

Benchmark Test

**Product Overview & Best
Practices for Instructors and
Administrators**



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About the **Benchmark Test**

About the Benchmark Test

Thank you for choosing the Pearson English Benchmark Test.

This guide provides a description of the test and how to get the best results for teaching and learning.

The Benchmark Test provides insight into your students' English language proficiency and progress over time. It will also help you assess the effectiveness of your learning programme.

Taken online, it uses a variety of engaging questions to assess receptive and productive abilities. The questions test integrated skills (e.g. reading and speaking), which means it can provide reliable reports in 45 minutes.

Benchmark is autoscored by Pearson's advanced AI technology (which has learned from human markers) to provide fast, consistent results in minutes. Details about the test design, question types, and scoring are given in the Benchmark Test Validation and Specification Report.

Test results provide Global Scales of English General (GSE) scores for each skill, a CEFR band, performance summaries, and recommendations for improvement. While it is suitable for any course, instructors can choose to see activities that will help fill gaps in selected Pearson courses to support lesson planning.

Key Facts

- For learners age 14 years and older
- Tests Speaking, Reading, Listening, Writing (including Grammar and Vocabulary)
- Four levels of difficulty based on the CEFR: A, B1, B2, C
- Three fixed test forms per level
- 45 minutes per test (approximate)
- Results available in minutes
- Scores aligned to GSE and CEFR
- Results provide performance summaries, recommendations, and activities in Pearson courses

Find more information about Pearson English assessments at [english.com/assessment](https://www.english.com/assessment), and more about the Global Scale of English at [english.com/gse](https://www.english.com/gse).

How to use the Benchmark Test

The Benchmark Test can be used in different ways to support English language learning.

- **As a Diagnostic and Formative Tool**

It can be used to baseline students' proficiency at the start of the year and to identify their learning needs.

- **As a Progress Monitor**

Students can take tests at suitable intervals to measure their progress. The results provide formative information to help instructors reassess their needs and plan future lessons.

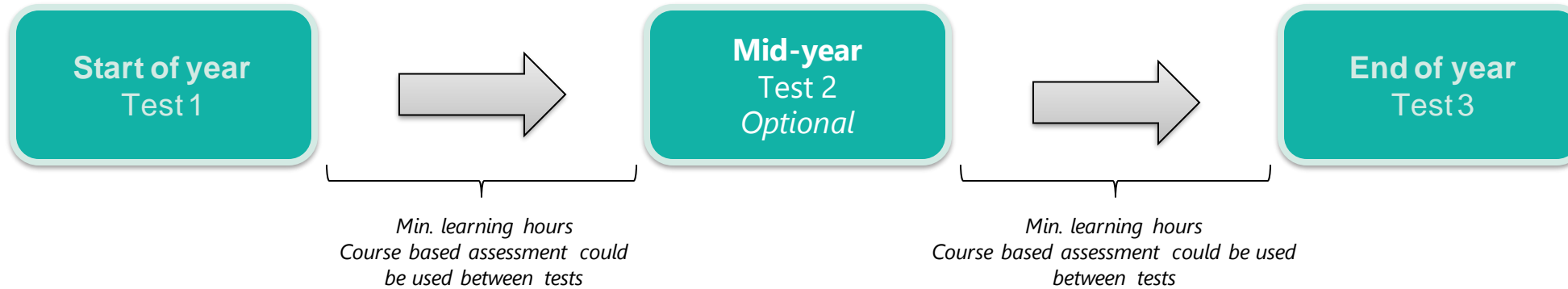
- **As a Readiness Indicator for High Stakes Exams**

As Benchmark Test is aligned to the internationally-recognised Global Scale of English and CEFR, it can be used to assess readiness for external high-stakes qualifications such as **PTE General** and Cambridge Exams.

More information is provided in the following pages.



Monitor progress using the Benchmark Test*



- An initial test should be taken at the beginning of the academic year to understand a student's starting proficiency level and to assess their learning needs.
- A subsequent test can be taken after a suitable period of learning to review how well students can apply the skills they have learned in a different context, to measure the progress made, and to consider new or changed needs.
- The Benchmark Test can also be used at the end of the academic year to review overall progress and advise teaching plans for the next year. If testing at the end of the year, you may not need to apply the test at the start of the following year unless the student's proficiency appears to have changed.
- The number of tests given to a student will depend on the number of instructional hours they receive, the pace of the course, and how quickly they learn. Information about minimum learning hours between tests is given later in the guide.

* Please note that reports showing progress are still in development and will be released in the summer of 2020. They will show how test-takers' scores have changed between tests to identify trends in their strengths and weaknesses.

Choose the Right Level

Benchmark has **four test levels** aligned to CEFR bands, to give the greatest accuracy. To ensure the test is not too easy or too hard, the test level should be assigned to each student based on their ability, rather than allocating the same level to the whole class.

Pearson English Level Test provides a CEFR half band and advice about a student's skills which can be used to choose the appropriate Benchmark Test. If you do not use the Level Test and do not have other evidence of proficiency, you can choose a test based on the number of hours spent learning English or if necessary, the Pearson course your test-takers are studying. If in doubt, test-takers should start with Benchmark Test A.

Moving between levels

As a student makes progress, they will be ready to move up to the next test level.

Benchmark Test levels overlap by 5 GSE points at the lower end of the scale. For example, the A test covers 10 to 42 on the GSE and the B1 test covers 38 to 58. If a student's results are all in the range of a higher level, they should be ready for the higher test.

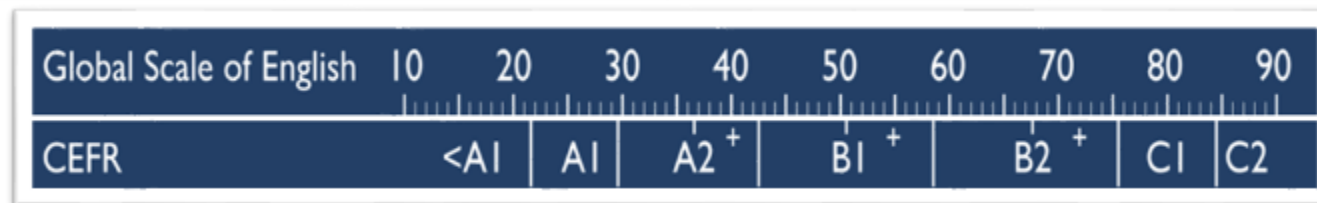
Example: If a student scored over 38 in each skill on the A test, they could take the B1 test next time.

