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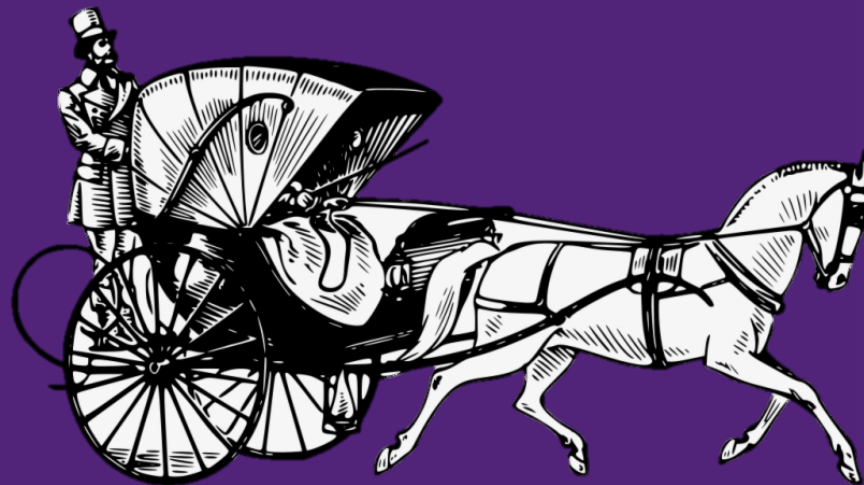
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# Putting the horse before the cart:

Writing specifications for General English tests

Megan Yucel

ICTE



# Outline



**The Brief**



**Test specifications:  
Why do we need them?**



**Contents**



**Development cycle**



**Text selection and task  
design**

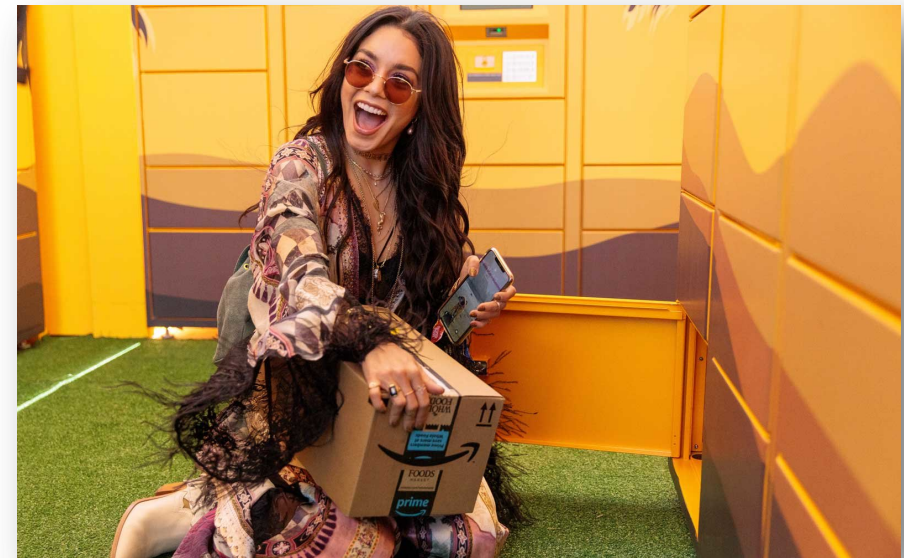
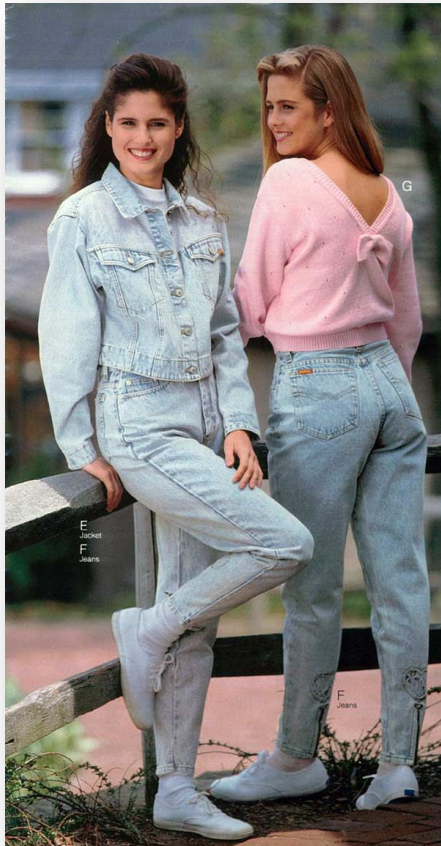


**Writing the items**

# The Brief: GE Assessment Project

We needed some new tests...

The old ones were looking dated...



...and needed to be brought into the 21<sup>st</sup> century



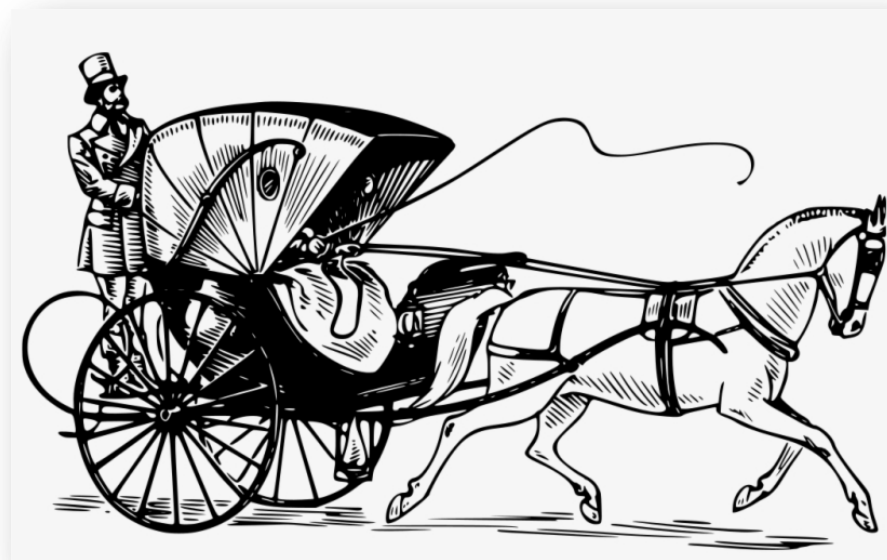
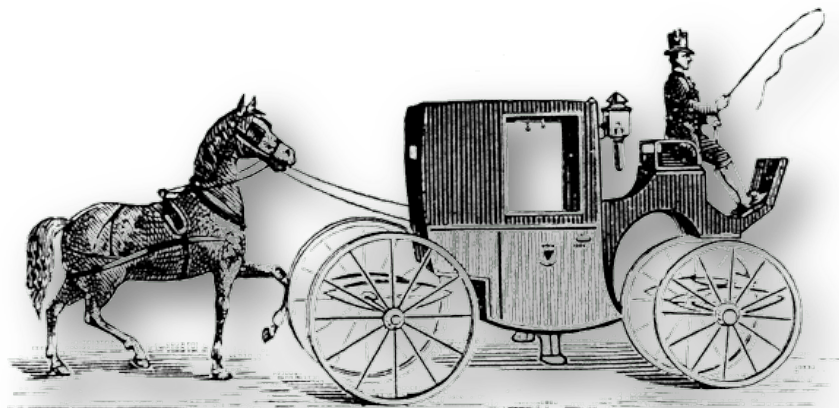
Off-the-shelf options didn't suit...



