

**SPECIFICATIONS AND REGULATIONS OF THE CLM ONLINE PLACEMENT TEST FOR  
HISPANIC STUDIES COURSE (CEH) AND LANGUAGE AND CULTURES COURSE (CLCE)**  
(Updated January 2024)

## 1. PURPOSE OF THE TEST

The purpose of this test is to classify students who are going to take either the Hispanic Studies Course or the Language and Cultures Course at the Center of Modern Languages (CLM) of the University of Granada (UGR), according to the levels of competence defined in the CLM curriculum, namely:

Levels in CLM	Levels in MCERL
1-Beginner	A1
2-Elementary	A2
3-Low Intermediate	A2+
4-Intermediate	B1.1
5-High Intermedio	B1.2
6-Advanced	B2.1
7-High Advanced	B2.2
8-Superior	C1
9-High Superior	C2

And applying the following criteria:

- The students that pass level 6 can take CEH
- The students that pass level 4 can take CLCE taught in Spanish.
- The students that do not pass level 4 can take CLCE taught in English.

The aforementioned results in the following classification system:

NIVELES	CURSO
1 (A1)	Lengua y Cultura Española (CLCE) en inglés
2 (A2)	
3 (A2+)	
4 (B1.1)	
5 (B1.2)	Lengua y Cultura Española (CLCE) en español
6 (B2.1)	
7 (B2.2)	Estudios Hispánicos (CEH)
8 (C1)	
9 (C2)	

## 2. TARGET POPULATION

The only requirement that the CLM establishes regarding their academic training is that applicants who are going to take a course must have completed secondary education. This largely determines your minimum age. As for the origin, there is no restriction, which is why it must be taken into account when preparing the Level Test that it is aimed at an audience of different languages and cultures.

### 3. STRUCTURE AND DURATION OF THE TEST

The online placement test for CEH and CLCE consists of 5 parts, and the candidate has 3 hours to complete it, distributed as seen below:

- |  |                   |
|--|-------------------|
| • <b>PART ONE:</b> LINGUISTIC COMPETENCE TEST  | 50 minutes        |
| • <b>PART TWO:</b> AUDITORY COMPREHENSION TEST | 15 minutes        |
| • <b>PART THREE:</b> READING COMPREHENSION     | 30 minutes        |
| • <b>PAUSE</b>                                 | <b>15 minutes</b> |
| • <b>PART FOUR:</b> LINGUISTIC COMPETENCE      | 60 minutes        |
| • <b>PART FIVE:</b> ORAL EXPRESSION            | 5–10 minutes      |

**3.1. LANGUAGE PROFICIENCY TEST** In the **FIRST PART** (50') the aim is to measure the candidate's **WRITTEN PRODUCTION**. It consists, like the previous ones, of two exercises:

- **PART A** consists of a questionnaire of 7 short questions that progressively reflect the degree of mastery of a certain level of language. The answers discriminate the levels of the students in the following way:

- If you pass question 1, you have passed level 1 (A1) and will move on to level 2.
- If you pass question 2, you have passed level 2 (A2) and would move on to level 3.
- If you pass question 3, you have passed level 3 (A2+) and would move on to level 4.
- If you pass question 4, you have passed level 4 (B1.1) and would move on to level 5.
- If you pass question 5, you have passed level 5 (B1.2) and would move on to level 6.
- If you pass questions 6 and 7, you have passed level 6 (B2.1) and would move on to level 7.

- In **PART B**, students must write an academic text of 150-200 words. They choose between two options. This part of the test discriminates between levels 8 and 9.

**Correction criteria:**

To consider each of the 7 questions valid, the student must have **3 of the 4 parameters** covered: a) completion of the task; b) grammatical correction; c) lexical variety and d) discursive resources.

For the task in part B, the correction of the text is holistic.

**3.2.** The **SECOND AND THIRD PART** consists of a total of two tests:

A- LISTENING COMPREHENSION Test, 15 minutes

B- READING COMPREHENSION Test, 30 minutes

A- The LISTENING COMPREHENSION test consists of an exercise:

After listening to the audio of a fragment of a report, students must respond to 8 multiple choice items.

The recording is heard twice.

Students have one minute to read the questions before the recording is played. During the playback, you can answer questions and you also have two minutes to review them afterwards.

B- The READING COMPREHENSION test consists of one exercise:

After reading the text, the student must answer 10 questions, completing the required information with a maximum of 5 words.

**Correction criteria:**

These two parts are classified together according to the correct answer criterion.

The final assessment of the candidate's level in the COMPREHENSION part LISTENING and READING COMPREHENSION will be as follows:

<b>CEH</b>	10-18 correct
<b>CLCE</b>	6-9 correct
<b>CLCE (in English)</b>	0-5 correct

**3.3.** In the **FOURTH PART** (60') the aim is to measure the LINGUISTIC COMPETENCE of the student, that is, the candidates' mastery of the isolated elements described in the CLM curriculum is evaluated in a controlled manner, namely:

- **Pragmatic competence** (notions and functions).
- **Grammatical competence** (according to the categories and topics described in the curriculum, including lexical competence).
  - It consists of a questionnaire that consists of 80 multiple choice questions with one correct answer and three distractors, whose difficulty is also progressive: each level corresponds to 10 questions. The candidate answers them by marking with an X the box corresponding to the option that he considers correct in a grid.

The **correction criterion** is the correct answer.

The level will be considered passed if the candidate has 7 or more correct answers in the corresponding column.

**3.4.** The **FIFTH PART** (10') measures ORAL EXPRESSION through an interview in three phases with questions of different types:

To pass the level, the candidate must show that he or she possesses the skills described for each level.

**Phase 1.** Personal information questions focused, above all, on your academic and personal experience, to discriminate students at levels 1, 2, 3 and 4 (who must take the Language and Culture Course in English) from those at higher levels (who can take the Language and Culture Course in Spanish or the Hispanic Studies Course).

**Phase 2.** Questions related to academic life, to discriminate students at levels 5 and 6 from those at higher levels.

**Phase 3.** Questions about a topic in their academic/professional specialty or current topic that the candidate has/knows, to discriminate between levels 7, 8 and 9.