More information on choosing levels is given in the following pages.

Check readiness for External Exams

Benchmark Test can be used as an indicator of readiness to take an external exam. For instance, a student who scores above 30 on Test A, may be successful when taking **PTE General Level 1** or Cambridge A2 Key if they have studied the necessary language in their course and practiced the exam task types. The table below is provided for guidance. GSE scores at the higher end of the range show readiness for the summative assessment.

Benchmark Test based on CEFR bands	Benchmark Test GSE range	PTE General (Pearson English International Certificate)	Cambridge
A	10-42	Level A1 Level 1	A2 Key
B1	38-58	Level 2	B1 Preliminary
B2	54-75	Level 3	B2 First
C	71-90	Level 4 Level 5	C1 Advanced C2 Proficiency



Benchmark Test **Reports and Scores**

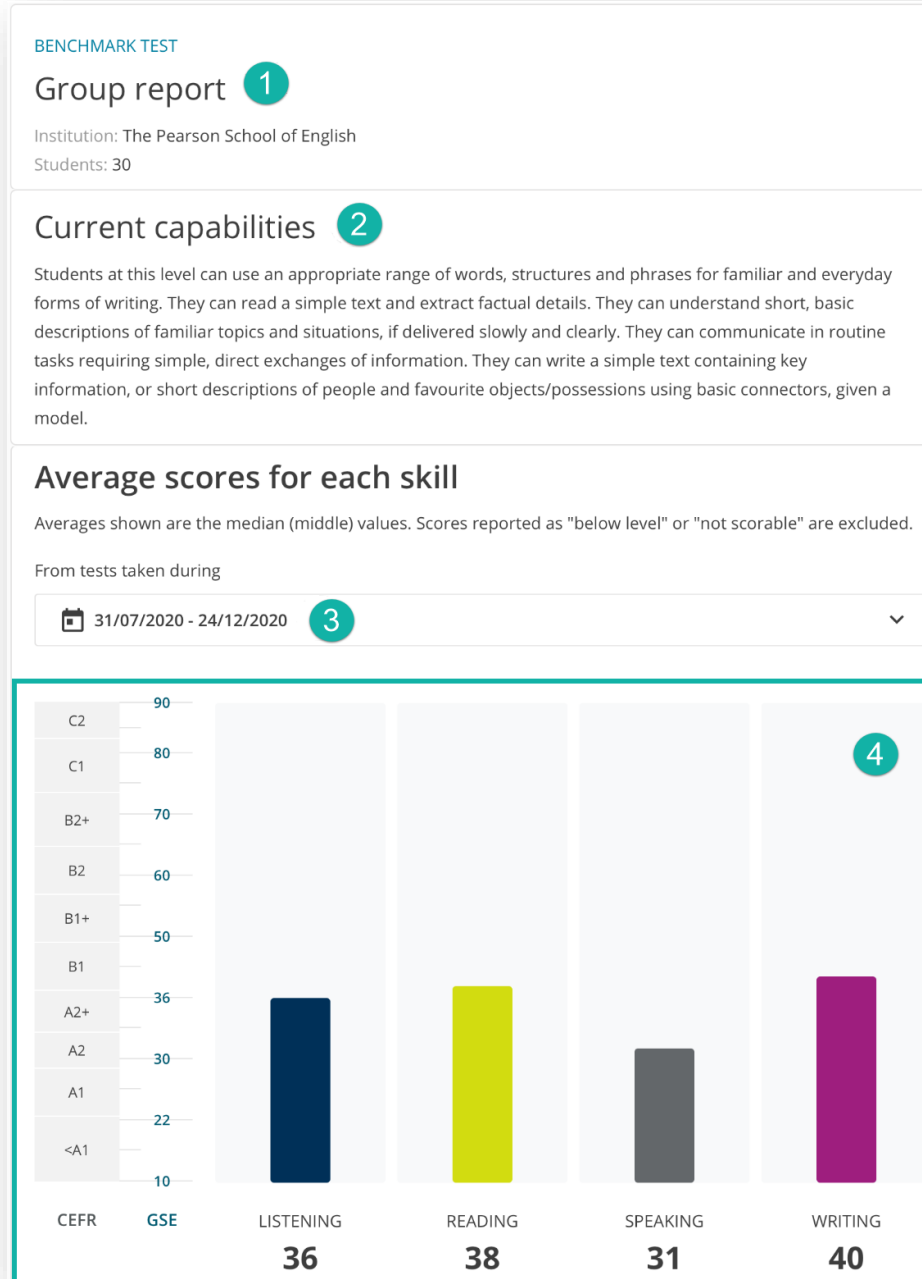
Group Report

The group report provides information about the set of students you have selected including overall performance and each skill. It is generated in the Overview tab on Test Hub.

The default view shows results for all test levels, unless selected otherwise.

To see results for specific test-takers and test levels (A, B1, B2 or C), use the filters in the Overview tab (described in Test Hub User Guide).

1. The report details (name of the institution, number of students)
2. A summary of the group's overall performance
3. A date range of the group report
4. The group averages for each skill presented in a diagnostic chart



Group Report *cont.*

5. A list of test-takers' names
6. The level of the test they took
7. Each student's overall score followed by the skill scores
8. A link to the individual report

Note:

- *An asterisked overall score means that an individual skill score was flagged as NS or BL.*
- *NA as an overall score means that there were 2 or more BL/NS scores or a combination of NS and BL scores.*

Students

31/07/2018 - 24/01/2019

NAME ⁵	LEVEL ⁶	OVERALL ⁷	LISTENING	READING	SPEAKING	WRITING	REPORTS ⁸
KARREN BATE	A	31	37	19	30	38	
SUZY CODY	B2	68*	69	74	61	BL	
DELENA DUBRAY	B1	NA	NS	58	NS	48	
PENNEY DUBRAY	B2	61	59	61	66	58	
OFELIA DUDASH	C	83	87	77	80	88	
LELAND FEHRENBACH	A	12*	BL	10	12	12	
GALE GRANDY	B2	62*	61	60	BL	65	
MAURITA GRANDY	A	38*	42	NS	34	38	
WILLARD GRIMMER	B1	52	58	43	54	53	
JORIS LARSEN	B1	52	58	43	54	53	

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NS Not Scorable. A score could not be provided. Please see test-taker reports.
 BL Below level. The test-taker scored lower than the minimum score for this level.
 NA Not Applicable. A score could not be provided. Please see test-taker reports.

