refer to Age and Year Level Conversion for New Zealand, Canada, UK and USA ~ page 26



The advantage of the AEAS School Preparation Course

On successful completion of the *AEAS School Preparation Course* students should

- be developing confidence in their ability to communicate in English, including topics they are not familiar with
- have a realistic idea of learning expectations in an international or bilingual school
- have been introduced to the skills and techniques that will support the development of independent learning, critical thinking and problem solving skills
- have developed a checklist of goals identifying what they would like to achieve as a student at your school
- have developed interpersonal skills which will allow them to successfully interact with their peers on commencement at your school
- have the ability to independently prepare for an English language test. This will include planning their test preparation schedule and planning learning methodology to practice English skill areas covered in the AEAS Test.

"The strength of the AEAS course, and how it differs from English language courses, is that it is specifically designed for young high schoolers and the needs they have. The class sizes are small so I have plenty of time to identify and address the individual needs of each student. The structure of the course means each week is focused on a different English language skill so I see the strengths of each student and also where their weaknesses lie."

AEAS Teacher, Melbourne

How to apply

Refer to www.aeas.com.au or www.aeas.com.cn for further information on course availability.

If your school is interested in delivering the *AEAS School Preparation Course* under licence, please contact admin@aeas.com.au or infochina@aeas.com.cn.

Fees for the AEAS School Preparation Course

Contact the Course provider to determine the fees for the *AEAS School Preparation Course* in your preferred location. Contact details are listed at www.aeas.com.au or www.aeas.com.cn.

THE OFFICIAL AEAS TEST PREPARATION COURSE

Overview

AEAS recommends that students focus on English language studies and general school studies over time as the most effective means of preparing for an AEAS Test.

AEAS provides *The Official AEAS Test Preparation Course*.

This course promotes constructive test organisation, time management and response skills. These skills will also complement general school studies and enhance students' confidence and ability to perform in all school based tests.

Curriculum is available for students entering

Years 4-6[#] | Years 7-9[#] | Years 10-12[#]

Each curriculum is 30 hours and has modules of five to six hours for each of reading, vocabulary, writing, listening and speaking.

The course

- supports genuine English language development for beginners, elementary, pre intermediate and intermediate students
- supports students to develop skills and critical thinking abilities when responding to test questions
- can be delivered by both native and non native English speaking teachers
- is suitable for one on one delivery, as well as group or pair learning.

The Official AEAS Test Preparation Course does not

- focus on students undertaking repeated mock exams or examination tasks
- encourage standardised or prepared responses (particularly for writing and speaking tasks)
- guarantee students will achieve certain scores
- promise that students will achieve certain AEAS test scores.



[#] Year Levels are based on Australia. Refer to Age and Year Level Conversion for New Zealand, Canada, UK and USA ~ page 26



AEAS supports your school's commitment to and responsibility for the learning success and wellbeing of all students.

How to apply for The Official AEAS Test Preparation Course

Refer to www.aeas.com.au or www.aeas.com.cn for further information on course availability.

Contact the Course provider to determine the fees for *The Official AEAS Test Preparation Course* in your preferred location. Contact details are listed at www.aeas.com.au or www.aeas.com.cn.

AEAS partners licenced to deliver AEAS courses are subject to quality assurance and are audited regularly to confirm compliance and quality of delivery.

CAUTION! Students and schools are advised to be wary of third parties offering unauthorised AEAS test preparation courses in any country.

Contact AEAS to confirm if a course is being delivered under licence from AEAS.

If your school is interested in delivering *The Official AEAS Test Preparation Course* under licence, please contact admin@aeas.com.au or infochina@aeas.com.cn.

PRACTICE TEST MATERIALS

English language practice test materials are available for

Years 4-6# | Years 7-9# | Years 10-12#

Practice test materials are not available for mathematical reasoning or general ability tests. Such tests establish more accurate results of a student's ability when completed without intensive practice.

Practice test materials are available from AEAS and some test centres.

Refer to www.aeas.com.au to order practice test materials.



Year Levels are based on Australia. Refer to Age and Year Level Conversion for New Zealand, Canada, UK and USA ~ page 26



AEAS Test components

English Language Proficiency

- Vocabulary (and spelling)
- Reading Comprehension
- Writing Skills
- Listening Skills
- Speaking

Mathematical Reasoning Ability

Non Verbal General Ability

Testing takes approximately 3 hours to complete.