... so bespoke tests were required.

# Next steps?



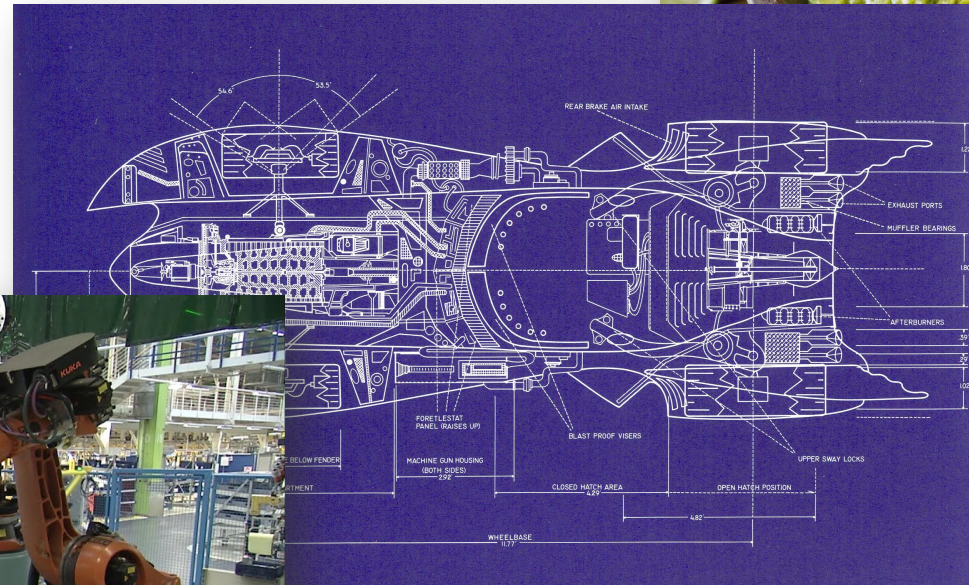


# The Brief

- Produce new Reading and Listening tests for Level 3 and 4 programs
- B1 level, reflecting the newly-revised syllabus
- Summative
- Tests to be completed in class time, once every five weeks
- Each test should take less than an hour to administer
- Macroskills (reading, listening, speaking, writing) to be tested separately (not integrated)
- Tests to be administered on paper (for now)



# Why do we need test specifications?



## and Fresh Guacamole

### Chuy's Fresh Guacamole

#### Ingredients

- 6 Fresh Avocados
- 1/2 tbsp salt
- 1/2 cup Chuy's Salsa Fresca

#### Instructions:

1. Wash fresh avocados, remove stem, cut in half and remove seeds
2. Scoop out avocado pulp with spoon and place in mixing bowl
3. Add salt and mash avocados with wisk until chunky
4. Fold Salsa Fresca into bowl and mix thoroughly

2. Place serrano pepper, onion, cilantro, lime juice and salt in food processor and blend for 10-15 seconds
3. Add tomatoes and blend for 10-15 seconds

# Purpose

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To ensure that:

- multiple tests can be produced
- multiple item writers can be used
- tests are standardised and therefore reliable
- tests are modular and flexibly interchangeable so that a bank of assessment materials are available and tests can be assembled by selecting components from the bank
- tests are readily comparable with others being used in the institution
- tests are practical in terms of administration and marking
- tests are valid, reliable, and fair



# Views from the literature

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Qualities of useful language tests:

- Reliability
- Validity
- Authenticity
- Impact (washback)
- Practicality
- Interactiveness

(Bachman & Palmer, 1996)



