# Computerized LATs

## Login

**Description**
When you arrive, you will login to the computerized LATs (includes Writing, Speaking, and Listening).

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Click on “BEGIN” to begin the LATs.</td>
</tr>
<tr>
<td>2.</td>
<td>Type in your 9 digit BYU ID without any dashes or spaces.</td>
</tr>
<tr>
<td>3.</td>
<td>Your name, level and writing and LS teachers should appear. This is Sample Student. He’s in level 3.</td>
</tr>
</tbody>
</table>
4. In case we need to reach you during the semester break, please type in a phone number where we can get a hold of you.

5. You will then be asked if you are returning to the ELC. If you are coming back next semester (or taking vacation), click “Yes”. If not, you can choose another option (transfer to another school, returning home, etc).

Writing

Description
The writing LAT has two parts: an integrated task and a 30-minute timed writing test on a single topic. Unless you are in Level 1, you will type your writing LAT on the computer. If you are in Level 1, you can choose to type or to write by hand.
Directions

1. Before you begin the integrated section, put on your headphones and make sure you can hear the music playing. Then click “Begin”.

2. First you will see a reading passage. You will have three minutes to read the reading passage.

3. The reading passage will then disappear and you will listen to a dialogue. You may take notes on the paper provided during this section.
4. After the listening is over, you will see the reading passage again and a question. Use your notes and the reading passage to respond by typing in the space provided. You will have 20 minutes to type your response.

5. After the integrated writing is over, you will type a 30-minute essay. The question appears at the top of the screen. An example might be, “Think of 2 of the novels you have read. Compare and contrast three major themes of the book.”

Type the essay in the space provided. You can use the buttons on the right to help you edit your document. Features such as bold and italics, however, do not work.

The time left appears in the lower left hand corner. To hide the time, click on the clock face.

After you have finished typing, click on “Finish.”
Speaking LAT: Directions

1. When you have finished your 30-minute essay, you will begin your speaking LAT. Click “Begin Speaking.”

2. Before you start your test, you will need to check to make sure the headset and microphone are working. Click on the “Sound Test” button. Speak clearly into the microphone on the headset.

SOUND TEST

Before you begin the exam, you need to check and adjust the volume levels on the computer by clicking the “Sound Test” button. Record your name. You should see your voice and hear it played back to you. If not, contact the lab assistant.
5. As you are speaking, you should see a blue line that represents your voice. If you do not see the blue line while you are talking, the microphone is not working. Get help from a lab attendant.

6. After you record your name, you should hear it played back to you. If you can hear yourself speaking, click on the “Yes” button. DO NOT click on “Yes” if you do not hear your voice! Click “No” if you can’t hear your voice and then get help from a lab attendant.

7. Once you have checked the sound, you are ready to begin. Click on the “START” button to begin testing.
8. For each question, the instructions will appear in the colored box on the left of the screen. You will hear the directions being read to you.

9. After you hear the directions, you can prepare to answer the question. The number under the green line indicates the time you have to prepare. The screen says if you are ready early, you can click on the timer to start recording. BE VERY CAREFUL if you do this. If you hold the mouse down for even more than a millisecond, it will think you have clicked twice and you will end up missing the question entirely.

My advice: Do not click the mouse. Use all of your preparation time.

10. The purple line indicates that you are being recorded. Just like on the sound test, as you are speaking, you will see your voice on the blue line. When you are done speaking, go ahead and click on the timer. You don’t have to be careful with the mouse at this point.
11. For some questions, you will see a picture or a graphic to help you answer the question.

12. After you have finished all the questions, you will see this screen. You are now finished with your speaking LAT and can click on the “Start Listening Exam” button to begin your listening LAT.
Listening LAT: Directions

1. If you are in Level 1 or Level 2, the first part of your test will have the questions shown. You can answer the questions as you listen. Click on the speaker “1” button to listen one time and then on the speaker “2” button to hear the section again. Choose an answer for each question. You will not be able to come back to this section, so make sure you answer all the questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where did Melissa go on vacation?</td>
<td>A. Yellowstone</td>
</tr>
<tr>
<td></td>
<td>B. Las Vegas</td>
</tr>
<tr>
<td></td>
<td>C. Disneyland</td>
</tr>
<tr>
<td>2. Who did Melissa go on vacation with?</td>
<td>A. Her mother</td>
</tr>
<tr>
<td></td>
<td>B. Her husband</td>
</tr>
<tr>
<td></td>
<td>C. Her sister</td>
</tr>
<tr>
<td>3. What did Melissa like?</td>
<td>A. Camera</td>
</tr>
<tr>
<td></td>
<td>B. Airplane ticket</td>
</tr>
<tr>
<td></td>
<td>C. Credit card</td>
</tr>
<tr>
<td>4. How long did Melissa stay?</td>
<td>A. 1 week</td>
</tr>
<tr>
<td></td>
<td>B. 2 days</td>
</tr>
<tr>
<td></td>
<td>C. 2 months</td>
</tr>
</tbody>
</table>