AEAS Assessment	Year 10 - 12 [#]	Year 7 - 9 [#]	Year 4 - 6 [#]
English Language Proficiency	<ul style="list-style-type: none"> - Vocabulary - Reading comprehension - Writing skills - Listening skills - Speaking 	<ul style="list-style-type: none"> - Vocabulary & Spelling - Reading comprehension - Writing skills - Listening skills - Speaking 	<ul style="list-style-type: none"> - Vocabulary & Spelling - Reading comprehension - Writing skills - Listening skills - Speaking
Mathematical Reasoning Ability	✓	✓	✓
Non Verbal General Ability	✓	✓	✓

Students will complete different levels of each test based on their age and school year.

Students sit the test for the year level they are entering. eg. students wishing to enter Year 7 sit the test for Year 7.

[#] Year Levels are based on Australia. Refer to Age and Year Level Conversion for New Zealand, Canada, UK and USA ~ page 26

English language proficiency tests

Tests for Years 10-12[#]

- **Vocabulary** takes 20 minutes and includes 20-25 items/tasks with multiple choice questions and word matching and words in context.
- **Reading comprehension** takes 30-35 minutes and includes 20-30 questions on two to four texts of different types and topics. Students answer questions about the text they have read.
- **Writing skills** takes 30 minutes. The student writes 200 words on a topic of interest for their age and background.
- **Listening skills** takes 20 minutes and includes three to six texts of different types (dialogue, instructions) with students answering different types of questions including multiple choice and filling in gaps in sentences.
- **Speaking and general interview** takes 10 - 15 minutes and includes a range of conversational tasks such as questions on familiar and unfamiliar topics, a short presentation on a specified topic and a discussion. This test assesses range, complexity and accuracy of vocabulary, grammar, fluency and pronunciation. Speaking tests are recorded.

Tests for Years 7-9[#]

The test format is similar to the Years 10-12[#] tests. Tests are specifically developed for students entering Years 7-9[#].

- **Vocabulary and Spelling** takes 30 minutes and questions include word matching, words in context and spelling.
- **Reading comprehension** takes 30 minutes and includes questions of different types and topics. Students answer questions about the text they have read.
- **Writing skills** takes 30 minutes. The student writes 150 words on a topic of interest and relevance to their age and background.
- **Listening skills** takes 20 minutes. Students answer different types of questions including multiple choice and filling in gaps in sentences.
- **Speaking** (10 - 15 minutes) The speaking test is similar to the Years 10-12[#] speaking test. The topics are tailored to the age and year level of the students. Speaking tests are recorded.

Tests for Years 4-6[#]

The format and timing of these tests is similar to that outlined for Years 10-12[#] and 7-9[#] entry.

Mathematical reasoning tests

- Mathematical reasoning tests assess students' ability to problem solve using mathematical concepts.
- The tests are not achievement tests.
- The tests include different question types including multiple choice and item completion.
- The tests take up to 45 minutes.

Non verbal general ability tests

General ability tests are designed to provide a reliable estimate of a person's capacity to think clearly when allowed to work steadily and undisturbed at his or her own speed.

- The general ability test is free of language.
- It is a non verbal reasoning test that provides an indication of a student's overall general ability.
- The total score provides an index of intellectual capacity. This is independent of learning in specific school subjects.
- It includes diagrams, patterns and multiple choice questions.
- It takes approximately 30 minutes to complete.

Test security

AEAS testing has rigorous test standards and processes to ensure the integrity and security of testing.

Students are not permitted to have any mobile phones, watches or other devices in the test room.

See Terms and Conditions of Testing at www.aeas.com.au or www.aeas.com.cn.