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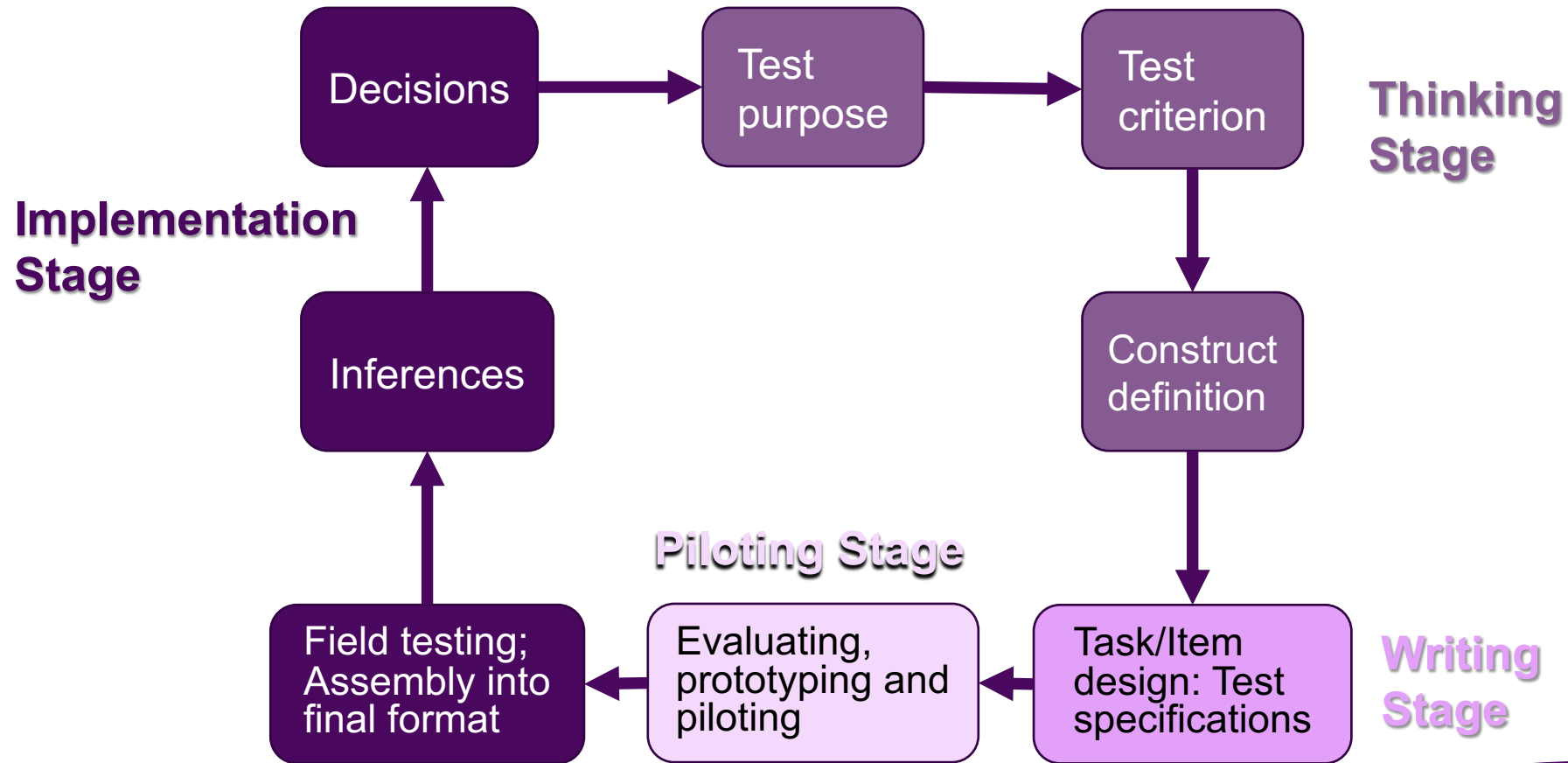
# Views from the literature

*Hughes (2003) advises teachers preparing tests to “keep specifications constantly in mind” (p. 142)*





# Stages of Test Development



(Fulcher, 2010, p.94)

# Test specifications include.....

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- **Non-technical information for candidates and test users**
  - Information booklet
    - Test purpose, test focus, test content, test format, sample materials, test scores
- **Technical information for test designers and researchers**
  - Test specifications: overall composition of the test
  - Test item specifications: test items (questions)
  - Test manual: complete information on test including statistical and other evidence of test's validity and reliability, and equivalence of test forms



# Test specifications include....

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- Test-takers
- Purpose
- Contents
- Level
- Stage of course
- Method - performance conditions
- Number of papers/ sections
- Timing
- Construct
- Skills tested (macro & micro)
- Topics
- Tasks
- Format
- Instructions
- Input (format of the language)
- Expected response
- Scoring
- Validation



# Level

Common European Framework of Reference for Languages			General English
Proficient user	C2	Mastery	CPE
	C1	Effective Operational Proficiency	CAE
Independent user	B2	Vantage	FCE
	B1	Threshold	PET
Basic user	A2	Waystage	KET
	A1	Breakthrough	



# Construct: What does reading involve?

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- Micro-skills and Macro-skills
  - Micro = up to sentence level (letters, morphemes, words, phrases, clauses, sentences)
    - Word recognition
    - Lexical access
    - Syntactic parsing
    - Establishing propositional meaning (at clause and sentence level)
  - Macro = beyond sentence level (paragraphs, whole texts)
    - Inferencing
    - Building a mental model, integrating new information, enriching the proposition
    - Creating a text-level structure
- Bottom-up vs Top-down reading (Khalifa & Weir, 2009)
- Understanding vs Interpretation (Urquhart & Weir, 1998)

# Construct: CEFR Reading Model

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- Reading activities (CEFR, 2001, p. 68)
  - “reading for general orientation;
  - reading for information, e.g. using reference works;
  - reading and following instructions;
  - reading for pleasure.”
- Reading purposes (CEFR, 2001, p. 68)
  - “for gist;
  - for specific information;
  - for detailed understanding;
  - for implications, etc.”
- Reading strategies (CEFR, 2001, p. 72)
  - “Planning: Framing (selecting mental set, activating schemata, setting up expectations).
  - Execution: Identifying cues and inferring from them.
  - Evaluation: Hypothesis testing: matching cues to schemata.
  - Repair: Revising hypotheses.”

# Operationalising Constructs

- Constructs are theoretical
- Need to find ways (procedures, operations) to elicit performance of the target constructs from the test takers... “how to make the construct observable” (Bachman, 1990, p. 43)

## GE READING TEST SPECIFICATIONS

### Construct

### Reading

The test developers based the content of the reading test on the learning outcomes in the GE curriculum as well as the content of other well-known English language proficiency tests. A summary of the skills tested follows:

Reading is the skill of extracting directly stated and/or implied information from a written text. In the reading test, the reading constructs being measured reflect the specific learning outcomes in the GE syllabus and cover the following reading skills and strategies:

- identifying gist/main idea/purpose/topic/conclusion
- identifying specific information and details
- recognizing and understanding grammar and vocabulary in context
- recognising paraphrase
- understanding references
- making inferences
- recognising the writer's opinion, attitude and purpose