Group Report *cont.*

The lower section provides feedback on the different skills.

10. Skill name and GSE score
11. Performance Summary
12. Recommended Activities
13. Suggested GSE Learning Objectives for the group

Note:

The default view shows the Group Report for test-takers across all test levels. To see level-specific performance summaries and recommended activities you must set up a level filter during generating reports in the Overview tab.

Reading: 38 10

PERFORMANCE SUMMARY 11

Students can generally follow the sequence of events in a simple text. They are efficient at understanding a simple text about the past. They can understand short, simple personal emails/letters/narrative texts but struggle with extended texts or narratives. In a short text, they can understand basic opinions expressed in a simple language and make basic inferences.

RECOMMENDED ACTIVITIES 12

Ask the students to read a short story and predict what they think will happen next. After a pre-reading prediction task students skim the text and confirm which of their ideas are confirmed in the text. Use true/false sentences about information and opinions from a text. Students underline facts and opinions in different colours in a text and feedback to the class on how they know the difference. Practice identifying specific information in a simple letter or brochure. Choose two different texts on the same familiar topic and ask them to identify similarities and differences in the facts, guided by questions.

SUGGESTED GSE LEARNING OBJECTIVES 13

- Can understand short, simple personal emails and letters.
- Can make basic inferences from simple information in a short text.
- Can identify specific information in a simple factual text.
- Can identify specific information in simple letters, brochures and short articles.



Individual Report

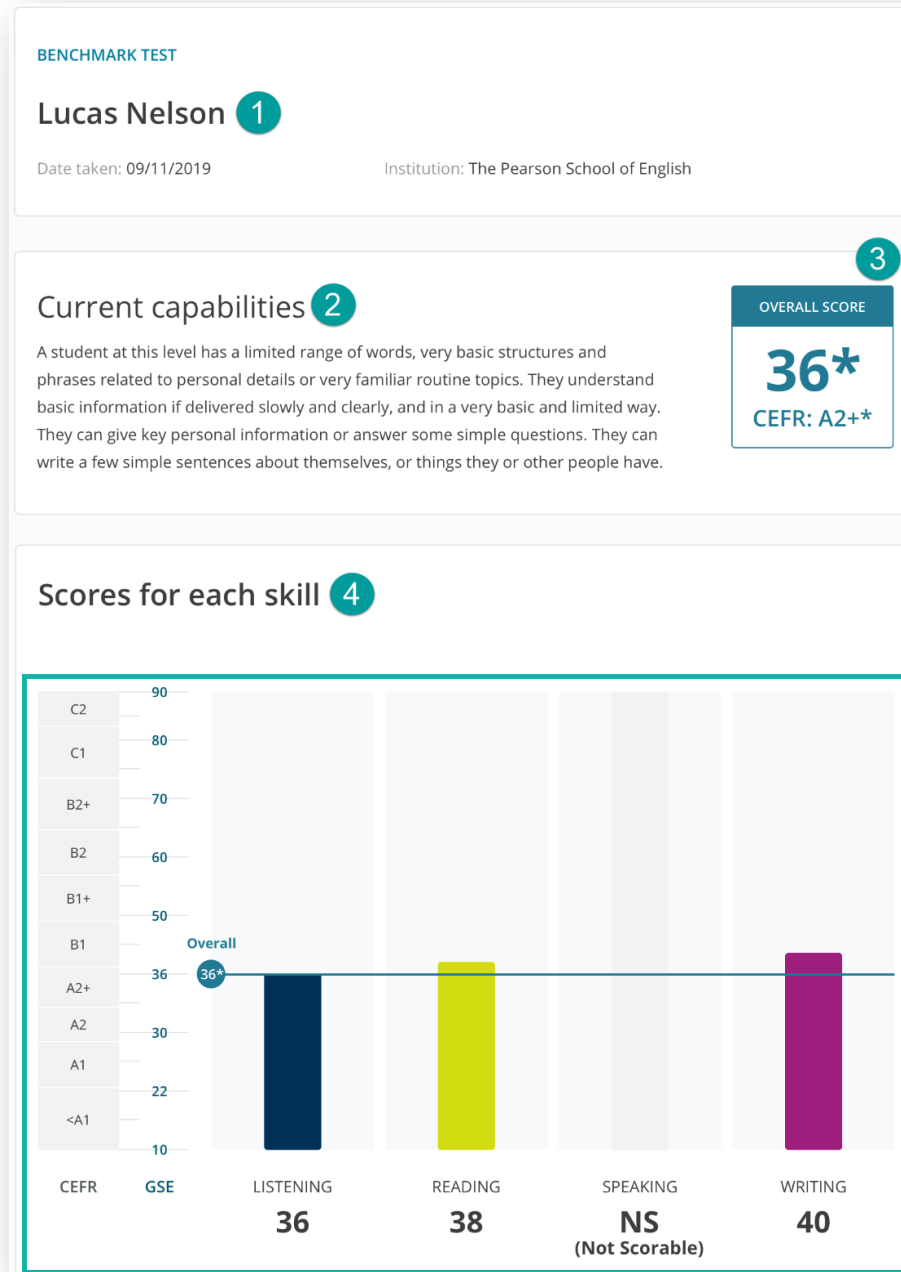
The individual report includes:

1. Test details (student's name, test date, and institution's name)
2. A summary of the student's overall performance
3. Their overall GSE score and CEFR band

Note:

- An asterisked overall score means that an individual skill score was flagged as NS or BL.
- NA as an overall score means that there were 2 or more BL/NS scores or a combination of NS and BL scores.