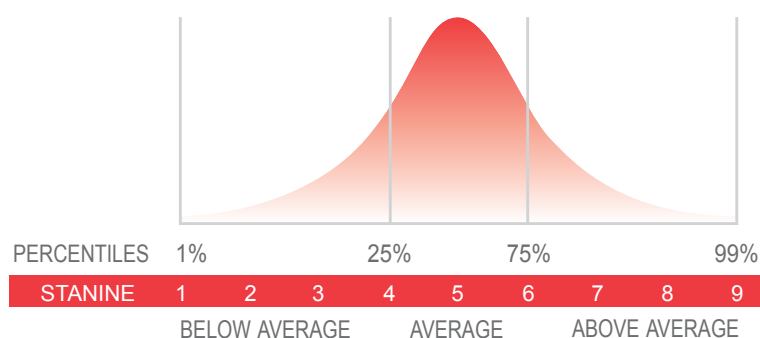


[#] Year Levels are based on Australia. Refer to Age and Year Level Conversion for New Zealand, Canada, UK and USA ~ page 26

The AEAS Report

The AEAS Report prepared for each student provides

- an overall English language proficiency score out of 100
- an English language score for each sub test and a normalised score
- a recommendation on the minimum number of weeks of study required in an intensive English language program, to prepare a student for mainstream classes
- a raw score and a normalised score for general ability and mathematical reasoning tests
- a recommendation on school entry level.



Stanine scores are normalised scores with a mean of 5 and a standard deviation of 2. A score of 1-3 is below average, 4-6 is average and 7-9 is above average. Stanines (1-9) are an effective means of reporting results in broad terms.

The AEAS Report – English score

The following table is included in all AEAS Reports.

The total score is out of 100.

A recommendation is made for each student on the minimum number of weeks of study required in an intensive English language program before commencing in an English medium mainstream classroom.

This conversion table has been developed and then validated as reliable through trial testing and 35 years of testing results.

SCORE LEVEL		WEEKS Upper Secondary School Entry Years 10-12 [#]	WEEKS Lower Secondary School Entry Years 7-9 [#]	WEEKS Primary School Entry [#]
0-25	Beginners	40-48	30-40	12-20
26-35	Elementary	30-40	20-30	6-12
36-45	Pre-Intermediate	20-30	12-20	4-6
46-60	Intermediate	12-20	8-12	0
61-70	Upper Intermediate	8-12	4-8	0
71-79	Pre-Advanced	4-8	0	0
80+	Advanced	0	0	0

[#] Year Levels are based on Australia. Refer to Age and Year Level Conversion for New Zealand, Canada, UK and USA ~ page 26

Interpreting an AEAS Report

Intensive English language course for international students

The recommendation on the minimum number of weeks a student should study an intensive English language course is based on the total English language score – out of 100. This recommendation by the AEAS Report is based on a student's performance on the day he or she sat the Test.

Students studying intensive English language studies in a country where English is not the primary language will require more intensive English language studies than if they were fully immersed in an English speaking environment.

The length of intensive English language course recommended for each student will consider the environment they are currently living and studying in.

Year level entry

The recommendation considers comprehensive information on age, year level completed in country of origin, school reports and presentation during interview. Any other relevant information from a student's academic history is also included.



General ability and mathematical reasoning

These results should be interpreted together with school reports to inform on how quickly and successfully a student may complete an intensive English language course and/or settle into a new learning environment.

Students with below average general abilities and school reports are likely to find learning English challenging. Their progress may be slow and they may require more assistance in class. Each student's performance may also be influenced by

- motivation
- previous academic achievement
- willingness to study at English medium school
- family circumstances.

The AEAS Test is not designed to identify specific learning difficulties or other learning or emotional needs that a student may have. Schools are advised to consider all information available including the AEAS Test, school reports and school staff conducting interviews with students and their parents, if concerned about a student's learning needs.



AEAS – IELTS – CEFR comparison

IELTS tests are generally considered suitable for students 16 years and above.

The general comparison between AEAS and IELTS scores is provided for information.

AEAS recommends that school age students sit an English language test that is specifically designed for their age and year level.

The Council of Europe's Common European Framework of Reference for Languages (CEFR^{*}) is a series of descriptions of abilities at different learning levels that can be applied to any language. It is useful as a reference point for interpreting and comparing different language qualifications and is increasingly used as a way of benchmarking language ability around the world.

