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**Center for Examinations and Certifications
Hellenic American Union**



Decoding the ECCE Reading (GVR) test: Q&A

A webinar for teachers



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Decoding the ECCE Reading (GVR) test: Q&A

A presentation for teachers

ECCE



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ECCE



Hellenic American Union

Administering exams since 1957



ECCE



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ECCE



ECCE

Introduction

The Examination for the Certificate of Competency in English (ECCE) is a standardized, 4-skill English test (also known as 'Lower' in Greece) at the upper-intermediate level of the Common European Framework of Reference for Languages (CEFR B2). It is a secure exam developed by Michigan Language Assessment and administered by authorized test centers worldwide.





■ ECCE



Reading

Format

A variety of gapped sentences and reading texts are presented for test takers to complete or read and then answer related questions by selecting an option from the multiple-choice answers provided.

Duration

75 minutes

3 parts (Grammar, Vocabulary, Reading)



ECCE

Part 1: 15 items (grammar) - 4 options

Part 2: 14 items (vocabulary) - 4 options

Part 3: 36 items (reading) - 4 options
2 Single texts with 6 questions each
2 Multiple-text sets with 12 questions each

Total number of items: **65**

Duration: **75 minutes**



Decoding the ECCE Reading (GVR) test: Q&A



Introduction

How comfortable are your students with Reading?





■ ECCE

Skills elicited by the ECCE Reading task

Grasping the main idea of a paragraph or passage

Identifying the author's general intent (e.g., providing information, reporting a problem, debating an issue)

Global
Comprehension
Skills

Decoding the ECCE Reading (GVR) test: Q&A



■ ECCE

Skills elicited by the ECCE Reading task

- Identifying supporting details and specific key information in passages
- Selecting correct answers based on precise information in the passages or paragraphs (e.g., dates, reasons, instructions)

Local
Comprehension
Skills

Decoding the ECCE Reading (GVR) test: Q&A



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Skills elicited by the ECCE Reading task

Inferring meaning by understanding implied ideas or opinions

Making connections based on reasoning rather than stated facts

Inferential
Comprehension
Skills

Decoding the ECCE Reading (GVR) test: Q&A



ECCE

Skills elicited by the ECCE Reading task

Determining meaning of unfamiliar words used
in context

Understanding synonyms, paraphrases, and
lexical relationships

Inferential
Comprehension
Skills

Decoding the ECCE Reading (GVR) test: Q&A



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Skills elicited by the ECCE Reading task

Understanding passage structure and organization

Cause and effect, comparison and contrast, chronological order, problem-solution structures

Understanding
Structure &
Logical flow of
Ideas

Decoding the ECCE Reading (GVR) test: Q&A



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Skills elicited by the ECCE Reading task

Recognizing the author's purpose, tone and attitude

Identifying whether the purpose is to inform, persuade, compare while detecting tone and viewpoint

Critical
Reading
Skills

Decoding the ECCE Reading (GVR) test: Q&A



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Skills elicited by the ECCE Reading task

Skimming for overall meaning and scanning for specific details

Managing cohesion across paragraphs, reference words and logical progression across the text.

Handling longer
Multi-Paragraph
Texts

Decoding the ECCE Reading (GVR) test: Q&A



Level Bands

Band score	Scaled numeric score
Honors (H)	840-1000
Pass (P)	750-835
Low Pass (LP)	650-745
Borderline Fail (BF)	610-645

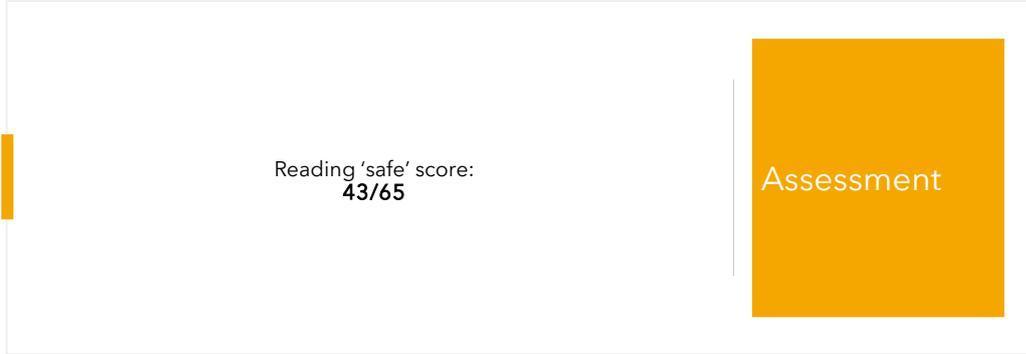




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Decoding the ECCE Reading (GVR) test: Q&A



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Your Questions

Decoding the ECCE Reading (GVR) test: Q&A



■ ECCE



Can test takers start with the reading part?
Can they leave the vocabulary part last?