# Desk research: other test specifications

## APTIS (British Council)

Task: Matching headings to text

Test	Aptis General		Component	Reading	Task	Matching headings to text
Features of the Task						
Skill focus	Expeditious global reading of a longer text, integrating propositions across a longer text into a discourse-level representation.					
Task level (CEFR)	A1	A2	B1	B2	C1	C2
Task description	Matching headings to paragraphs within a longer text. Candidates read through a longer text consisting of 7 paragraphs, identifying the best heading for each paragraph from a bank of 8 options.					
Instructions to candidates	Read the passage quickly. Choose the best heading for each numbered paragraph (1-7) from the dropdown box. There is one more heading than you need.					
Response format	Matching headings to paragraphs in a longer text. Select 7 headings from 8 options.					
Items per task	7 (each heading is one item)					
Time given for part	30 minutes for the entire reading test (all tasks). Individual tasks are not timed.					
Cognitive processing	Expeditious reading: local (scan/search for specifics)			Careful reading: local (understanding sentence)		
Goal setting	Expeditious reading: global (skim for gist/search for key ideas/detail)			Careful reading: global (comprehend main idea(s)/overall text(s))		
Cognitive processing	Word recognition					
Levels of reading	Lexical access					
	Syntactic parsing					
	Establishing propositional meaning (cl./sent. level)					
	Inferencing					
	Building a mental model					
	Creating a text level representation (disc. structure)					
	Creating an intertextual representation (multi-text)					
Features of the Input Text						
Word count	700–750 words		Number of sentences		Not specified	
Avg sentence length	18–20 (This is an average figure. Individual sentences will span a range above and below the average.)					
Domain	Public		Occupational		Educational	
Discourse mode	Descriptive		Narrative		Expository	
Content knowledge	General				Argumentative	
Cultural specificity	Neutral				Instructive	
Nature of information	Only concrete		Mostly concrete		Fairly abstract	
Presentation					Mainly abstract	
Lexical level	Verbal			Non-verbal (i.e. graphs)		
Lexical level	K1	K2	K3	K4	K5	K6
Grammatical level	K7	K8	K9	K10	Both	
Readability	The cumulative coverage should reach 95% at the K5 level. No more than 5% of words should be beyond the K5 level. (See Guidelines on Adhering to Lexical Level for more information).					
Topic	A1-B2 Grammatical exponents (See Guidelines on Adhering to Grammatical Level)					
Text genre	Flesch Kincaid Grade Level of 9–12					
Intended writer/reader relationship	From topic list for B2.					
	Magazines, newspapers, instructional materials (such as extracts from undergraduate textbooks describing important events, the ideas, or movements). It should be possible to answer the questions: <i>Where would a reader be likely to see a text like this outside the test? Is the genre relevant to TLU tasks important for Aptis General test-takers at B2 level?</i>					
	The relationship is not specified. The texts will typically be written for a general audience, not a specific reader.					
Features of the Response						
Targets	Length	Up to 10 words	Lexical	K1-K5	Grammatical	A1-B2
Distractors	Length	Up to 10 words	Lexical	K1-K5	Grammatical	B1-B2
Key information	Within sentence		Across sentences		Across paragraphs	
Presentation	Written	Aural	Illustrations/graphs			

## BE (ICTE)

### Contents

#### 1 Introduction

#### 2 BEP Grading Scale, Assessment Types and Required Assessment Outcomes

#### 3 BEP 10 Assessment Specifications

- 3.1 Introduction
- 3.2 Context
- 3.3 Rationale
- 3.4 Constructs
- 3.5 Development Procedure
- 3.6 Assessment validity and reliability measures
- 3.7 Overview

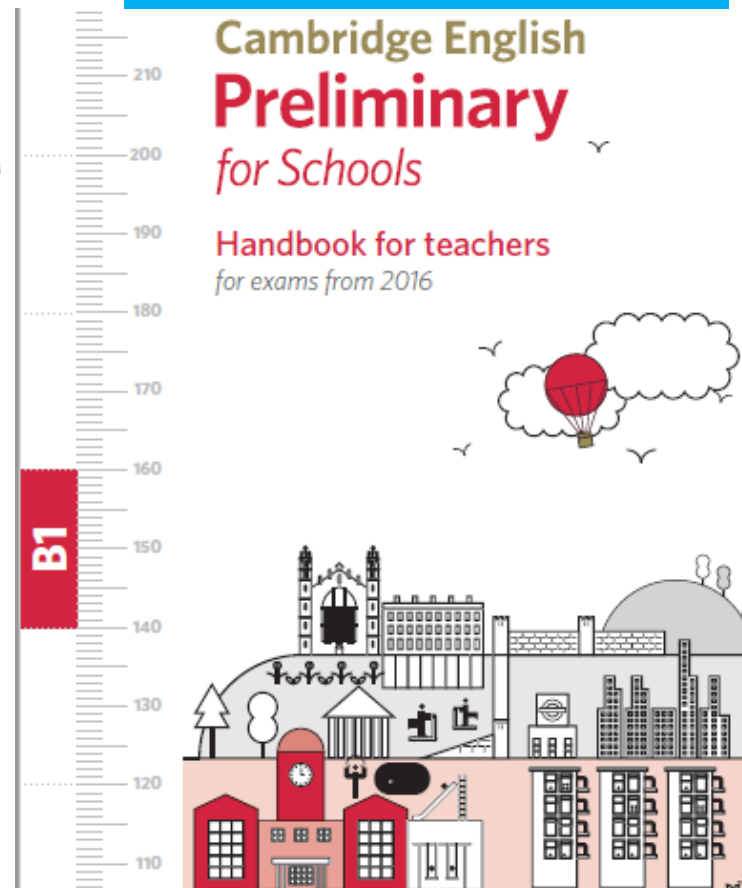
#### 4 Details of BEP 10 Individual Papers

- 4.1 Listening Paper  
Overview  
Sample assessment tasks and items
- 4.2 Reading Paper  
Overview  
Sample assessment tasks and items
- 4.3 Writing Paper  
Overview  
Sample assessment tasks and items  
Sample assessment criteria  
Sample responses
- 4.4 Speaking Test  
Overview  
Sample assessment tasks and items  
Sample assessment criteria

## PET (Cambridge)

### Cambridge English Preliminary for Schools

Handbook for teachers  
for exams from 2016



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# ICTE GE Assessment Specifications (Reading)

