

PROMS 2009

### Defining an English Placement Test for Undergraduate and Graduate Students

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PROMS 2009

### What does TELT want to achieve?

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 **achievement assessment** framework for our English language enhancement modules
5. **Reporting** language gains

### Hong Kong Context

- HKIEd
  - Teacher Training Institute
- HK students
  - 9 years compulsory (P1-5, F1-4)
  - JUPAS vs. non-JUPAS
  - English language proficiency requirements UE, IELTS, TOEFL, etc
  - Mainland and International students
- HK is outcomes driven

### Background

- TELT 2005-06
  - Test was too easy
  - No experience in item writing and test construction
- TELT 2007-08
  - Limit test to receptive skills for practical reasons
  - Made items more difficult and linked to curriculum (genre-based)

### TELT 2007-08 Revisions

1. Improved existing items
2. Made the test longer by filling gaps in item coverage
3. Linked the test to the curriculum – added Grammar component

### TELT 2008-09

- Multiple-choice test
- 4 subsections
  - Listening – 20 items; 4 texts
  - Vocabulary – 25 items
  - Reading – 20 items; 4 texts
  - Grammar – 25 items
- 3 versions (90 items each)
- total of 207 items
- Each item has 4 distractors



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## New Listening Item

Original Item

48. Which of the following is the best title for this talk?

- A. Wolves Explained (replaced 'The History of Dogs')
- B. Dogs and Evolution
- C. The History and Breeds of Dogs \*
- D. Groups and Standards of Canines (simplified)

Fit Statistics

ENTRY	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
48	1.32	6.84	1.37	6.56	0.99	0	1.02	0.17

Item CATEGORY/OPTION/DISTRACTOR FREQUENCIES

DATA	SCORE	DATA	AVERAGE	S.E.	OUT	PTERR	Item
CODE	VALUE	COUNT	MEASURE	MEAN	MSQ	CORR.	
B	0	8	31	-.30	.11	.8	-.27 [10048]
D	0	6	23	-.25	.11	.9	-.15
A	0	4	15	-.15	.26	1.4	.27
C	1	8	31	.01*	.20	1.0	.20
MISSING ***		62	70	-.31	.06		-.17

## Old Reading Item

Original Item

125. After she got back from school, Michelle \_\_\_\_\_ to join the Miss Malaysia pageant.

- A. tricked
- B. prepared
- C. pressured \*
- D. was forced

Fit Statistics

ENTRY	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
125	1.26	5.1	1.55	6.36

Item CATEGORY/OPTION/DISTRACTOR FREQUENCIES

ENTRY	DATA	SCORE	DATA	AVERAGE	S.E.	OUT	PTERR	Item
NUMBER	CODE	VALUE	COUNT	MEASURE	MEAN	MSQ	CORR.	
125	A	0	51	14	-.28	.13	1.2	-.01 [10115]
	B	0	104	23	-.14	.07	1.2	-.02
	A	0	93	26	.35	.09	1.0	.03
	B	1	116	32	-.26*	.08	1.7	-.06
	MISSING ***		176	25	.10	.02		-.16

## New Reading Item

Original Item

125. After she got back from school, Michelle Yeoh was \_\_\_\_\_ to join the Miss Malaysia pageant.

- A. tricked
- B. required (replaced 'was forced')
- C. prepared
- D. pressured \*

Fit Statistics

ENTRY	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
125	1.26	5.1	1.55	6.36	1	0.06	0.97	-0.1

Item CATEGORY/OPTION/DISTRACTOR FREQUENCIES

DATA	SCORE	DATA	AVERAGE	S.E.	OUT	PTERR	Item
CODE	VALUE	COUNT	MEASURE	MEAN	MSQ	CORR.	
C	0	4	16	-.85	.28	.7	-.42 [10113]
B	0	8	32	-.46	.18	.9	-.17
A	0	4	16	.03	.21	1.5	.31
D	0	9	36	-.17*	.14	.9	-.24
MISSING ***		68	72	-.23	.06		-.10