■ ECCE



Do all questions carry the same weight?
Are questions in Reading more difficult?

Decoding the ECCE Reading (GVR) test: Q&A

2
0



ECCE



Should test takers mark their answers in the booklet first?
Is this a good idea/practice?



■ ECCE



—

Is note-taking allowed in the booklet?
Can test takers underline, highlight or
circle words in the booklet?



■ ECCE



Will there be unknown words in the reading passages?
What are some common themes revisited in the passages?

Decoding the ECCE Reading (GVR) test: Q&A

2
3



ECCE



Is any time given at the end to transfers answers on the answer sheet?

Can test takers return to the Listening section if they've finished the Reading part?



■ ECCE



What happens if a test taker has unknown words in Reading?
Can test takers ask for clarifications?



■ ECCE



What can students do to improve their Reading skills?

Any practice that would help students improve their Reading scores?



■ ECCE



ECCE - Grammar



ECCE

Number of items: 15

Format:

Short gapped sentences that test grammar structures

Options: 4 items (1 correct answer)

ECCE Reading Part 1



ECCE

Use knowledge of parts of speech

Your grades show you've made great _____ at school this year.

- a. progress*ive*
- b. progress*ing*
- c. progress
- d. progress*es*



ECCE - Grammar



■ ECCE

Look for clues to correct tense

I **knew** Paul _____ me to come, but I just **couldn't get** there in time.

- a. **wanted**
- b. **wants**
- c. **is wanting**
- d. **will want**



ECCE - Grammar



ECCE

Vocabulary



Decoding the ECCE Reading (GVR) test: Q&A





■ ECCE

Number of items: 14

Format:

Short gapped sentences that test vocabulary knowledge

Options: 4 items (1 correct answer)

ECCE Reading Part 2



ECCE

14 items - 4 options

READING: VOCABULARY

61. There are certain plants that just won't grow in Canada because the _____ is too cold.
- A. domain
 - B. landscape
 - C. climate
 - D. habitat
65. Jack believes his university has given him the academic _____ he needs to be successful in graduate school.
- A. infrastructure
 - B. preparation
 - C. composition
 - D. therapy

ECCE - Vocabulary



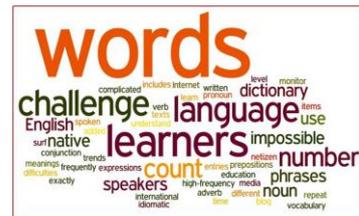
ECCE

Vocabulary

Read the whole item and guess the missing word(s) before you read the answer choices for that response

Those fish cannot _____ outside in the pond when the temperature gets too cold.

- a. concentrate
- b. reveal
- c. operate
- d. survive



ECCE - Grammar/Vocabulary





ECCE

Reading



Decoding the ECCE Reading (GVR) test: Q&A



■ ECCE

Number of items: 36

Format:

2 Reading tasks that test reading comprehension

Task 1: 2 Single texts with 6 questions each

Task 2: 2 Multiple-text sets with 12 questions each

Options: 4 items (1 correct answer)

ECCE Reading Part 3



Train your students to answer the questions in the order they appear

READING

This passage is about lobsters.

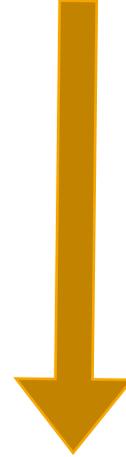
American lobsters are marine animals that live in the waters off the eastern coast of North America. They are generally dark blue, green, or brown, although some American lobsters with peculiar coloring have been discovered. One of the most rare and interesting is the calico lobster. These lobsters have an orange and blue pattern all over, from their claws to their tails. It is estimated that only about one in thirty million lobsters are calico.

It is unclear why calico lobsters appear this way. Some scientists think it is caused by environmental factors. Others think it is genetic. One researcher thought he found a clue when he discovered a white paste under the shell of a calico lobster. The paste matched the calico pattern on the shell, and it appeared to be a type of bacteria. Bacteria can cause illness, and some lobster illnesses cause their shell color to change. However, calico lobsters are healthy and live as long as other lobsters.