Part 1	GE READING TEST SPECIFICATIONS B1	
Time given	1 hour for whole test (all 4 parts).	
Task description	T/F. A short text of 400-500 words is presented followed by 6-7 statements. (OR TWO short texts each followed by 2-3 statements). Test-takers read the text and decide if the statements are True or False.	
Sub-skill focus	Reading for specific and detailed information.	
Features of expected response	Response format	Selected response: True or False
	Number of items	6 – 7 items in the final test; 9 items for editing.
Instructions to candidates	Read the [article, letter, email, postcard, note, brochure, notice, advertisement, web page, social media post] about [xxx] below. Then, look at the following sentences and mark each sentence "T" if it is correct according to the text or "F" if it is incorrect according to the text.	
Input material: context	Discourse purpose	Transactional
	Domain	Public/Personal
	Discourse type	Descriptive/Narrative/Expository
	Content knowledge	General, everyday
	Cultural specificity	Neutral, or Australian
Input material: level	Nature of information	Mostly concrete; facts and some opinions
	CEFR level	B1 – grammar, vocabulary, functions
	Presentation	Verbal
Topics	Total text length for this section is between 400 and 500 words.	
	Topics of general interest, e.g. travel/tourism, entertainment, daily life	
Genres	Brochure, notice, advertisement, magazine article, web page, letter, note, email, social media post	
Scoring	Each item carries 1 mark and is equally weighted.	
Marking	Students write their answer in the test booklet.	
Example	<p><b>Text</b></p> <p>Apply now for the Ship for World Youth program</p> <p>Are you aged between 18 - 30 years of age?</p> <p>Can you imagine spending 30 days on board a cruise ship with 100 foreign young people from 10 countries and 100 youth from Japan?</p> <p>Are you interested in developing international friendships and broadening your global view?</p> <p>The programme's aim is to broaden the participants' international perspectives by involving them in various on board activities including seminars, sports and cultural activities and workshops. Approximately 100 foreign young people from 10 countries and 100 young people from Japan live together on board the ship for 30 days and deepen their friendship and understanding. This is a great opportunity for young people to meet like-minded individuals from Japan, and young people from all around the world.</p> <p>SWY is an amazing, unforgettable experience. If you're interested, why not fill in the application form below.</p> <p><b>Question</b></p> <p>A total of 100 people live on the ship during the program.</p> <p><b>Answer:</b> F</p>	

Level: B1

Timing: 4 parts, 1 hour

Each part contains information about:

- Task
- Sub-skill(s) targeted
- Expected response
- Number of items (for trialling & in the final test)
- Instructions
- Input material: context, discourse purpose, domain, discourse type, content knowledge, cultural specificity, nature of information, level, topics, genre, length
- Scoring
- Marking
- Example

Still in draft form – may be tweaked based on feedback from writers and other users



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# ICTE GE Assessment Specifications (Reading)

Part 2	GE READING TEST SPECIFICATIONS B1	
Time given	1 hour for whole test (all 4 parts).	
Task description	3 option M/C, gist, main idea, <b>detail</b> comprehension. A text of 500-600 words is presented followed by 6-7 Multiple Choice items. Each item has three options; one option is the key and two options are distractors. Test-takers read the text and choose the correct answer.	
Sub-skill focus	Reading for main ideas, specific and detailed information; identifying writer's attitude/purpose, inference	
Features of expected response	Response format	Selected response: Multiple Choice
	Number of items	6 – 7 items in the final test; 9 items for editing.
Instructions to candidates	Read the [article, essay] about [xxx] below. Then, choose the best answer, A, B, or C.	
Input material: context	Discourse purpose	argument, narration, description, and exposition
	Domain	Public/Personal
	Discourse type	Argumentative(Opinion)/Descriptive/Narrative/Expository
	Content knowledge	General, everyday
	Cultural specificity	Neutral, or Australian
	Nature of information	Mainly concrete but could be a limited focus on abstract ideas. Could include a focus on writer's opinion/attitude/purpose, inference. Could contain argument or opinion, which readers need to follow.
Input material: level	CEFR level	B1 – grammar, vocabulary, functions
	Presentation	Verbal
	Text length	Text length is between 500 and 600 words.
Topics	Topics of general interest; topics might have a popular culture focus, e.g. body language, cross-cultural communication, global tourism, fashion	
Genres	Magazine article, essay, review, story, social media post	
Scoring	Each item carries 1 mark and is equally weighted.	
Marking	Students write their answer in the test booklet.	
Example	<p><b>Text</b></p> <p>Salaz de Uyuni has two distinct seasons. The rainy season (December to April) is when visitors come to witness the Salaz's breathtaking mirror effect. Be wary of excessive rain in December and January, as it can cause tour cancellations. During the dry season (May to November) temperatures are colder, the ground has hardened, and travellers can drive across the stark white landscape to places that aren't accessible in the rainy season. Tour operators consider June through August their high period, and rates may rise accordingly.</p> <p><b>Question</b></p> <p>2 According to the fourth paragraph, in which month might the weather interfere with a visit to Salaz de Uyuni?</p> <p>A January B May C August D November</p>	

Reading

Part 3	GE READING TEST SPECIFICATIONS B1	
Time given	1 hour for whole test (all 4 parts).	
Task description	UOE, 4 option M/C Cloze. Factual or narrative text. Vocabulary focus ( <b>public</b> phrasal verbs, synonyms, lexical sets). The task tests the ability to recognise words and use them in the correct context. Objective.	
Sub-skill focus	Reading for specific and detailed information.	
Features of expected response	Response format	Selected response: M/C
	Number of items	6 – 7 items in the final test; 8 items for editing.
Instructions to candidates	Read the following passage and choose the option A, B, C, or D that best completes the numbered spaces. Give one answer only to each question.	
Input material: context	Discourse purpose	Expository/Informational
	Domain	Public
	Discourse type	Descriptive/Narrative/Expository
	Content knowledge	General, everyday
	Cultural specificity	Neutral, or Australian
	Nature of information	Mostly concrete; facts and some opinions
Input material: level	CEFR level	B1 – vocabulary
	Presentation	Verbal
	Text length	Total text length for this section is between [xxx] and [xxx] words.
Topics	Topics of general interest, e.g. travel/tourism, entertainment, daily life	
Genres	Encyclopaedia entry, short magazine article (snippet), extract from a biography/autobiography	
Scoring	Each item carries 1 mark and is equally weighted.	
Marking	Students write their answer in the test booklet.	
Example	<p><b>Text</b></p> <p>Although you probably know that exercise is good for your health, like many people, you may think that exercise is not for you. The list of <u>(1)</u> for not exercising is endless: too busy, too tired, or too out of condition. But the <u>(2)</u> you will get from exercise is far greater than the effort it takes.</p> <p><b>Questions</b></p> <p>14 A excuses B apologies C orders D rules 15 A benefit B purpose C response D help</p>	

