

وصف مختصر لطبيعة اختبار المستوى – برنامج التبادل الطلابي

يهدف الاختبار لقياس مستوى الطلبة في اللغة الإنجليزية، لأهميتها في مجال الدراسة والبحث العلمي وتمكين الطلبة من الإهاطة بأوفر مصادر المعرفة في مجالات تخصصاتهم المختلفة في اللغة الإنجليزية علامة على أهمية هذه اللغة للطالب في التواصل مع اقرانه وزملاه من الطلبة والباحثين حول العالم.

يتقاطع اختبار تحديد المستوى في الجامعة مع معظم أهداف نظرائه من اختبارات عالمية كاختبار التوفل (TOEFL) واختبار أيلتس (IELTS) وغيرها ويتافق مع التقييم الأوروبي الذي يتدرج في ست مستويات، A1 و B1 و A2 = Basic user، C1 و C2 = proficient user

يقيس الاختبار المهارات اللغوية كافة، ويكون من الأقسام التالية:
الشق الورقي (Paper-based Test) أو PBT ويتكون من:

1. قسم خاص بقواعد اللغة الإنجليزية ويحتوي على 20 نقطة تتناول أكثر مواضع قواعد اللغة الإنجليزية شيوعاً/استعمالاً. ويهدف هذا القسم إلى قياس قدرة الطالب على ضبط لغته عند الكتابة وكذلك قياس قدرته على فهم النصوص المكتوبة (فهم المقروء). جميع الجمل في هذا القسم من نوع اختيار من متعدد.

2. قسم خاص بمفردات اللغة الإنجليزية ويحتوي على 20 جملة أيضاً ويهدف لقياس قدرة الطالب على فهم معاني المفردات من خلال السياق. وهذه الأسئلة أيضاً اختيار من متعدد.

3. فهم المقروء (Reading Comprehension) ويتكون من نصوص متنوعة في مواضع مختلفة متوسطة الطول تتبعها مجموعة من الأسئلة لقياس فهم الطالب لما يقرأ. وهنا أيضاً جميع الأسئلة من نوع اختيار من متعدد. وفي الاختبار الواحد نص قراءة واحد وعشرون أسئلة.

4. القسم الرابع والأخير، الكتابة لقياس قدرة الطالب في الكتابة المنضبطة حيث يحصل الطالب على عنوانين/ أو موضوعين يختار أحدهما لكتابه فقرة منضبطة بطول يتراوح من 80 إلى 120 كلمة.

الشق الشفوي (Oral Part) عبارة عن مقابلة (Interview) قصيرة (دردشة) لحوالي 5 إلى 10 دقائق في مواضع عامة غير متخصصة. تهدف المقابلة لقياس قدرة الطالب على فهم المسموع وكذلك قدرته على التعبير عما يجول بخاطره واستجابته لأسئلة المقابلة بلغة منضبطة ومعبرة.

التالي نبذة مختصرة وحقيقية لبعض أسئلة الاختبار.

Placement Examination

Part One

Structure: (20 items)

(In this section, students are exposed to different structure testing points. The following are some examples.)

To fill in the blanks, choose the best answer from the choices given after each sentence.

1. Neither the manager nor the employees ___ willing to accept the new policy.
(A) is (B) are
(C) were (D) be
2. He is responsible for answering emails, organizing files, and ___ reports.
(A) to prepare (B) prepare
(C) prepared (D) preparing
3. The documents ___ by the secretary yesterday.
(A) are prepared (B) had preparing
(C) prepared (D) were prepared
4. The student ___ phone rang during class was embarrassed.
(A) who (B) who's
(C) whose (D) whom
5. Rarely ___ such an amazing view.
(A) have I seen (B) I have seen
(C) I saw (D) I will see

Part Two

Vocabulary: (20 items)

(In this section, you will be asked to complete sentences by choosing the appropriate words from the choices given, or choose the correct meaning to match the underlined words in the sentences.)

For example:

A. This part consists of sentences with a word missing in each. For each sentence choose the answer which best completes the sentence.

1. The manager asked the employees to their ideas during the meeting.

2. The company plans to two new products next month.

B. For each underlined word in the following sentences choose the word closest to the meaning from the choices given below.