## Old Vocabulary Item

Original Item

101. The match had to be \_\_\_\_\_ until Thursday because of the rain.

- A. moved
- B. stopped
- C. cancelled
- D. postponed \*

Fit Statistics

ENTRY	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
101	0.86	-2.55	0.86	-1.94

Item CATEGORY/OPTION/DISTRACTOR FREQUENCIES

ENTRY	DATA	SCORE	DATA	AVERAGE	S.E.	OUT	PTERR	Item
NUMBER	CODE	VALUE	COUNT	MEASURE	MEAN	MSQ	CORR.	
101	A	0	11	4	-.84	.15	.5	-.27 [10010]
	B	0	50	16	-.54	.11	.9	-.33
	A	0	37	12	-.30	.14	.9	-.21
	B	1	208	48	-.32	.04	.9	-.49
	MISSING ***		712	71	.21	.03		-.10

## New Vocabulary Item

Original Item

101. The match had to be \_\_\_\_\_ until Thursday because of the rain.

- A. huddled ('moved' is a possible correct answer)
- B. stopped
- C. cancelled
- D. postponed \*

Fit Statistics

ENTRY	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
101	0.86	-2.55	0.86	-1.94	0.98	-0.12	0.95	-0.29

Item CATEGORY/OPTION/DISTRACTOR FREQUENCIES

DATA	SCORE	DATA	AVERAGE	S.E.	OUT	PTERR	Item
CODE	VALUE	COUNT	MEASURE	MEAN	MSQ	CORR.	
B	0	1	39	-.27	.13	.9	-.23 [10101]
D	0	7	28	-.06	.10	1.0	-.07
A	0	5	20	-.11	.17	1.3	-.25
C	1	6	24	-.15*	.29	1.3	-.06
MISSING ***		63	72	-.32	.06		-.13

## Old Grammar Item

Original Item

In Autumn, the wood cutters always came and cut down some of the largest trees.

193. The correct version is:

- A. cuts down some of the largest
- B. cutted down some of the largest
- C. cutting down some of the largest
- D. No change \*

Fit Statistics

ENTRY	IN.MSQ	IN.ZSTD	OUT.MSQ	OUT.ZSTD
193	0.9	-2.91	0.83	-3.4

Item CATEGORY/OPTION/DISTRACTOR FREQUENCIES

ENTRY	DATA	SCORE	DATA	AVERAGE	S.E.	OUT	PTERR	Item
NUMBER	CODE	VALUE	COUNT	MEASURE	MEAN	MSQ	CORR.	
193	B	0	57	6	-.66	.09	.6	-.25 [10195]
	A	0	46	5	-.60	.11	.7	-.21
	B	0	169	17	-.31	.06	.9	-.28
	C	1	725	73	-.43	.03	.9	-.46
	MISSING ***		38	4	-.32	.14		-.12



### New Grammar Item

Original Item

In Autumn, the wood cutters always came and cut down some of the largest trees.

193. The correct version is:

A. cuts down (some of the largest)  
B. cutted down (some of the largest)  
C. cutting down (some of the largest)  
D. No change \*

Fit Statistics

ENTRY	INLSQ	INLSTD	OUTMSQ	OUTLSTD	INLSQ	INLSTD	OUTMSQ	OUTLSTD
193	0.9	2.91	0.83	-5.4	0.93	-0.99	0.93	-0.89

Item CATEGORY/OPTION/DISTRACTOR FREQUENCIES

DATA	SCORE	DATA	AVERAGE	S.E.	GOUT	FISHER	Item
CODE	VALUE	COUNT	MEASURE	MEAN	SD	CORR.	
A	0	5	6	-1.05	.13	.5	-40
B	0	5	7	-1.47	.25	1.0	-12
C	0	23	54	-1.34	1.0	3.0	-11
D	1	53	61	-1.1	.6	.9	-36
MISSING	***	1	1	-.89			-14

### Qualitative Study

Students' knowledge of test taking strategies

15. Which word/phrase best describes STAGE 1 of culture shock?

A. panic  
B. delight \*  
C. outsider  
D. community

I think that the first two answers do not match the second two because the first two are like feelings and the last two are 'houses' or something. It's really distracting and we didn't know how to answer.