Use of English

Part 4	GE READING TEST SPECIFICATIONS B1	
Time given	1 hour for whole test (all 4 parts).	
Task description	UOE, Open Cloze. Factual or narrative text. Grammar focus (e.g. auxiliary verbs, prepositions). The task tests the ability to produce grammatical structures according to the meaning required. Productive.	
Sub-skill focus	Reading for specific and detailed information.	
Features of expected response	Response format	Open response
	Number of items	6 – 7 items in the final test; 8 items for editing.
Instructions to candidates	Fill in each of the numbered blanks in the following passage. Use only <b>ONE</b> word in each space.	
Input material: context	Discourse purpose	Expository/Informational
	Domain	Public
	Discourse type	Descriptive/Narrative/Expository
	Content knowledge	General, everyday
	Cultural specificity	Neutral, or Australian
	Nature of information	Mostly concrete; facts and some opinions
Input material: level	CEFR level	B1 – grammar
	Presentation	Verbal
	Text length	Total text length for this section is between [xxx] and [xxx] words.
Topics	Topics of general interest, e.g. travel/tourism, entertainment, daily life	
Genres	Encyclopaedia entry, short magazine article (snippet), extract from a biography/autobiography	
Scoring	Each item carries 1 mark and is equally weighted. Spelling is important.	
Marking	Students write their answer in the test booklet.	
Example	<p><b>Text and Questions</b></p> <p>In 1927, he started acting in films. Gable's first major success was in 1934 with a film called "It Happened One Night". His <u>(8)</u> famous films were "Saratoga" and "Gone with the Wind".</p>	

Use of English



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# ICTE GE Assessment Specifications (Listening)

Part 1	GE LISTENING TEST SPECIFICATIONS B1	
Time given	Around 30 minutes for whole test (all 4 parts). All parts are played twice.	
Task description	Students need to identify key information in short monologues or dialogues and choose the correct option A, B or C.	
Sub-skill focus	Listening for specific and detailed information.	
Features of expected response	Response format	Selected response: 3-option multiple choice
	Number of items	6 – 7 discrete items in the final test; 9 items for editing.
Instruction to candidates	There are [seven] questions in this part. For each question there are three options and a short recording. For each question, choose the correct answer, A, B or C and put a tick in the box next to it. Now we are ready to start. Listen carefully. You will hear each recording twice.	
Question paper rubric	There are [seven] questions in this part. For each question there are three options and a short recording. Choose the correct option and put a tick (✓) in the box.	
Input material: context	Discourse purpose	Transactional
	Domain	Public/Personal
	Discourse type	Short dialogue (2 speakers); short monologue
	Content knowledge	General, everyday
	Cultural specificity	Neutral, or Australian
	Nature of information	Only concrete
Input material: level	CEFR level	B1 – grammar, vocabulary, functions
	Speech	Standard native-speaker accents delivered at a rate slower than natural speech.
	Script length	Texts length is between 80 to 100 words.
Topics	Topics are selected from a broad range of everyday situations that are relevant to students' lives in Australia. The information and exchanges are routine and familiar, e.g. <ul style="list-style-type: none"> <li>conversations between family and friends (face-to-face, on the phone)</li> <li>radio announcements</li> <li>public announcements</li> <li>exchanges in shops</li> <li>recorded messages</li> </ul>	
Scoring	Each item carries 1 mark and is equally weighted.	
Marking	Students write their answer in the test booklet.	
Example	<p><b>Question</b></p> <p>When will Jane go to the hairdresser?</p> <p>A 17<sup>th</sup> March <input type="checkbox"/> B 18<sup>th</sup> March <input type="checkbox"/> C 19<sup>th</sup> March <input type="checkbox"/></p> <p><b>Text</b></p> <p><b>M:</b> Hair Express, Mark speaking, how can I help you?</p> <p><b>W:</b> Oh, hello. My name's Jane Green. I'm calling to cancel the appointment I booked. It was for next month, March. On the 18<sup>th</sup>.</p> <p><b>M:</b> Okay, Jane, I've done that. Do you want me to find another day for you?</p> <p><b>W:</b> Yes please. But it needs to be during the morning.</p> <p><b>M:</b> I have a free spot on the 17<sup>th</sup>, at 10:30 am. Can you make that?</p> <p><b>W:</b> Maybe. Anything on the 19<sup>th</sup>?</p> <p><b>M:</b> Erm... yes, but it's in the afternoon. Is that possible?</p> <p><b>W:</b> No, I definitely need a morning appointment, so I'll take the other one please.</p> <p><b>Answer:</b> A.</p> <p><b>Word count:</b> 100</p>	

Level: B1

Timing: 30 minutes, 4 parts (listening twice)

Each part contains information about:

- Task
- Sub-skill(s) targeted
- Expected response
- Number of items (for trialling & in the final test)
- Instructions (**audio** and written)
- Input material: context, discourse purpose, domain, discourse type (**monologue or dialogue**), content knowledge, cultural specificity, nature of information, level, topics, genre, **script length**, **speech rate**
- Scoring
- Marking
- Example

Still in draft form – may be tweaked based on feedback from writers and other users

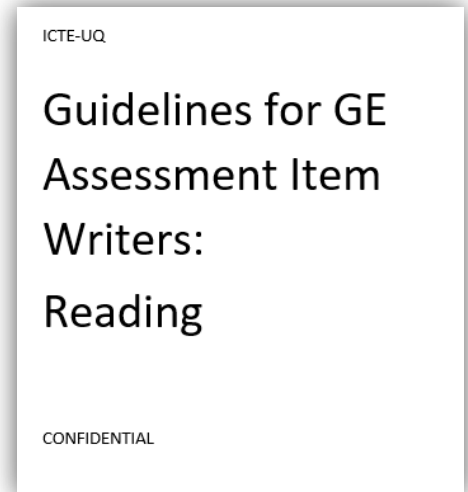


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# Item Writer Guidelines (Reading): Texts

