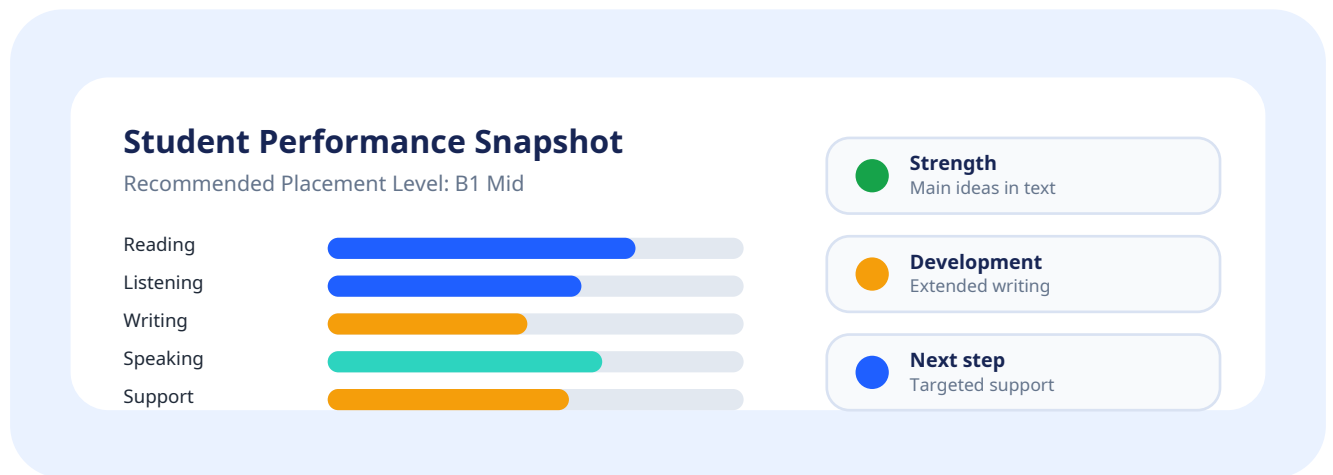


Teacher Reporting Guide

Understanding AllSkills reports, skill insights and recommended placement indicators.



Skill-based
Results by language area

CEFR-aligned
A1 to B2+ indicators

Placement-focused
Recommended, not certified

This guide helps teachers interpret AllSkills reports in a consistent, practical and learner-supportive way. It explains how to read skill-based results, how to use supporting competence information and how to turn report insights into classroom action.

The report is designed to support placement and instructional planning. It should not be presented as a formal certificate or as the only evidence for a student's language ability.

1. What the report is designed to show

The AllSkills report gives a structured view of a student’s current English performance across the main language skills. It combines automatically scored sections with teacher-evaluated productive skills where applicable.

The central purpose is to support educational decision-making. The report can help teachers identify where a student is already confident, where support may be needed and what type of learning group may be suitable.

<p>Overall recommended level</p> <p>A broad placement indicator that summarises the student’s performance profile. It should be read together with the individual skill results.</p>	<p>Skill-based performance</p> <p>Separate indicators for Reading, Listening, Writing, Speaking and supporting competence areas. These show the student’s profile more clearly than a single score.</p>
<p>Strengths</p> <p>Positive areas observed in the student’s performance, such as understanding main ideas, using familiar vocabulary or producing clear short responses.</p>	<p>Development areas</p> <p>Areas that may benefit from classroom support, additional exposure, guided practice or targeted feedback.</p>

2. Reading skill results

Reading results show how well the student understands written English. Tasks may measure comprehension of short texts, messages, notices, paragraphs or longer passages.

- Main idea: Can the student understand the general meaning of a text?
- Detail: Can the student find specific information?
- Inference: Can the student understand meaning that is suggested but not directly stated?
- Vocabulary in context: Can the student understand words and phrases within a text?

When using the report, avoid focusing only on correct or incorrect answers. Look at the type of reading demand. A student may understand direct information well but still need support with inference or longer texts.

3. Listening, Writing and Speaking results

Listening results show how well the student understands spoken English. This may include short conversations, announcements, descriptions or longer audio texts. A lower listening result may reflect vocabulary gaps, speed of speech, unfamiliar accents or difficulty remembering information after listening.

Writing results should be interpreted through the quality of the student’s written response, not only through length. A short but relevant answer may be stronger than a longer answer that does not respond to the task.

Speaking results show how well the student communicates orally. Teachers should consider clarity of meaning, task response, fluency, vocabulary, grammar control and pronunciation impact.

Criterion	What to look for	Classroom implication
Task fulfilment	The answer responds to the prompt and includes relevant content.	Give clearer models of what the task asks students to do.
Organisation & coherence	Ideas are connected and presented in a logical order.	Use paragraph frames, linking words and planning activities.
Vocabulary range	The student uses suitable words for the topic and level.	Pre-teach topic vocabulary and practise word families.
Grammar accuracy	Grammar supports meaning with an appropriate level of control.	Focus on patterns that affect clarity and repeated errors.
Mechanics / pronunciation	Writing: spelling and punctuation. Speaking: intelligibility and delivery.	Provide short, repeated practice rather than one-off correction.

4. Grammar and vocabulary as supporting competence

Grammar and Vocabulary are best understood as supporting competence areas. They help explain performance in the main language skills. A student with limited vocabulary may struggle in Reading, Listening, Writing and Speaking even when the task itself is familiar.

5. Interpreting the recommended placement level

The Recommended Placement Level is a practical indicator for grouping, planning and support. It should not be used as a permanent label. Language ability is developmental, and student performance can change with exposure, instruction and confidence.

Situation	Suggested teacher response
Balanced profile	The student performs at a similar level across most skills. Placement can usually follow the recommended level, while still checking classroom fit.
Uneven profile	One or two skills are noticeably stronger or weaker. Use the recommended level carefully and plan targeted support for weaker skills.
Borderline profile	The student appears close to the next level. Combine the report with teacher observation, classroom performance and, if needed, a short follow-up task.
Low confidence or test anxiety	If performance may have been affected by stress, technical problems or lack of familiarity with the test format, avoid over-interpreting a single result.

6. Turning report insights into classroom action

- Use skill results to form flexible groups for specific activities, not only permanent classes.
- Create short support plans for common gaps such as listening detail, extended writing or speaking fluency.
- Share strengths first when giving feedback to students and parents.
- Use development areas as learning goals rather than negative labels.
- Review progress after instruction instead of treating one report as final.

A useful reporting conversation might sound like this:

"The report suggests that the student can understand familiar written texts quite well. Listening and extended writing may need more support. Based on this, B1-level classroom work with targeted listening and writing practice may be appropriate."

7. Suggested teacher checklist

- Review the overall Recommended Placement Level.
- Check each skill result separately.
- Look for strong differences between receptive and productive skills.
- Read the strengths and development areas carefully.
- Consider whether technical issues or test anxiety may have affected performance.
- Compare the result with classroom observation where available.
- Plan support activities for the most important development areas.
- Avoid presenting the result as a certificate or permanent label.

8. Communication with parents and students

When explaining results to parents or students, use supportive and non-final language. The report should help families understand learning needs, not create pressure or fixed labels.

Recommended wording

"The result suggests that the student is currently performing around this level in the tested areas."

Avoid wording

"The student is definitely this level." or "The student failed this level."

Recommended wording

"This area may benefit from additional practice and classroom support."

Avoid wording

"The student is weak at English."

Final note

AllSkills reports are most valuable when they are used together with professional teacher judgement. The data can guide placement, feedback and planning, but teachers remain essential in interpreting student needs fairly and contextually.