15. Which word/phrase best describes STAGE 1 of culture shock?

A. joy \* (now all nouns)  
B. light  
C. outsider  
D. community

### Qualitative Study

Students' cultural language

82. The baby is crying. He needs his \_\_\_\_\_ changed.

A. diaper \*  
B. jumper  
C. pant-suit  
D. tissue paper

What's a diaper? Isn't pant-suit the same as baby's underwear?

ITEM DELETED

• diaper is a North American term  
• pant-suit is a local Hong Kong term for baby's underwear

### Qualitative Study

Additional feedback

- Cut down length of reading passages (long text, few questions)
- Use of the most common verb-preposition combination (test used less common combinations)
- Listening text (accent and speed of speakers)
- Distractors are occasionally too long

TABLE 1: July 24 2009

TABLE 2: July 24 2009

TABLE 3: July 24 2009

TABLE 4: July 24 2009

TABLE 5: July 24 2009

TABLE 6: July 24 2009

TABLE 7: July 24 2009

TABLE 8: July 24 2009

TABLE 9: July 24 2009

TABLE 10: July 24 2009

TABLE 11: July 24 2009

TABLE 12: July 24 2009

TABLE 13: July 24 2009

TABLE 14: July 24 2009

TABLE 15: July 24 2009

TABLE 16: July 24 2009

TABLE 17: July 24 2009

TABLE 18: July 24 2009

TABLE 19: July 24 2009

TABLE 20: July 24 2009

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TABLE 92: July 24 2009

TABLE 93: July 24 2009

TABLE 94: July 24 2009

TABLE 95: July 24 2009

TABLE 96: July 24 2009

TABLE 97: July 24 2009

TABLE 98: July 24 2009

TABLE 99: July 24 2009

TABLE 100: July 24 2009

### 2009-10 Summary Statistics

TABLE 1: July 24 2009

TABLE 2: July 24 2009

TABLE 3: July 24 2009

TABLE 4: July 24 2009

TABLE 5: July 24 2009

TABLE 6: July 24 2009

TABLE 7: July 24 2009

TABLE 8: July 24 2009

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TABLE 86: July 24 2009

TABLE 87: July 24 2009

TABLE 88: July 24 2009

TABLE 89: July 24 2009

TABLE 90: July 24 2009

TABLE 91: July 24 2009

TABLE 92: July 24 2009

TABLE 93: July 24 2009

TABLE 94: July 24 2009

TABLE 95: July 24 2009

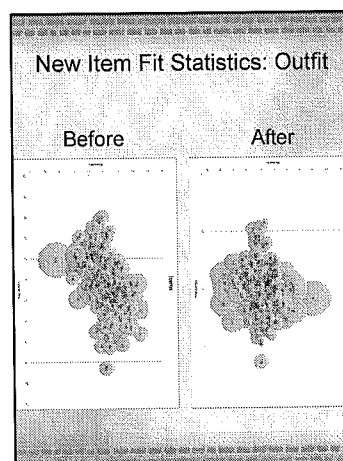
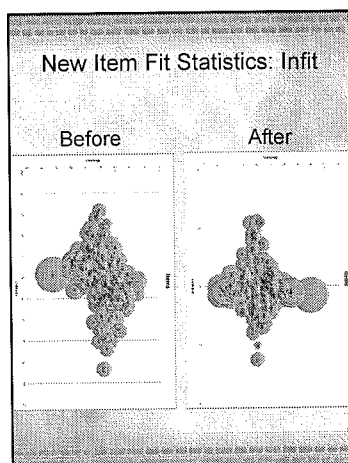
TABLE 96: July 24 2009

TABLE 97: July 24 2009

TABLE 98: July 24 2009

TABLE 99: July 24 2009

TABLE 100: July 24 2009



Further development

- Additional speaking and writing components
- Link speaking and writing to multiple-choice test
- Refine existing scales and descriptors
- Create item bank for computer adaptive testing

**Refining an English Placement Test for Undergraduate and Graduate Students**

*Thank you!*

by  
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