4. Diagnostic chart showing score per skill



Individual Report *cont.*

5. Course mapping – Instructors can select a Pearson product from the course dropdown to see specific activities from the course in recommended activities section.
6. GSE score for each skill is followed by a description of their ability and recommendations
7. Suggested GSE Learning Objectives (describe what a student at a particular level should be able to do across each skill). These can be used as learning goals.
8. If scores cannot be provided, advisory notices will explain why (see the following slides for more information).

Course mapping 5

📖 SELECT A BOOK ▼

📖 LEVEL 2 ▼

Listening: **36** 6

PERFORMANCE SUMMARY

Students at this level are able to follow short basic classroom instructions. They have a limited range of understood vocabulary and a limited range of understood questions/answers. They can recognise simple formal greetings and use some basic words to show politeness (e.g. 'please' , 'Thank you', 'Excuse me', 'Sorry')

RECOMMENDED ACTIVITIES

Give the student repeated exposure to sounds, words and very simple phrases accompanied with visual support so as to reinforce the link between early listening and meaning.

SB: Unit 0.2, Activity 3, 4, 5, 6, 7, 10, 12

SB: Unit 7.4, Activity 3, 4

SUGGESTED GSE LEARNING OBJECTIVES 7

Can understand cardinal numbers from 1 to 20.

Can recognise a few familiar everyday words, if delivered slowly and clearly.

Speaking: **NS (Not Scorable)** 8

Environmental or behavioural factors meant we could not score responses. Factors can include: background noise, problems with headsets or computers, answers were too quiet or not intelligible.

Test Scores

The Benchmark Test assesses the test-taker's performance across each skill and gives them a level on the GSE General scale. The score means they have demonstrated that they can perform certain tasks at this level. The number is accompanied by some information describing what they were able to do (**Performance Summary**) and areas for them to work on (**Recommended Activities**).

In most cases, students will receive numerical scores, but in certain circumstances you may see different results as shown below. In each case advisory notices are provided in the report.

BL - Below level The student scored below the GSE range of the test, so they have not received a score for that skill.

NS - Not scorable The responses could not be scored by the technology. This can occur because students did not answer enough questions. It is also given if their recorded spoken answers not could not be heard clearly. This happens if there is background noise, the student mumbled, spoke too softly or loudly, or was speaking in a language other than English. Using the sample test and following best practice will help avoid this. Advisory notices are provided to aid understanding.

Overall score This is the overall GSE score for the test-taker, based on their performance in the test across all the skills.

Asterisked overall score If test-takers receive a BL or NS for one of the skills, their overall score is asterisked to highlight that one skill score was not reported and has not been included in the overall score calculation.

NA - Not applicable This only applies to an overall score. If test-takers receive two or more BL/NS scores (or a combination of BL and NS), they will see NA instead of an overall score. This is because it is inaccurate to calculate a score from a reduced number of skill scores.



What are the Advisory Notices?

Skills may be flagged as Not Scorable or Below Level and advisory notices are provided. These are described below. Schools and students must follow best practice to avoid this.

Flag	Skill	Scenario	Advisory notice
NS Not Scorable	Speaking	Voice was not clear due to environmental, technical or behavioural issues	Environmental or behavioural factors meant we could not score responses. Factors include: background noise, problems with headsets or computers, answers were too quiet or not intelligible.
NS Not Scorable	Reading, Writing, Listening Speaking	Too many items were skipped	A large number of questions were not answered so a score cannot be given. Please encourage students to answer all questions.
BL Below level	Scores were below the level of the test range		The score was below the level of the test so a score cannot be given.

If two or more scores are not given, the overall GSE score is not meaningful and is not shown.

What do the Scores mean?

The **GSE score** the student receives (e.g. 20 in Listening) is based on their performance on the selection of listening skills tested at this level and is therefore indicative of their proficiency level in listening, but it is not an absolute score. Similarly, it does not mean they can do every GSE Learning Objective for listening at 20 (or below). They stand a high chance of being able to do tasks below this level and some chance of being able to do things slightly above this level, but this is the average level they have demonstrated.

The **Performance Summary** report summarises the student's performance relative to the performance descriptors for each skill/proficiency area articulated in the GSE Assessment Framework rather than on their performance on specific curriculum learning objectives.

Recommended Activities suggest ways to improve based on skills tested and strengths/weaknesses demonstrated. The specific activities referenced in Pearson coursebooks, included in the report, relate to curriculum learning objectives which, with additional study, should support further improvement in the areas of performance identified.

The **Suggested GSE Learning Objectives** relate to aspects that may not specifically have been tested but relate to the skill/proficiency area at the same level so it may also be beneficial to work on.

The Benchmark Test assesses a representative cross-section of skills and proficiency traits to identify average performance and general areas of strength/weakness. It is sufficiently robust to reliably inform teaching and planning, but if instructors want absolute GSE levels for their test-takers then they need to enter them for longer tests that have more items at each level and test every sub-skill.



How to use Test Results

Group reports can be used to plan lessons for the test group.

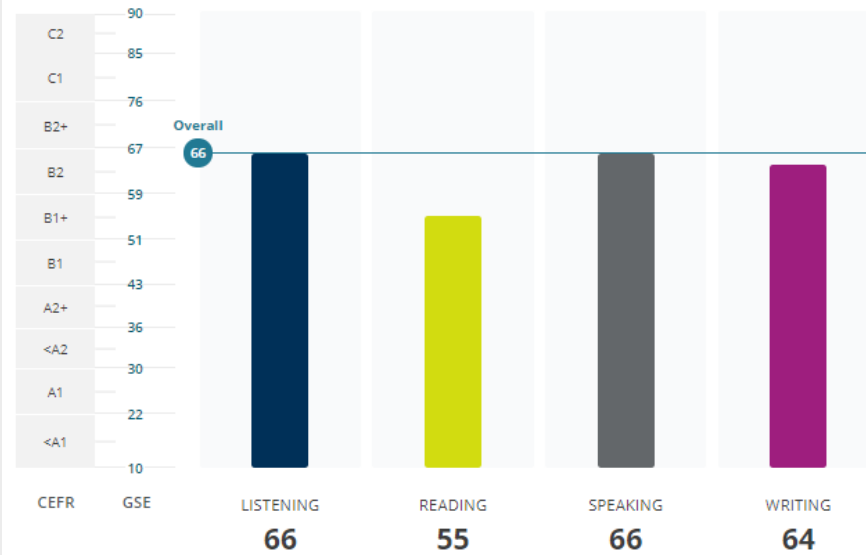
Individual reports can be used to align teaching strategies to a student's particular needs.