Other lobster variations have been found, including blue, red, and yellow. Even more rare are split-colored lobsters, which have a different color on each side of the body. The rarer lobsters are albino, which have no color at all. Some of these variations are known to be caused by genetic defects, but some are still a mystery.

Today, lobsters of all types are at risk. Increasing demand for lobsters as a luxury food means that conservation efforts, research, and public education are needed to protect the American lobster population.

- 75. What is the main purpose of the passage?
A. to provide information about rare types of lobsters
B. to compare lobsters with other ocean creatures
C. to encourage people to eat less lobster
D. to educate readers about lobster diseases
- 76. Where on lobsters does the calico pattern appear?
A. on the entire body
B. on just one side
C. only on the claws
D. under the shell
- 77. In the fifth sentence of paragraph 2, what does it refer to?
A. shell
B. disease
C. pattern
D. paste
- 78. According to the passage, what does a change in a lobster's color sometimes indicate?
A. it is old.
B. it is healthy.
C. it is good to eat.
D. it is sick.
- 79. Based on the information in the second paragraph, what can be concluded about lobsters' calico coloring?
A. it is becoming more common.
B. its cause is not known.
C. it is a sign of disease.
D. it is connected to the lobster's genetics.
- 80. How does the author feel about the current status of American lobsters?
A. American lobsters are not in danger.
B. Additional research on lobster color is important.
C. All American lobsters need protection.
D. Calico lobsters deserve special protection.



Reading task 1





IECCE

Train your students to look for signals to relate the question to the right paragraph

READING

This passage is about lobsters.

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Today, lobsters of all types are at risk. Increasing demand

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Reading task 1



ECCE

Make sure they reconsider answer choices which lift words directly from the text

READING

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Reading task 1



Reading

Task 2 - Format

- 2 sets of 4 related texts, each set followed by 12 Multiple Choice questions
- Text types: job notices, advertisements, news articles, magazine articles etc.
- First questions assess understanding of each text individually, final questions refer to two or more texts



Reading task 2

Decoding the ECCE Reading (GVR) test: Q&A



Tell your students to read a question and find the answer in the specific text, as indicated

READING

A New street signs to be installed in Oakville

In early June, many existing street signs around the city will be replaced with new, more visible signs. Lights will shine on the signs, making them easier to read at night. Note that some roads may be briefly closed while work is being completed. The work will be done early in the morning when traffic is light to minimize inconvenience.

Dates: June 3-June 14
Times: 4:30 a.m.-6:30 a.m.



B Good sign: Streets easier to navigate

Visitors and new residents have long complained about how difficult it is to find their way around Oakville. The city decided to address these complaints and make a serious effort to solve this problem. To this end, \$80,000 was provided to develop and implement an improved wayfinding system.

An accessible study was conducted to determine where new signs were needed. It also took a look at which existing signs should be modified. As a result of the study, ten brand-new road signs were installed and twenty-five existing ones replaced. According to a recent poll, the majority of Oakville residents approve of the changes. They consider the new system to be a significant improvement over the previous one.



28

C READER COMMENTS:

Plater H.
Tuesday, July 16: 2:43 p.m.
I completely disagree with this article. The new signs installed around town last month are NOT an improvement. Am I really the only one to think that they are awful? They're ugly and not consistent with the look of the other downtown signs in Oakville. Plus, there's way too much information on them to be able to fully interpret them while driving.

I simply cannot understand why the city would spend so much money on a project that wasn't necessary in the first place. I, for one, found nothing wrong with the previous signs—they were simple and easy to read, unlike these. Why in the world would the city feel the need to replace them?

D Elements of Effective Interior Wayfinding Systems

Many people have had the unfortunate experience of getting lost while trying to navigate an unfamiliar building. Finding one's way in an unfamiliar space does not need to be so difficult, however. Building designers can plan and implement wayfinding systems to help people figure out where they're going.



There are many ways to incorporate helpful wayfinding elements in the design of a building. For example, varying colors or materials could be used to help people distinguish between different areas, floors, or paths. Aisles, staircases, elevators, and restrooms could be located in the same place on each floor to make them easier to find. Signs and maps can also be used to help people navigate unfamiliar interiors. To be most effective, all text should be concise and accompanied with images whenever possible. Signs should be placed in a way that people of all heights will be able to read them. Additionally, it is a good idea to include a "you are here" symbol on all maps to help people orient themselves. Finally, text and graphics should have a consistent format and style in all signs throughout the building.

