

English Language Skills

C E R T I F I C A T I O N 

SDSULeaders

It is the last of four evaluation levels designed by San Diego State University for youth 14 years and older. This exam prepares the participant for complete success in learning English as a second language. The SDSULeaders exam assesses the A2, B1, B2, and C1 level of English language according to the Common European Framework of Reference, as well as the CELS (Common English Language Standards) as Beginner, Early Intermediate, Intermediate, and Early Advanced.

The time allotted for the SDSULeaders exam is one hour and 32 minutes. In this exam, the participant will find the following:

Area	Component	Content (# of questions)	Allotted Time
1	English Structure	60	30
2	Reading Comprehension	20	20
3	Writing Prompt	N/A	15
4	Listening Comprehension	12	12
5	Oral Assessment	5	10



1st Component (60 questions)

In this first component, the participant will have to answer 60 multiple-choice questions which will assess their knowledge of the grammatical structure of the English language.

The example in this manual is a sample of three questions. Each question includes 3 options, where only one answer is correct. The participant will choose between these 3 options. The time allotted to complete this component is 30 minutes.

Example of Grammatical structure

Choose the correct answer.

1.
 - He studied for his exam willingly.
 - He studied for his exam willing.
 - He willing studied for his exam.
2.
 - That was so a funny show!
 - That was such a funny show!
 - That was a funny such show!
3.
 - They will earning the most rewards for their responsible deeds.
 - They will be earn the most rewards for their responsible deeds.
 - They will be earning the most rewards for their responsible deeds.

The participant will have the opportunity to return to answer the questions that he has not answered only if the assigned time allows it.

2nd Component (20 questions)

In this second part, the participant will find 20 multiple choice questions that will assess their Reading Comprehension. This component contains 4 readings, each with a series of questions where the participant will identify, from the main idea, details, vocabulary in context, and inference.

The example on this page is a sample of a reading passage, and the comprehension questions are based on the text. Each question includes 3 options where only one answer is correct. The participant will choose between these 3 options. The time allotted to complete this component is 20 minutes.



Reading Comprehension example

Sunday, February 8, 2014

15-year-old Martin Bravo thinks about his friends a lot! That is why he's working with other classmates on producing a series of short films on what teenagers think.

"I want to give them a chance to say what's on their minds. This is an opportunity for them to share what they really think about school, parents, teachers, friends, and whatever else is important to them," Bravo said.

"He must have interviewed over two hundred kids in town for his documentary," said Roland Emery, Bravo's social studies teacher at McCabe High School. "I think that by the time he gets to college, he will have finished two or three more of these films. He's very productive."

Bravo said he noticed that a lot of teenagers shared their problems with other teens but not with adults. He thought that they would be better understood by adults if their ideas and opinions were known. So he convinced two of his classmates to work with him on the project. They'll be presenting the finished film at the annual McCabe short film festival.

"It's not about winning a prize; it's about sharing a message," Bravo concluded.

1. What is this story about?
 - o It's a news article about a television show
 - o It's a news article about a short film
 - o It's a news article about two hundred kids

2. How many students were interviewed by Martin?
 - o About one hundred
 - o More than two hundred
 - o Over three hundred

3. In this story, "teenagers shared their problems" means:
 - o to talk about their personal conflicts.
 - o to be angry with other teens because of their problems.
 - o to exchange their ideas for the ideas of others

4. After he completes his film, Martin will probably _____.
 - o resist the idea of working on another film
 - o produce an additional documentary
 - o avoid college and go directly into film work

The student will have the opportunity to return to answer the questions that he has not answered only if the assigned time allows it.

3rd Component

In this third part, the participant will write a letter that will evaluate their Writing ability, following the instructions specified in the same exercise.

The example on this page is a sample where the participant is required to write a letter according to the question or questions asked in this component. It is also a requirement that you write as much as possible. The time allotted to complete this component is 15 minutes.

Writing Prompt example

Your cousin or a friend will come to visit you next summer. Write an email or letter asking your cousin/friend to stay at least a month. Offer some ideas for interesting things you can do together at your house. Mention places you can visit together or activities you can enjoy. Try to be as specific as you can.

4th Component (12 questions)

In this fourth part, the participant will answer 12 multiple-choice questions, which will assess their listening comprehension abilities through 4 audios, each with a series of questions where the participant will identify from the main idea, details, vocabulary in context, and inference.

The example on this page is an audio sample and comprehension questions that the student will read and respond to after the audio. Each question includes 3 options where only one answer is correct.

The student will choose between these 3 options. The time allotted to complete this component is 12 minutes.



Listening Comprehension example

The Problem

Curtis: Alex had been working on that math problem for a week. He's finally done.

Laura: I'm surprised, too! He usually gives up when something takes too long.

Curtis: That's why I was shocked when I saw him smiling today, still working on the problem.

Laura: What did he say?

Curtis: He said that he's learned a lot from working on that problem. He said that if he hadn't worked on it, he probably wouldn't have solved three other problems he had in science. The math helped him to think differently.

Laura: Has he solved the math problem, then?

Curtis: No, he's still at it.

1. Alex worked on a _____ problem.
 - science
 - math
 - surprise

2. In total, how many problems did Alex solve?
 - One
 - Three
 - Four

3. The two friends have probably known Alex _____.
 - for a short time
 - for a week
 - for a long time

4. To "give up" means to _____.
 - continue
 - pause
 - stop

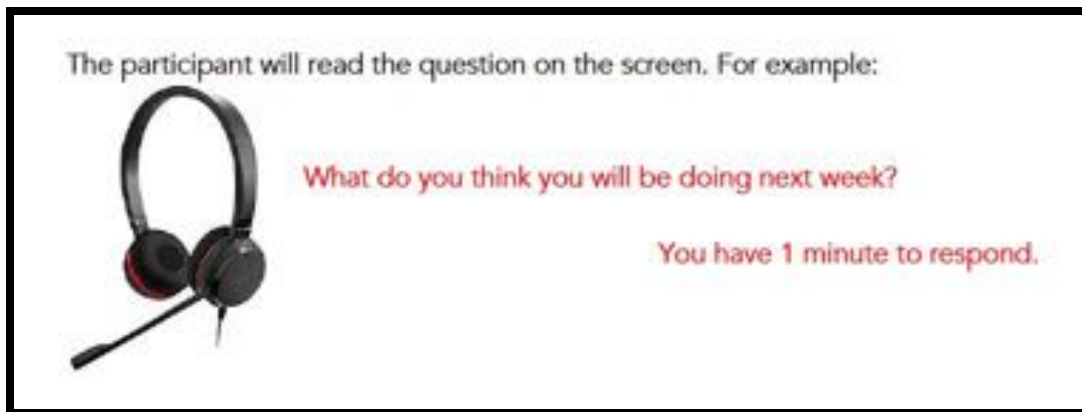
The participant will have the opportunity to return to answer the questions that he has not answered only if the assigned time allows it.

5th Component (5 questions)

In this fifth and last part, the participant will read 5 questions that will evaluate their oral expression in the English language. The participant will have one minute to respond orally to each question. The time allotted to complete this component is 15 minutes.

The procedure for this component is as follows:

Examples of Oral Assessment



The participant will record his answer with a maximum of one minute.

It is important to mention that the participant will have an additional 10 minutes to prepare their response.