If using a Pearson course, instructors can select the title to view suggestions for activities in the textbook which might help learners fill the gaps. They could spend more time on these than some of the other activities, to put the recommendations into practice. It is advisable that students practice these skills before taking the test again.

Results can be discussed with students individually and the recommendations can be used to set some realistic goals for the learner.

Group level recommendations can be used to inform lessons for the whole class.

Scores for each skill



Listening: 66

PERFORMANCE SUMMARY

The student can understand TV documentaries, interviews, plays, and most films in standard speech. They can understand unscripted speech delivered quickly, if the accent is familiar. They can understand cause and effect, use of hyperbole, speaker's point of view on most topics, and advantages and disadvantage of different options during a discussion.

RECOMMENDED ACTIVITIES

Give the student exposure to simple authentic materials and provide support in identifying formal and informal language, and facts and opinions.

SUGGESTED GSE LEARNING OBJECTIVES

- Can understand main points and check comprehension by using contextual clues.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can understand cause and effect relationships in informal conversation at natural speed.



Applying Recommendations

There are two different sets of Recommendations: those for a group (group report - A) and for individual test-takers (individual student report - B).

The **group** reports show Recommended Activities based on the group's average performance. This is to help instructors focus their activities in class.

Individual students will have scores and learning needs that differ to the group's average, so instructors need to consider their requirements separately. Recommendations for individuals are given in the student reports.

Example: If the recommendation is to develop the test-takers' vocabulary to enable them to talk about a wider range of topics then they should focus on the vocabulary exercises and additional linked words to extend them.

Reading: 49

PERFORMANCE SUMMARY

Students at this level can generally understand straightforward factual texts on familiar topics. They are efficient at making basic predictions about factual text content from headings, titles or headlines and can derive the probable meaning of simple unknown words from short, familiar contexts. They can identify the main topic and related ideas in a structured text and can understand the relationship between a main point and an example.

RECOMMENDED ACTIVITIES **A**

Read short news articles and create headlines for them (then compare with actual headlines). Give students short magazine articles and ask them to identify the purpose of the writer - matching purposes with articles from a list of say 6 short articles. Ask students to work in pairs and guess the meaning of unknown words. Ask them to identify the main topic in each paragraph and how ideas are related in the text. Ask them to identify an example and notice how it is related to a main point.

SUGGESTED GSE LEARNING OBJECTIVES

- Can identify the main topic and related ideas in a structured text.
- Can understand the relationship between a main point and an example in a structured text.
- Can extract relevant details in everyday letters, brochures and short official documents.

Listening: 66

PERFORMANCE SUMMARY

The student can understand TV documentaries, interviews, plays, and most films in standard speech. They can understand unscripted speech delivered quickly, if the accent is familiar. They can understand cause and effect, use of hyperbole, speaker's point of view on most topics, and advantages and disadvantage of different options during a discussion.

RECOMMENDED ACTIVITIES **B**

Give the student exposure to simple authentic materials and provide support in identifying formal and informal language, and facts and opinions.

SUGGESTED GSE LEARNING OBJECTIVES

- Can understand main points and check comprehension by using contextual clues.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can understand cause and effect relationships in informal conversation at natural speed.



Best Practices *for Successful Implementation*

Guide to Best Practices

To get the best results from the Benchmark Test and ensure tests can be scored, schools and students must follow best practice guidelines described in the following pages.

1. **[Make sure your equipment and headsets meet the system requirements](#)** (check our [help site](#) or [Test Hub Guide](#))
2. **[Prepare a suitable test room](#)**
3. **[Choose the right test level](#)**
4. **[Plan the test day](#)**
5. **[Prepare test-takers](#)**
6. **[Monitor the test](#)**
7. **[Review scores and recommendations](#)**
8. **[Retest at suitable intervals](#)**



Prepare a Suitable Test Room

Tests must be administered in a quiet, distraction-free room to help test-takers focus.

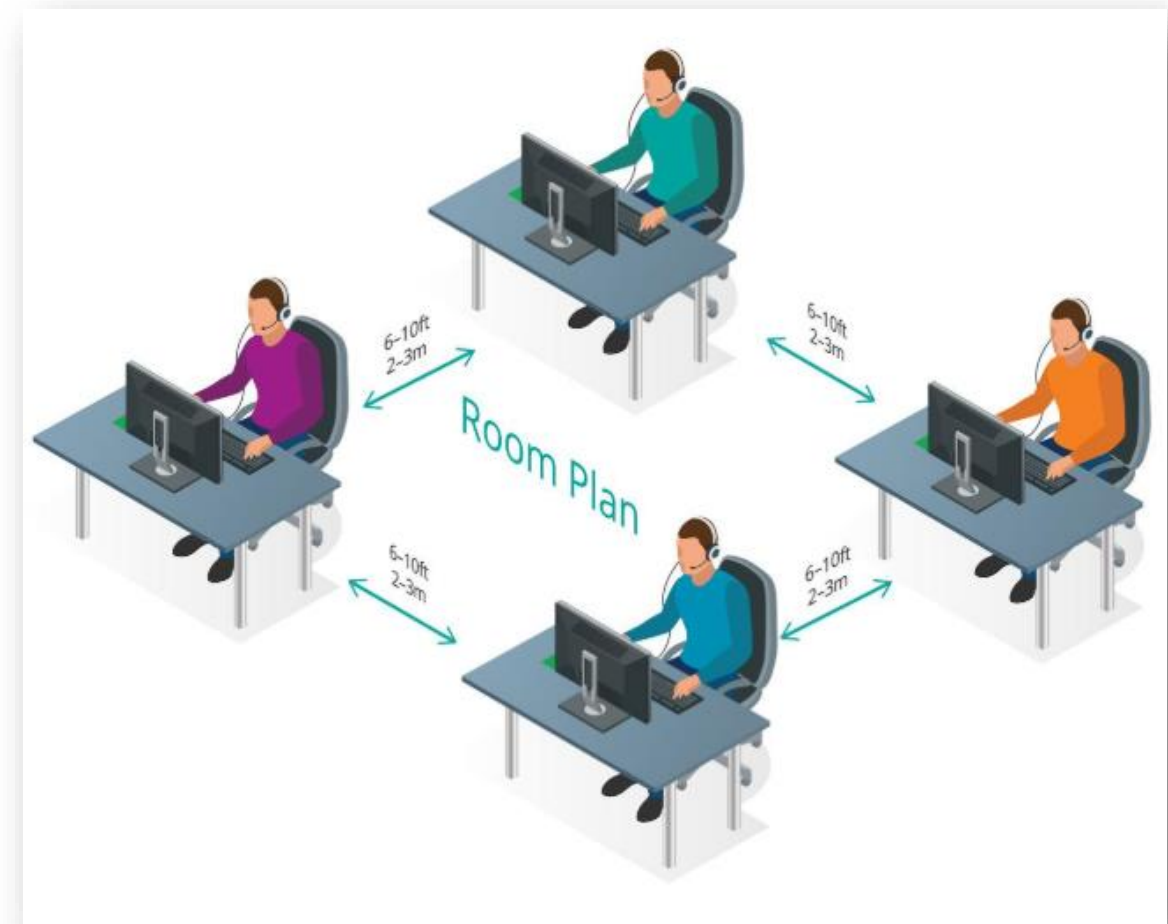
Excess noise, or the sound of instructors and other test-takers' voices will spoil recorded answers so they cannot be accurately scored.*