2. For most of the questions on Levels 2, 3, and 4, you will not be able to see the questions until after you have listened one time. Click on the speaker “1” button to listen the first time.
3. After you listen to the passage once, you will see the questions. Answer as many as you can. Then click on the speaker “2” button to listen again. You can answer the questions as you listen a second time. You will not be able to come back to this section, so make sure you answer all the questions. Click on the “Next Passage” button to go on.

4. Some of the questions on the Level 4 and 5 tests are longer passages. For these questions, you can only listen once, but you can take notes. Make sure to raise your hand to get some note paper. Take notes as you listen to the passage.
5. After you listen to the passage, the questions will appear. Use your notes to answer the questions.

You will not be able to come back to this section, so make sure you answer all the questions.

6. This is the last screen of the test. You will not be able to go back to any part of the test, so you can click on "Record Scores" to end your test.
Sentence Elicitation: Directions

1. This test will look at your ability to listen to and understand spoken English, and then repeat it back through spoken English. This is a good indicator of your speaking proficiency. There are about 60 sentences and it will take less than 10 minutes to complete this section.

2. You will first do a sound test like you did before you did the speaking test.

3. First, you will do an example as practice.

4. Then you will have a blank screen. You will listen to the sentence and then you’ll hear a beep. Repeat the sentence AFTER you have heard
| 5. When you have completed the test, you will see the screen to the right. | This concludes the sentence imitation test.  
Thank you for your participation! |
Grammar & Reading LAT

Directions

Students will need to arrive 15 minutes BEFORE at the listed start time so they can be checked in and seated.

Students must bring a least 1 # 2 pencil to take the test. The tests will be scored by machine, and the machine cannot read ink, so it is important to bring a pencil. It would be smart to bring 2 pencils in case one breaks during the test.

Except the pencils, nothing else may be brought into the room. Please leave all bags, coats, electronic devices (cell phones, pal pilots, electronic dictionaries, etc.) in lockers.

As with all bubble sheet tests, it is important to fill in each bubble completely. Please refer to the directions below:

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>IMPORTANT DIRECTIONS FOR MARKING ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRONG</td>
<td>• Use #2 pencil only.</td>
</tr>
<tr>
<td>1 1 2 3 4 5</td>
<td>• Do NOT use ink or ballpoint pens.</td>
</tr>
<tr>
<td>WRONG</td>
<td>• Make heavy black marks that fill the circle completely.</td>
</tr>
<tr>
<td>2 1 2 3 5</td>
<td>• Erase cleanly any answer you wish to change.</td>
</tr>
<tr>
<td>RIGHT</td>
<td>• Make no stray marks on the answer sheet.</td>
</tr>
<tr>
<td>3 1 2 3 5</td>
<td></td>
</tr>
<tr>
<td>RIGHT</td>
<td></td>
</tr>
<tr>
<td>4 1 2 3 5</td>
<td></td>
</tr>
</tbody>
</table>

Students will be assigned seats that will have the Reading LAT on the desk and the grammar LAT under the desk. Students are not to look at the tests before the Start Time. After they are sitting down, the teachers will go over the directions and tell the students when they can begin the Reading LAT.

Toward the end of the test, students will be given a warning 5 minutes warning and again a 1 minute warning before the test’s end. When the proctor tells the students to put their pencils down, all pencils must be put down or the student will receive a “0”. If students finish the Reading LAT before the End Time, they should raise their hand and the teacher will gather the test. Once the Reading LAT has been turned in, the student may get the Grammar LAT and begin that.
Reading Description

This test has 70 items total. There are 8–10 passages. The first two passages have 5 questions each (10 total), and the rest of the passages have 8 to 12 items each. The time limit is 90 minutes. The question types for each passage include: main idea, supporting detail, vocabulary in context, inference, recognizing word roots, and pronoun referents. Scanning will also be tested as students will have to use that skill to answer the other question types listed above.