- Text type – e.g., books, handouts, articles, brochures, advertisements, letters, notices, short stories, reviews, webpage etc.
- Purpose – e.g. transactional, descriptive, expository, argumentative
- Nature of information: abstract or concrete
- Graphic features – e.g., tables, charts, maps, illustrations
- Topic
- Style – formality
- Intended readership
- Length
- Range of grammar and vocabulary
- Authenticity



# Text Selection: Considerations

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- Consider learner level and purpose: for lower-level general English students we need to look at the range of language forms candidates can be expected to handle. Does the text contain too many unknown lexical items? (Weir, 1993)
- Find appropriate texts, i.e. texts that will match the specifications and will yield suitable items” (Alderson, Clapham, and Wall, 1995)



# Tools

Automated text analysis tools which can measure readability (vocabulary and syntax) for text selection and adaptation



The screenshot shows the homepage of textinspector.com. The header features the website's name in a large, dark font. Below it, a tagline reads 'The professional web tool for analysing texts'. A descriptive paragraph states: 'Text Inspector analyses the difficulty level of texts in English, giving you an instant score and detailed feedback.' At the bottom, there is a 'Try it now!' button.

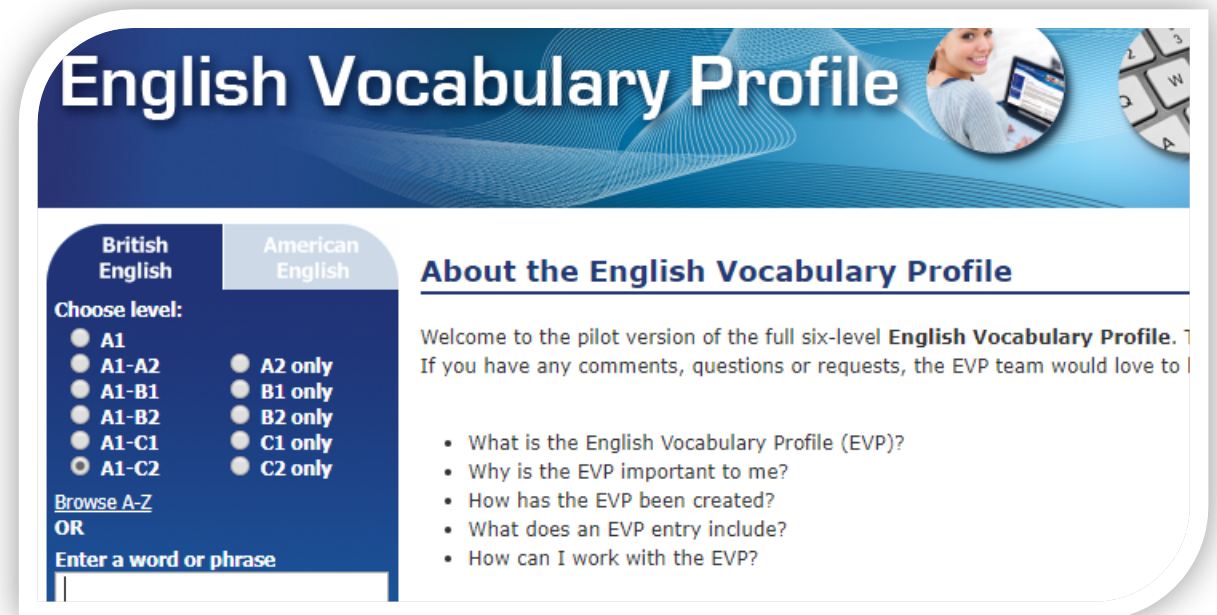
textinspector.com

The professional web tool for analysing texts

Text Inspector analyses the difficulty level of texts in English, giving you an instant score and detailed feedback.

Try it now!

<https://textinspector.com/>



The screenshot shows the 'About the English Vocabulary Profile' page. The header has the title 'English Vocabulary Profile' in a large, bold font. Below the header, there are two columns for 'British English' and 'American English'. The 'British English' column has a 'Choose level:' section with radio buttons for A1, A1-A2, A1-B1, A1-B2, A1-C1, A1-C2, and A1-C2. The 'American English' column has radio buttons for A2 only, B1 only, B2 only, C1 only, and C2 only. Below these columns, there is a 'Browse A-Z' link, an 'OR' link, and a text input field labeled 'Enter a word or phrase'. To the right of these columns, there is a section titled 'About the English Vocabulary Profile' with a welcome message and a list of links: 'What is the English Vocabulary Profile (EVP)?', 'Why is the EVP important to me?', 'How has the EVP been created?', 'What does an EVP entry include?', and 'How can I work with the EVP?'.

English Vocabulary Profile

British English American English

Choose level:

- ☐ A1
- ☐ A1-A2
- ☐ A1-B1
- ☐ A1-B2
- ☐ A1-C1
- ☐ A1-C2

[Browse A-Z](#)

OR

Enter a word or phrase

**About the English Vocabulary Profile**

Welcome to the pilot version of the full six-level **English Vocabulary Profile**. If you have any comments, questions or requests, the EVP team would love to hear from you.

- What is the English Vocabulary Profile (EVP)?
- Why is the EVP important to me?
- How has the EVP been created?
- What does an EVP entry include?
- How can I work with the EVP?

<http://vocabulary.englishprofile.org/staticfiles/about.html>



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With a road network often compared to a bowl of spaghetti, Sydney can be hard to navigate. If you want to see all the sites without a car, you'll need to use Sydney's public transport. The first thing you need to do is get an Opal card. You can use these on any train, bus, ferry or the light rail service across the network. They are available to purchase and top up at stations, convenience stores and the airport. For an ultra-convenient trip, you can go contactless with your bank card or mobile phone. While paper timetables are available, the Sydney Transport Info site is the best way to help you plan your trip, even if it involves changing modes of public transport. Use the site to calculate the best way to get from A to B when travelling to or around Sydney. It also provides fare information.