READING

Refer to page 28 when answering the questions below.

The following question refers to section A.

- 87. What is the main purpose of section A?
A. to warn residents about driving at night
B. to share information with city residents
C. to encourage people to attend an event
D. to discuss the benefits of waking up early

The following questions refer to section B.

- 88. According to the passage, why were city signs replaced?
A. The city had extra money to spend.
B. The previous signs had been too small.
C. Some street names had changed.
D. Many people didn't like the previous signs.

In the second sentence of paragraph 2, what does it refer to?

- 89. A. a result
B. a sign
C. a study
D. a system

The following questions refer to section C.

- 90. What does the author think about the new signs?
A. There are too many of them.
B. They are not easy to find.
C. They are worse than the old signs.
D. They look the same as the old signs.

According to the passage, who replaced the signs?

- 91. A. Oakville residents
B. the city
C. Plater H.
D. local businesses

In the last sentence of paragraph 1, which word could best replace interpret?

- 92. A. believe
B. explain
C. see
D. understand

The following questions refer to section D.

- 93. What is the main purpose of section D?
A. to describe a type of building
B. to help people who are lost
C. to give directions to a building
D. to explain some helpful design ideas

In the last sentence of paragraph 1, what does they refer to?

- 94. A. building visitors
B. wayfinding systems
C. unknown spaces
D. building designers

According to the passage, what would help people notice differences between areas of a building?

- 95. A. changing the style of the text on signs
B. marking spaces with different colors
C. putting elevators in several locations
D. installing a map in each area

What is the author's opinion of building wayfinding systems?

- 96. A. They should only use maps.
B. They are difficult to use.
C. They can help many people.
D. They are easy to create.

The following questions refer to two or more sections.

Based on the information in the passages, what can probably be said about Plater H.?

- 97. A. His opinion is different than most of his neighbors'.
B. He has not lived in Oakville very long.
C. He has experience working in graphic design.
D. He donated money to improve signs in Oakville.

How does section D differ from the other sections?

- 98. A. It is written for Oakville residents.
B. It is about signs inside buildings.
C. It mentions a specific project.
D. It discusses the cost of a system.

Reading task 2

Decoding the ECCE Reading (GVR) test: Q&A



Blank lines for student answers.



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Tips on the Reading section

- Test takers should not waste time - train them to manage it effectively
- Train your students to read all instructions carefully (Mark one answer for each question)
- Check that they have read all questions asked and all answers provided carefully before choosing the correct answer

ECCE - Reading



ECCE

Tips on the Reading section

- Have them practice recording answers on the answer sheet while progressing through the test (GVR)
- Train them to identify key words of questions and prompts and then underline them (READING)
- Train your students to base their answers on information found in the text (READING)

ECCE



■ ECCE

GVR - Global Strategies

- Manage time effectively (75 minutes)
- Don't spend too much time on any one item
- Answer even difficult problems based on intuition
- Eliminate as many options as possible