To prevent this, test-takers must sit 10ft/3m apart in each direction (minimum distance of 6ft/2m). Desktop privacy partitions will also reduce distractions.

Avoid gyms, halls, rooms with loud air conditioning, and hard floors or high ceilings as they can cause echoes which can reduce the clarity of recorded spoken answers. Keep windows closed if there is loud traffic or building work next to the classroom.

Ideally, test-takers should be tested in small groups to avoid noise interference and distractions, and to make it easier for instructors to provide them with support.

*Indicated by an NS score in reports.



Choose the Right Level: Pearson English Level Test

The Level Test can be taken online, in 20 to 30 minutes, at the beginning of a course to place test-takers in the right class. The results will also help you select the most appropriate Benchmark Test for each student.

- The Level Test provides an overall CEFR half band and corresponding GSE range plus an indication of whether specific skills are At, Above or Below that level.
- If a student's skills are all At or Above the overall CEFR band, use the overall result to choose the initial Benchmark Test.

Example: If the Level Test indicates an overall CEFR band of B1+ and all the skills are At or Above Level, assign Benchmark Test B1.

- If any of the skill results are 'Below Level' then start with a lower Benchmark Test.

Examples: If the Level Test indicates an overall CEFR band of B1+ and one of the skills is Below Level, assign Benchmark Test B1. If the Level Test indicates an overall CEFR band of B1 and one of the skills is Below Level, assign Benchmark Test A.

Choose the Right Level: Learning Hours

The following table provides advice about the number of hours of English language learning that should be undertaken before taking Benchmark Tests and between tests. The learning hours vary as the time needed to make progress increases as learners move up levels so students may stay within a higher level for longer than a lower one. Pearson research indicates that, on average, for typical learners to move from <A1 to A1 takes 240 hours, A1 to A2 needs 150 hours, A2 to B1 requires 400 hours, and B1 to B2 takes 800 hours.

Benchmark Test Level	Benchmark Test GSE range	Hours learning before taking a test	Minimum hours learning between tests
A	10–42	After 30 hours	80 hours
B1	38–58	800 hours	130 hours
B2	54–75	1500 hours	200 hours
C	71–90	3000 hours	250 hours

It is important to leave sufficient study time between tests if progress is to be measurable (studying at a particular level is no guarantee of a GSE score or minimum progress). The minimum hours in the table are only recommendations as a number of factors influence the rate of progress. These include student motivation, learning environment, first language, aptitude, the intensity of study, and whether they are coming from an ESL or bilingual context.

Choose the Right Level: Pearson Courses

The tables on the following pages show how the Benchmark Test is aligned with selected Pearson courses. It is based on:

- The range of content covered in the course, not by mapping individual GSE Learning Objectives.
- The level of the course and the range of skills and language tested in the different levels of the Benchmark Test, plus productive/receptive ability required to complete tasks in the test and across the course.

If using the course to assign Benchmark Test, you must consider how well test-takers are performing and the stage they are at when choosing the test level. For example, if a student is starting out or struggling with **High Note 3**, select **Benchmark Test B1** for the first test. The score can be used to advise the next test level.

Courses in the tables are listed in alphabetical order.

Choose the Right Level: Pearson Courses cont.

Benchmark Test	Benchmark Test GSE range	Benchmark Test CEFR	Pearson Course					
A	10-42	<A1 to A2+	Business Partner A1, A2, A2+	Cutting Edge 3e Starter, Elementary, Pre-Intermediate	English Firsthand Access, Success, Level 1	Focus 2e 1	Future 2e Intro, Level 1, Level 2, Level 3	High Note 1
B1	38-58	A2+ to B1+	Business Partner A2+, B1, B1+	Cutting Edge 3e Pre-Intermediate, Intermediate	English Firsthand Level 1, Level 2	Focus 2e 2, 3	Future 2e Level 3, Level 4	High Note 2, 3
B2	54-75	B1+ to B2+	Business Partner B2, B2+	Cutting Edge 3e Upper Intermediate		Focus 2e 3, 4		High Note 3, 4
C	71-90	B2+ to C2	Business Partner C1	Cutting Edge 3e Advanced		Focus 2e 4		



Choose the Right Level: Pearson Courses cont.

