

## Creating and end-to-end assessment at the HK Institute of Education

### The Tertiary English Language Test (TELT)

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## What does CLE want to achieve in testing?

1. **Screening and recruitment** for local and mainland /international students
2. **Placement** of students into appropriate streams
3. **Diagnosis** of problem areas to target teaching and to inform the curriculum
4. Provide **standardised** scales and descriptors for **formative and summative assessment** processes
5. Provide **achievement assessment** framework for our English language enhancement modules
6. **Reporting language gains**

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## Who benefits?

- The **students** (placement, diagnosis and feedback)
- The **Institute** (screening & recruitment test and data for progress reporting; MOI decisions; exit information)
- The **CLE staff** (common reporting tool across all modules; shared metalanguage; principled approach to curriculum development; formative and summative assessments)
- The **Government** (common reporting tool for webfolio and UGC reporting)

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## What characteristics does such a test need?

- Key requirement is to provide **conflated** score for placement and **elaborated/granularised** score for diagnosis and achievement
- The testing requires a **fast turnaround** and local database of results to provide for placement and reporting purposes
- **Validity, reliability and practicality**
- **Cost effective**
- **Within existing manpower allocation**

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## Components of the TELT

Receptive	Productive
<ul style="list-style-type: none"> <li>■ For all incoming students</li> <li>■ Listening, Vocabulary, Reading</li> <li>■ Used Rasch analysis to calibrate items; reliability</li> </ul>	<ul style="list-style-type: none"> <li>■ Additional component for English major students</li> <li>■ Speaking and Writing</li> </ul>

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## Receptive skills test

- Multiple-choice test (75 mins)
- 3 versions with overlapping items
- Listening test
  - four texts
  - 6 – 10 questions each text; 20 – 30 items
  - Texts categorised: easy, medium, difficult
- Vocabulary test
  - 30 – 40 items
  - Higher frequency words are included at the beginning
  - Items are arranged in descending order of word frequency.
  - Words taken from an academic word list
- Reading
  - four texts
  - 6 – 10 questions each text; 20 – 30 items
  - Texts categorised: easy, medium, difficult

## Productive Skills

- **Speaking test**
  - Group Discussion
  - 10-12 minutes
  - 4 domains
    - Pronunciation, Stress and Intonation
    - Language and Lexical Accuracy and Range
    - Discourse and Strategic competency
    - Interactive fluency and Sociolinguistic Competency
- **Writing test**
  - Essay
  - 3 domains:
    - Discourse Capability
    - Grammatical accuracy and Lexical range
    - Audience Awareness

## Stakeholder's Response

- (i) Government response
- (ii) Institutional response
- (iii) Centre response
- (iv) Student response
- (v) Employer response

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## Future Plans

- August 2008
  - pilot new items
  - devise reporting tool for diagnostic purposes
- March 2009
  - 150 valid and reliable items
  - correlate existing test with IELTS
  - get funding for future test development

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