1. The building was evacuated before the explosion.
(A) emptied (B) opened
(C) entered (D) cleaned
2. This new medicine may help to alleviate the symptoms of the disease.
(A) increase (B) understand
(C) reduce (D) ignore
3. Their views were contradictory, so they couldn't reach an agreement.
(A) similar (B) opposite
(C) unclear (D) simple

Part Three

Reading Comprehension: (10 questions)

(In this section, you are asked to read a relatively short passage, (300 – 500 words), and to answer multiple choice questions based on the information in the text.)

For example:

Read the passage below, then answer the questions that follow it:

(1) Sometimes, journalists use a special method to discover the truth: they go **undercover**. This means they hide their real identity and pretend to be someone else in order to investigate a story. Going undercover can be risky, but it can also reveal important facts that might otherwise stay hidden.

(2) Undercover journalism has been used to expose many serious problems. For example, some reporters have worked secretly in factories to learn how workers are treated. Others have joined criminal groups to report on illegal activities. These journalists collect secret recordings, videos, or documents that show the truth behind closed doors.

(3) One of the most famous examples of undercover journalism happened in the 19th century. A reporter named **Nellie Bly** pretended to be mentally ill so she could be sent to an asylum. She spent 10 days there and later wrote a shocking report about how patients were abused. Her story helped change how mental hospitals were run.

(4) While going undercover can help the public, it also brings up **ethical questions**. Is it right to lie in order to get information? Should journalists always be honest, even if it means they can't get the full story? Some people believe undercover journalism is necessary to uncover the truth. Others think it's dishonest and unfair to the people being recorded.

(5) There are also **legal risks**. In some countries, it is illegal to record people without their permission. Journalists who go undercover can get into serious trouble if they break these laws.

(6) Despite these concerns, undercover journalism has played an important role in the media. It can lead to social change and bring justice. However, it must be done carefully and

responsibly. Journalists must ask themselves: Is this story worth the risk? And will it help the public more than it harms individuals?

Questions:

1. Why do journalists go undercover?
(A) To win awards
(C) To make people laugh
(B) To find hidden information
(D) To avoid doing real work
2. What is one risk of going undercover?
(A) Legal trouble
(C) Losing a camera
(B) Getting bored
(D) Writing too quickly
3. What is an ethical concern with undercover journalism?
(A) Too many reporters
(C) Sharing jokes online
(B) Writing too many pages
(D) Lying to get information

Part Four

Writing:

In this section, students are asked to write a paragraph (100 – 120 words) on one of two topics given.

For example:

Write a well-organized paragraph (100 – 120 words) on one of the following topics. (20 points)

1. Write about why learning another language is beneficial for education, career, or personal growth.
2. Describe a personal experience and explain what you learned from it.

Basic Grading Rubric for Paragraph Writing

				Needs Improvement (1–2 pts)	
	Category	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)	Needs Improvement (1–2 pts)
1.	Organization	Clear topic sentence, logical order, strong closing	Mostly organized, minor lapses in order	Ideas somewhat clear but poorly ordered	Ideas disorganized or unclear
2.	Content & Ideas	Fully developed idea with relevant supporting details	Good idea, some supporting details	Some development, lacks depth	Few ideas, lacks relevance or clarity
3.	Grammar & Syntax	Few or no grammar errors	Minor grammar	Some errors, occasionally confuse meaning	Frequent errors, hard to understand

Category	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)	Needs Improvement (1–2 pts)
4. Vocabulary	Varied, appropriate vocabulary	Adequate vocabulary, some repetition	Limited vocabulary, may affect expression	Very limited vocabulary, frequent word misuse
5. Mechanics	Correct spelling, punctuation, and capitalization	Few minor errors	Some errors in spelling/punctuation	Many spelling and punctuation mistakes

Total: /20 points

Excellent score: 17–20

Good: 13–16

Satisfactory: 9–12

Needs improvement: Below 9

In addition to this paper-based test, students are also required to sit for a short interview (about 5 to 10 minutes) to measure their abilities in the oral skills (listening, spoken interaction, and spoken production).