Benchmark Test	Benchmark Test GSE range	Benchmark Test CEFR	Pearson Course						
A	10-42	<A1 to A2+	Impact Issues 1, 2	North Star 5e 1	Roadmap A2, A2+	Side by Side Plus 1, 2, 3	Speakout 2e Starter, Elementary, Pre-Intermediate	StartUp Level 1, Level 2, Level 3	Top Notch 3e Fundamentals, Level 1, Level 2
B1	38-58	A2+ to B1+	Impact Issues 2, 3	North Star 5e 2, 3	Roadmap A2+, B1, B1+	Side by Side Plus 3, 4	Speakout 2e Pre-Intermediate, Intermediate, Intermediate Plus	StartUp Level 3, Level 4, Level 5	Top Notch 3e Level 2, Level 3
B2	54-75	B1+ to B2+		North Star 5e 4	Roadmap B1+, B2, B2+		Speakout 2e Intermediate Plus, Upper Intermediate, Advanced	StartUp Level 6, Level 7	
C	71-90	B2+ to C2			Roadmap B2+		Speakout 2e Advanced, Advanced Plus	StartUp Level 8	

Plan the Test Day

If testing on site, leave enough time for test-takers to settle in the room, listen to your instructions, login in and take the test (45 minutes). If students have not had the opportunity to take the sample test, that should be included (circa 20-25 minutes).

Try to avoid testing when test-takers may be interrupted (for example by school bells or people coming into the test room). As well as disturbing their concentration, it can increase noise levels reducing the ability to score recorded spoken answers.

You can print test invites in advance to hand out or send them by email. Please note, when students receive their first test invite, they will need to set up an account on Test Hub.

If students will be completing the Benchmark Test at home, make sure they know what equipment is needed to and how to access the test. Test-takers should also be informed about factors that might influence their scores, e.g. excess noise, long pauses, skipping questions, etc.

From time to time, it may be necessary to take Test Hub offline to release new features or for scheduled maintenance. Please check our dedicated [help site](#) for information about downtimes when planning sessions.

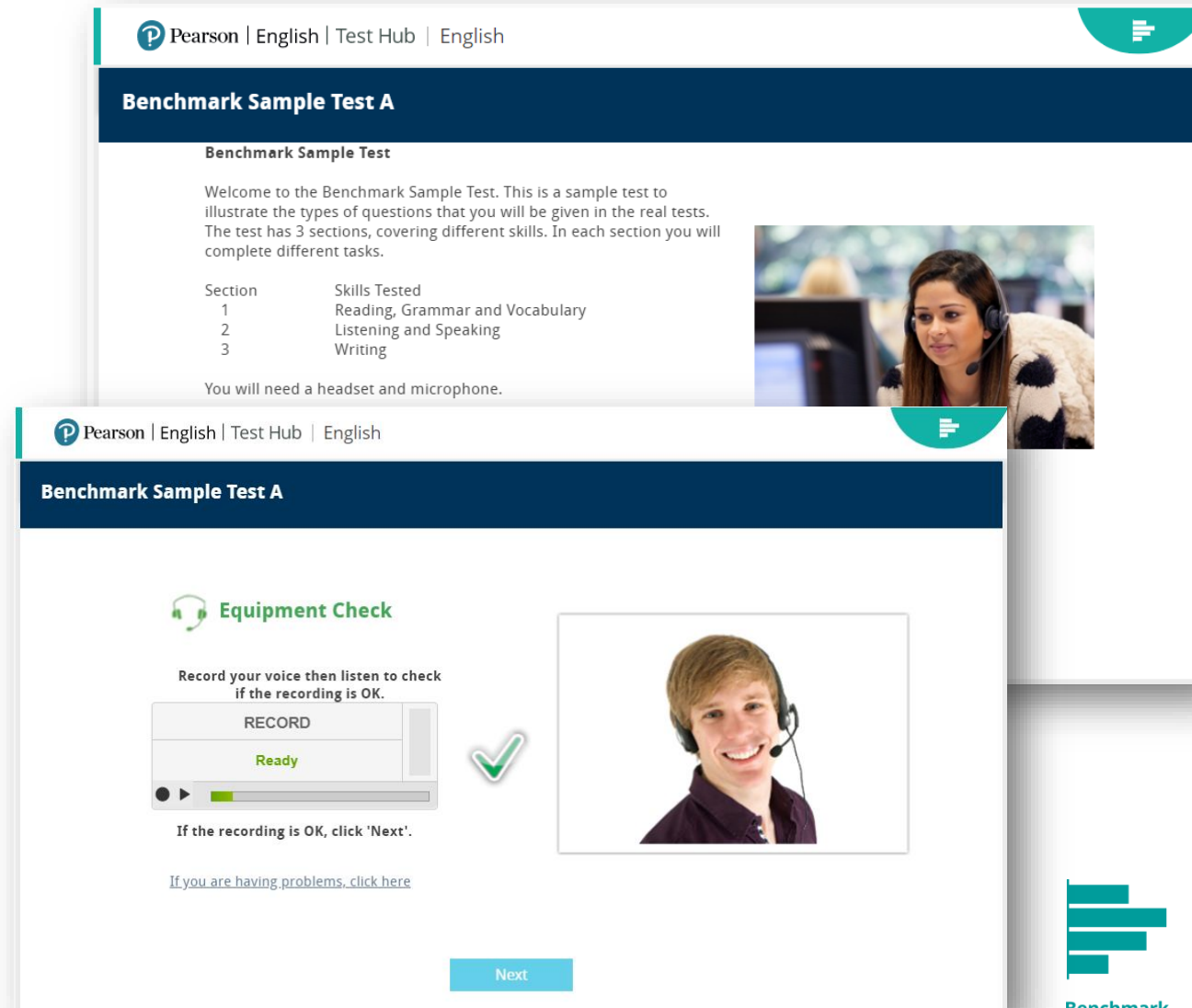
Prepare Test-Takers: Sample Tests

Test-takers will perform better during real tests if they are familiar with the question types, how to respond, and wearing a headset. They can practice using the unscored sample tests that are assigned alongside the full test.

There is a sample test for every Benchmark level as question types and the level of difficulty vary. The sample test takes approximately 20-25 minutes to complete and contains examples of all the question types from the scored version of the test. Ideally, it should be taken a few days before the real test to reduce test anxiety and give students time to ask questions about how to answer.

