**Listening/Speaking Diagnostic & Final Exam Guidelines:**

**ELS 005:**

* The final exam should cover the outcomes for the level.
* The listening component of exam should contain note-taking based on a lecture that is high-end-of-level-five appropriate. This means the listening component should come from an authentic source such as a TED Talk or actual freshmen-level university lecture.
* The notes are not part of the exam grade, but should demonstrate an ability to use short-hand techniques such as abbreviations, symbols, and acronyms 70% of the time in their notes
* Exam questions should demonstrate an ability to answer factual questions as well as an ability to predict/infer & form opinions from their notes 70% of the time
* Exam questions should be production-based for the most part. This means a limited use of multiple choice, true/false, or fill-in-the-blank questions.
* The speaking component of the exam should incorporate a high-end-of-level-five appropriate presentation, discussion, or speech from the last week of the semester of approximately ten minutes in duration

**ELS 004:**

* The final exam should cover the outcomes for the level.
* The listening component of exam should contain note-taking based on a lecture that is high-end-of-level-four appropriate.
* The notes are not part of the exam grade, but should demonstrate an ability to use short-hand techniques such as abbreviations, symbols, and acronyms 70% of the time in their notes
* Exam questions should demonstrate an ability to answer factual questions as well as an ability to predict/infer & form opinions from their notes 70% of the time
* Exam questions should be production-based for the most part. This means a limited use of multiple choice, true/false, or fill-in-the-blank questions.
* The speaking component of the exam should incorporate a high-end-of-level-four appropriate presentation, discussion, or speech from the last week of the semester of approximately seven minutes in duration

**ELS 003:**

* The final exam should cover the outcomes for the level.
* The listening component of exam should contain note-taking based on a lecture that is high-end-of-level-three appropriate
* The notes are not part of the exam grade, but should demonstrate an ability to use short-hand techniques such as abbreviations, symbols, and acronyms 70% of the time in their notes
* Exam questions should demonstrate an ability to answer factual questions as well as an ability to predict, infer from their notes 70% of the time
* Exam questions should be production-based for the most part. This means a limited use of multiple choice, true/false, or fill-in-the-blank questions.
* The speaking component of the exam should incorporate a high-end-of-level-three appropriate presentation, discussion, or speech from the last week of the semester of approximately five minutes in duration

**ELS 002:**

* The final exam should cover the outcomes for the level.
* The listening component of exam should contain note-taking based on a lecture that is high-end-of-level-two appropriate
* The notes are not part of the exam grade, but should demonstrate an ability to use short-hand techniques such as abbreviations, symbols, and acronyms 70% of the time in their notes
* Exam questions should demonstrate an ability to answer factual questions as well as an ability to predict, infer from their notes 70% of the time
* Exam questions can be a mix of discrete point and production-based. This means multiple choice, true/false, or fill-in-the-blank type questions as well as ones requiring students to write their own answers. This could be in the form of a couple words, a sentence, or longer.
* The speaking component of the exam should incorporate a high-end-of-level-two appropriate presentation, discussion, or speech from the last week of the semester of a minimum of three minutes in duration

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