CEFR Approximate reference point to IELTS	CEFR Description	IELTS	AEAS SCORE YEARS 10-12 ENTRY	AEAS – weeks intensive English recommended
B1	Independent User	4.0	33-45	20-30 weeks
B1		5.0	46-56	15-20 weeks
B2		5.5	57-66	10-15 weeks
B2		6.0	67 -79	4-10 weeks
B2		6.5	80+	0 weeks
C1	Proficient User	7.0 – 7.5		
C2		8.0		

^{*} www.coe.int/en/web/common-european-framework-reference-languages The comparison reference points for CEFR and IELTS included in the table were sourced from www.ielts.org/ielts-for-organisations/common-european-framework. Accessed 17 June 2019.

COUNTRY, AGE AND YEAR LEVEL CONVERSIONS























	AGE Approx at commencement	AUSTRALIA	CANADA	CHINA	NEW ZEALAND	THAILAND	UK	USA	VIETNAM
Academic Year		January - December	September - June	September - July	January - December	May - February	September - June	September - June	September - May
Pre-school/ Kindergarten	3	Pre-school	Pre-school	Pre-school	Pre-school	Pre- Kindergarten	Reception	Pre-school	Pre-school
	4	Pre-school	Pre-school	Pre-school	Kindergarten	Kindergarten 1	Reception	Pre-school	Pre-school
Primary School	5	Prep	Kindergarten	Pre-school	Year 1	Kindergarten 2	Year 1	Kindergarten	Pre-school
	6	Year 1	Grade 1	Year 1	Year 2	Prathom 1	Year 2	Grade 1	Grade 1
	7	Year 2	Grade 2	Year 2	Year 3	Prathom 2	Year 3	Grade 2	Grade 2
	8	Year 3	Grade 3	Year 3	Year 4	Prathom 3	Year 4	Grade 3	Grade 3
	9	Year 4	Grade 4	Year 4	Year 5	Prathom 4	Year 5	Grade 4	Grade 4
	10	Year 5	Grade 5	Year 5	Year 6	Prathom 5	Year 6	Grade 5	Grade 5
	11	Year 6	Grade 6	Year 6	Year 7	Prathom 6	Year 7	Grade 6	Grade 6
Secondary School	12	Year 7	Grade 7	Year 7	Year 8	Matayom 1	Year 8	Grade 7	Grade 7
	13	Year 8	Grade 8	Year 8	Year 9	Matayom 2	Year 9	Grade 8	Grade 8
	14	Year 9	Grade 9	Year 9	Year 10	Matayom 3	Year 10 (GSCE)	Grade 9	Grade 9
	15	Year 10	Grade 10	Year 10	Year 11	Matayom 4	Year 11 (GSCE)	Grade 10 (Sophomores)	Grade 10
	16	Year 11	Grade 11	Year 11	Year 12	Matayom 5	Year 12 (A Levels)	Grade 11 (Juniors)	Grade 11
	17	Year 12	Grade 12	Year 12	Year 13	Matayom 6	Year 13 (A Levels)	Grade 12 (Seniors)	Grade 12
University / College	18								

Contact admin@aeas.com.au for age and year level conversions for other countries / curriculums





AEAS TEST CENTRES

 Australia	 Japan	 South Korea
 Brunei	 Laos	 Sri Lanka
 Cambodia	 Macau SAR, China	Taiwan, China
 China	 Malaysia	 Thailand
 Germany	 New Zealand	 United Arab Emirates - Dubai
 Hong Kong SAR, China	 Philippines	 Vietnam
 Indonesia	 Russia	 Other countries by arrangement
 Iran	 Singapore	

Testing is available by arrangement in all countries.

AEAS Test Centres are available at www.aeas.com.au .

Students registering for individual testing must register online.

International and bilingual schools should contact admin@aeas.com.au or infochina@aeas.com.cn to arrange testing.

AEAS

ABN 68 108 370 770

Head Office

Level 1, 383 Clarendon Street,
South Melbourne, 3205, Australia

Telephone: +61 3 9645 0077

Email: admin@aeas.com.au

Website: www.aeas.com.au

 AEAS Australia

 AEAS Vietnam



China Office - Beijing

Room I, 18th Floor, Oriental Kenzo Plaza,
No 48 Dongzhimenwai Avenue

Dongcheng District, Beijing 100027, China

Telephone: +86 10 8454 9147 / +86 10 8454 9157

Email: infochina@aeas.com.cn

Website: www.aeas.com.cn

 AEAS_Test