Instructors should run through the relevant sample test each time students take a test at a new level. It can be used an unlimited number of times before the real test is taken.

Each test starts with an equipment check. It is advisable to do this in advance to ensure the web browser has access to the microphone.



Pearson | English | Test Hub | English

Benchmark Sample Test A

Benchmark Sample Test

Welcome to the Benchmark Sample Test. This is a sample test to illustrate the types of questions that you will be given in the real tests. The test has 3 sections, covering different skills. In each section you will complete different tasks.

Section	Skills Tested
1	Reading, Grammar and Vocabulary
2	Listening and Speaking
3	Writing

You will need a headset and microphone.

Equipment Check

Record your voice then listen to check if the recording is OK.

RECORD

Ready

If the recording is OK, click 'Next'.

[If you are having problems, click here](#)

Next

Prepare Test-Takers: Instructions

Instructions are given throughout, however, test-takers should be informed about the following before they begin each test.

- Avoid skipping questions. A minimum number of items must be answered to get a score. Too many unanswered questions will mean you get a low score or no score for a skill.
- You cannot return to questions later. The backwards and forwards browser buttons will not work. If you click on them by mistake and receive a "Conflict ID error" message, refresh your screen to return to the question.
- Avoid repeatedly clicking the same button, e.g. the "Next" button. If there doesn't seem to be a response after clicking a button, refresh the page.
- If the test freezes for any reason, try refreshing the page.
- When you finish the tests, please make sure you click on "Finish" to make sure your answers are scored.
- Microphones must be positioned correctly - not too close or too far away from your mouth. Do not touch or breathe heavily into the microphone as it will make it difficult to detect your voice and give you a score.
- Speak clearly, at a normal volume and speed, as if speaking on a phone.
- To get the best results, try to answer every question.
- The test is designed to detect periods of silence and may terminate the opportunity to respond if it appears that you are not participating.



Monitoring Tests, Reviewing Results

Monitoring tests

Administrators can view the status of the tests on Test Hub including those that are taken on site and remotely. They can see when the test has been started, is in progress, submitted, scored or is expired.

Reviewing results and recommendations

Answers are automatically sent to Pearson for marking when tests are submitted by test-takers. Results are usually available in minutes, however, there may be occasions when it takes longer (e.g. peak testing periods). Instructors can access test results on the Test Hub portal (instructions are provided on the [help pages](#)).

Teachers can review their students' performance, decide which recommendations to apply, and plan lessons accordingly.

Retesting at suitable intervals

Before assigning the next test, see Pearson recommendations included earlier in this guide.



User Journeys

Institution Administrator's Journey

Institution admins use Test Hub to manage staff, assign tests and monitor students' progress, and view licenses. A detailed guide on each step is provided on the Test Hub [help site](#).

Log into Test Hub as Admin

Institution admins are invited to manage an institution by email. One admin can be invited into many institutions.

Manage the Institutions

Admins can add other staff members to their institution by sending out email invitations.

They can also use their accounts to monitor licenses and check when the expiry date is approaching.

Assign Tests

Institution admins can assign tests to new and existing test-takers.

New test-takers will receive an invite with joining instructions for that institution. Institutions can track the redemptions of those invites. Once redeemed, the institution can view the scores and assign further tests.

Group Test-Takers

Admins can divide test-takers into groups to aid reporting before or after tests are taken. It is not essential to group test-takers. It is possible to search for them, for example by a test they have taken or the date on which the test was due.

View Reports

Institution admins can monitor the status of the assigned tests and generate detailed reports for groups and individuals. They can generate reports for multiple groups if they wish.

Reports can be manually shared with students. Online sharing will be available from summer 2020.



New Test-Taker's *Journey*

New test-takers will be invited to sign into Test Hub when their first test is assigned. A detailed guide is provided on the Test Hub [help site](#).

Receive an invitation

Test-takers need an invitation to take the test. It can be received via email or in a printed form.

Log into Test Hub

Test-takers will be asked to sign into Test Hub with their existing Pearson credentials or by creating a new account. If they have an account on Pearson English Portal, they can use this account.

Launch the Test

Once logged in, the test-takers will see the assigned test on their Dashboard. They will also receive a **Sample Test** that can be launched multiple times to practice before the real test.

Check Test Status

Test-takers will see whether their test has been completed or scored on their Dashboard. Detailed score reports can be obtained from an institution admin. Administrators will be able to share results with test-takers if they choose to, from summer 2020.



Existing Test-Taker's *Journey*

Existing test-takers can access tests from their dashboard in Test Hub. A detailed guide is provided on the Test Hub [help site](#).

Log into Test Hub

Test-takers will be asked to sign into Test Hub with their existing Pearson credentials. If they have an account on Pearson English Portal, they can use this account.

Launch the Test

Benchmark Test is accessed from their Dashboard. Test-takers will receive a **Sample Test** that they can use to practice as many times as they like before they take the real test.

Check Test Status

Test-takers will see whether their test has been completed or scored. Detailed score reports can be obtained from an institution admin. Administrators will be able to share results with test-takers if they choose to, from summer 2020.



FAQs

Frequently Asked Questions

Question: Can I take the test on a mobile phone or a tablet?

Answer: No. The Benchmark Test is designed to be taken on PC with a stable internet connection throughout the whole test.

Question: What should I do if I run out of tests?

Answer: If you run out of tests, please contact your local Pearson representative to order more.

Question: Can test-takers see results?

Answer: New functions are being added to Test Hub during 2020. Administrators will be able to choose to share results with students from summer 2020.

Question: Why did I get 'NS' instead of a score in my report?

Answer: The label NS (not scorable) appears when a student's responses cannot be given a score which reliably reflects their proficiency. This generally happens if the test taker skipped too many questions. Speaking scores are also affected by background noise, a faulty microphone, a student not speaking intelligibly or speaking in a language other than English. Advisory notices are provided. Following best practice and reviewing the test conditions should eliminate NS scores. Please speak to your Pearson representative if you would like to discuss the results.



Need Support?

We are here to help you.



Visit our Test Hub **Help site** to access knowledge-based articles and downloadable materials.

mypearsonhelp.com/testhub

Pearson is committed to providing the best technical support possible.

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