ECCE

SIDE 2

GVR			
46	A B C D ○ ○ ○ ○	63	A B C D ○ ○ ○ ○
47	A B C D ○ ○ ○ ○	64	A B C D ○ ○ ○ ○
48	A B C D ○ ○ ○ ○	65	A B C D ○ ○ ○ ○
49	A B C D ○ ○ ○ ○	66	A B C D ○ ○ ○ ○
50	A B C D ○ ○ ○ ○	67	A B C D ○ ○ ○ ○
51	A B C D ○ ○ ○ ○	68	A B C D ○ ○ ○ ○
52	A B C D ○ ○ ○ ○	69	A B C D ○ ○ ○ ○
53	A B C D ○ ○ ○ ○	70	A B C D ○ ○ ○ ○
54	A B C D ○ ○ ○ ○	71	A B C D ○ ○ ○ ○
55	A B C D ○ ○ ○ ○	72	A B C D ○ ○ ○ ○
56	A B C D ○ ○ ○ ○	73	A B C D ○ ○ ○ ○
57	A B C D ○ ○ ○ ○	74	A B C D ○ ○ ○ ○
58	A B C D ○ ○ ○ ○	75	A B C D ○ ○ ○ ○
59	A B C D ○ ○ ○ ○	76	A B C D ○ ○ ○ ○
60	A B C D ○ ○ ○ ○	77	A B C D ○ ○ ○ ○
61	A B C D ○ ○ ○ ○	78	A B C D ○ ○ ○ ○
62	A B C D ○ ○ ○ ○	79	A B C D ○ ○ ○ ○
80	A B C D ○ ○ ○ ○	81	A B C D ○ ○ ○ ○
82	A B C D ○ ○ ○ ○	83	A B C D ○ ○ ○ ○
84	A B C D ○ ○ ○ ○	85	A B C D ○ ○ ○ ○
86	A B C D ○ ○ ○ ○	87	A B C D ○ ○ ○ ○
88	A B C D ○ ○ ○ ○	89	A B C D ○ ○ ○ ○
90	A B C D ○ ○ ○ ○	91	A B C D ○ ○ ○ ○
92	A B C D ○ ○ ○ ○	93	A B C D ○ ○ ○ ○
94	A B C D ○ ○ ○ ○	95	A B C D ○ ○ ○ ○
96	A B C D ○ ○ ○ ○	97	A B C D ○ ○ ○ ○
		98	A B C D ○ ○ ○ ○
		99	A B C D ○ ○ ○ ○
		100	A B C D ○ ○ ○ ○
		101	A B C D ○ ○ ○ ○
		102	A B C D ○ ○ ○ ○
		103	A B C D ○ ○ ○ ○
		104	A B C D ○ ○ ○ ○
		105	A B C D ○ ○ ○ ○
		106	A B C D ○ ○ ○ ○
		107	A B C D ○ ○ ○ ○
		108	A B C D ○ ○ ○ ○
		109	A B C D ○ ○ ○ ○
		110	A B C D ○ ○ ○ ○

**DO NOT
WRITE
IN THIS
AREA**

Reading answer sheet





■ ECCE



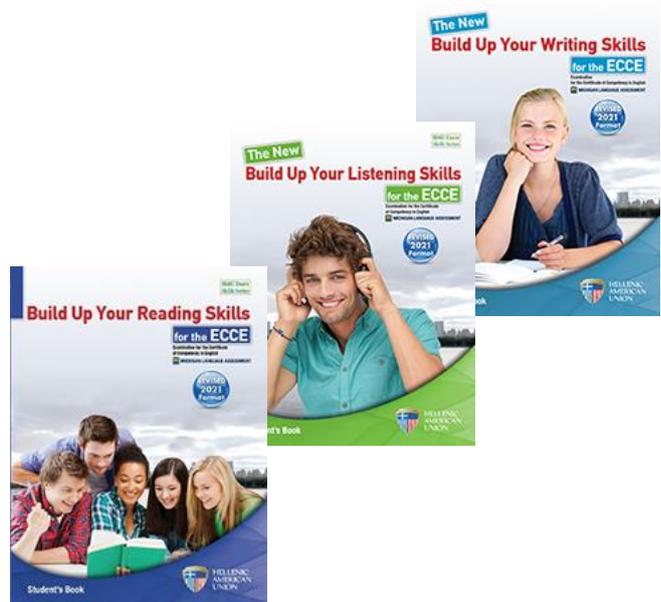
ECCE - Reading



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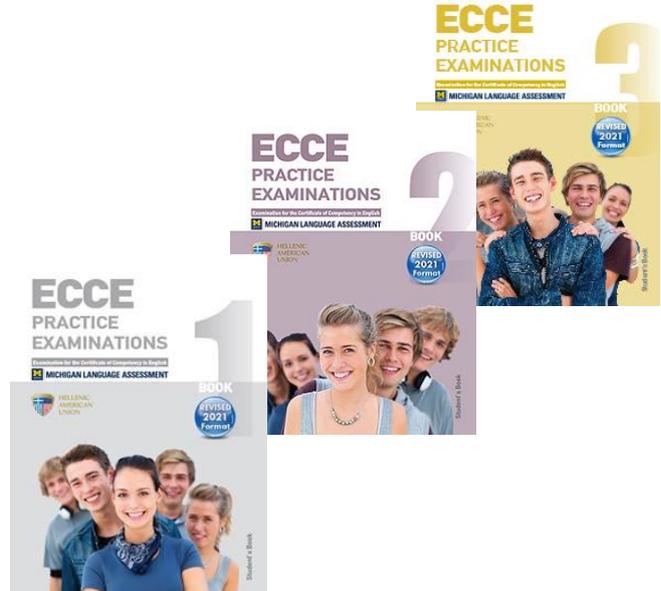




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