Below is a sample:

Ouch! Just in time for Children’s Dental Health Month, a new report shows that Americans aren’t taking very good care of their teeth. The United States gets a C in dental hygiene.

"Many people don’t see regular [dental] care as an important part of overall health until they run into problems," says U.S. Surgeon General David Satcher. He notes that tooth decay is the most common chronic childhood disease.

Cavities cause American kids to miss 50 million hours of school each year. Half of first graders already have a cavity.

Adults also have tooth troubles. Some 24% of elderly Americans have lost all their teeth. At least one-third of adults fail to see a dentist even once a year. One reason: About 108 million Americans have no dental insurance.

The report says that too many Americans don’t have access to a dentist. Others skip regular brushing and flossing. Also, many areas don’t add fluoride, a mineral that helps prevent cavities, to their drinking water.

Health officials believe we can do better. Says Dr. Caswell Evans of the National Biology Institute of Health: "The jaw bone is just as important as every other bone in the body."

1. What would be a good title for this passage?
   a. Dentists Are Not Doing Their Jobs
   b. Tooth Troubles of Americans
   c. Elderly Americans Lose Their Teeth
   d. Fluoride Is Missing From Drinking Water

2. What is the main idea of the second paragraph?
   a. Tooth decay and other health problems are very common in the United States.
   b. Regular dentist appointments are an important part of overall health.
   c. Many people don’t think dental care is important until there is some problem.
   d. Cavities are a common chronic childhood disease all over the world.

3. What is fluoride (line 13)?
   a. a bone on the left side of the mouth
   b. a kind of air that surrounds the earth
   c. a disease that causes cavities
   d. a mineral that protects the teeth from cavities
4. How many hours of school do American kids miss every year because of cavities?
   a. 24 million  
   b. 50 million  
   c. 108 million  
   d. 381 million  

5. According to the article, what is NOT a cause of dental problems in America?
   Americans do not…  
   a. go regularly to the dentist.  
   b. brush and floss.  
   c. eat healthily enough.  
   d. drink water with fluoride in it.  

6. What is the meaning of the word “biology” in line 16?
   The study of…  
   a. teeth  
   b. Americans  
   c. life  
   d. plants  

7. What is implied in the sentence: “The jaw bone is just as important as every other bone in the body”?
   a. The jaw bone is more important than our other bones.  
   b. It is important to take care of all of our bones.  
   c. It is more important to take care of our bones than our muscles.  
   d. Governments should add fluoride to the drinking water.  

8. What does the pronoun “they” refer to in lines 4-5?
   a. David Satcher  
   b. cavities  
   c. dentists  
   d. people  

For this passage, the question breakdown is as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>What’s being tested</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overall Main Idea</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>Paragraph Main Idea</td>
<td>c</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary in Context</td>
<td>d</td>
</tr>
<tr>
<td>4</td>
<td>Specific Detail</td>
<td>b</td>
</tr>
<tr>
<td>5</td>
<td>Specific Detail</td>
<td>c</td>
</tr>
<tr>
<td>6</td>
<td>Word Root</td>
<td>c</td>
</tr>
<tr>
<td>7</td>
<td>Inference</td>
<td>a</td>
</tr>
<tr>
<td>8</td>
<td>Pronoun Referent</td>
<td>d</td>
</tr>
</tbody>
</table>
**Grammar Description**

This test has a 90-minute time limit to complete 105 questions. There are 3 types of questions: error detection, fill-in-the-blank and fill-in-the-blank cloze.

For *error detection*, there will be 4 underlined sections. Chose the section that is incorrect. For example:

1. Please call me back as soon as possible as I need an advice from you.
   
   a                      b                                 c          d

   The incorrect underlined part is d.

For *fill-in-the-blank*, a sentence is presented with part of it missing. Look at the choices and choose the one that is grammatically correct. For example:

2. Don’t go to that movie! It was _____________.
   
   a. bored.  
   b. boring  
   c. bore    
   d. to be boring

   The correct response is b.

For *fill-in-the-blank cloze*, a paragraph is presented with words missing. Look at the choices and choose the one that is grammatically correct. For example:

Ken, _____3_____ talk so loud. _____4_____ on our project! It is due _5_ midnight tonight and we barely started!

3. a. you wouldn't  
   b. you shouldn't  
   c. we wouldn't  
   d. we shouldn't

4. a. We can concentrate  
   b. We can't concentrate  
   c. We cannot concentrates  
   d. We can concentrates

5. a. at  
   b. to  
   c. for  
   d. on

*The correct responses are b, b, a.*