# Analysis (free)

Sentence count	9 (Amend)
Token count (excluding numbers)	151 (Amend)
Type count (unique tokens, excluding numbers)	95 (Amend)
Average sentence length	16.78 words
Type/token ratio	0.63
Number count	0 / 0 total digits
Syllable count	208 (Amend)
Words with more than 2 syllables	11
Words with more than 2 syllables - Percentage	7.28
Average syllables per sentence	23.11
Average syllables per word	1.38
Syllables per 100 words	137.75
<b>Readability Scores</b>	
Flesch Reading Ease	73.27
Flesch-Kincaid Grade	7.21
Gunning Fog index	9.63

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<https://textinspector.com/>



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# Analysis (paid)

## Lexical Profile - Reading ?

This is the overall **Lexical Profile** for your Reading text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).

PERCENTAGE

NUMBER OF  
METRICS USED

CEFR LEVEL

38%

16

B1+

## Scorecard

These are the metrics used to calculate the **Lexical Profile** for your Reading text. These metrics have been identified in our research as statistically significant in distinguishing between different Reading levels. If more metrics are used the score is likely to be more reliable. ?

## Readability

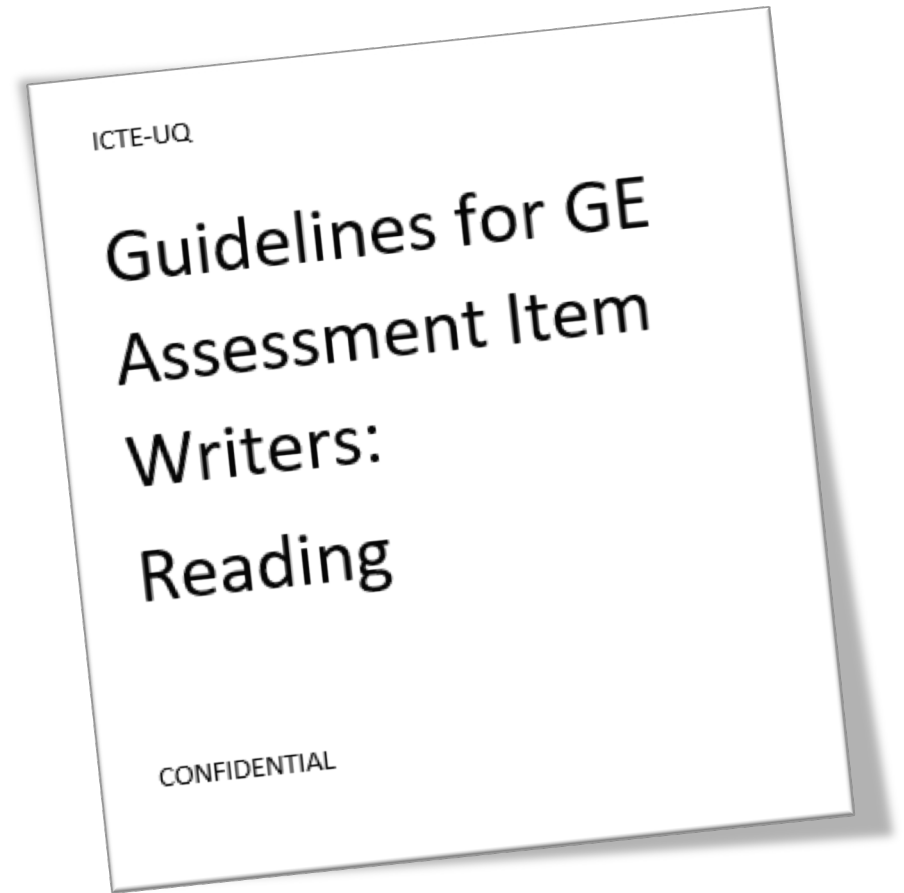
FLESH KINCAID READING EASE	73.27	A2+ ▼
FLESH KINCAID READING GRADE	7.21	B1 ▼
GUNNING FOG	9.63	B1 ▼

## Lexical Sophistication

EVP: % OF WORDS (TYPES) AT A1 LEVEL	53.19	A2+ ▼
EVP: % OF WORDS (TYPES) AT B2 LEVEL	5.32	B1+ ▼
EVP: % OF WORDS (TYPES) AT C1 LEVEL	1.06	B1+ ▼

# Item Writer Guidelines: Tasks

- Response format: objective or productive
  - Short answer – closed/open ended
  - Gap filling
  - Matching
  - Ordering
  - Editing
  - T/F
  - Multiple choice questions (MCQ)
- Task prompts
- Other task conditions



# Item Writer Guidelines: Items

- Instructions for Item Writers
  - Multiple choice questions
    - Stem types
    - All response alternatives should be plausible
    - All response alternatives should be related to the text
    - No response alternative should stand out
  - General advice
    - No external knowledge – make sure test takers have to read the text
    - Presentation order – match with the sequence of the text
    - Make the items independent of each other; do not make a correct response on one item depend on another item being responded to correctly. Eg:
      - Question 1 - Who went to the museum yesterday?
      - Question 2 – What did he/she do at the museum?
    - Check the English of text and items – grammatically correct, natural and acceptable.
    - Level of language should not be higher than the text

# Writing the items

## Details

- The Koala Experience is held daily from Monday to Friday at 9:30am, 11:00am and 1:45pm. There is an additional 3:30pm timeslot on Saturday and Sunday. Please select your preferred time slot upon booking.

*Read the web page below about an activity (called the Koala Experience) that visitors can take part in at a zoo. Then, look at the following sentences and mark each sentence 'T' if it is correct according to the text or 'F' if it is incorrect according to the text.*

2

There are fewer Koala Experience sessions on weekdays than on the weekends.



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# Writing the items

Imagine a job interview where you are expected to become a famous artist for the day. Impossible, right? Well, that's exactly what happens at the online retail company, Summit. Here the candidate paints a picture in their interview, and then the existing staff decide if they get the job, not just the boss. CEO Hedley Aylott says they have done it like this for around five years now. 'I was looking for something that was fun and creative and brought together candidates and staff,' he says. It works like this. Each candidate takes turns standing up in front of an audience (made up of Summit staff) and tries to sell something. They have to paint a picture while they talk. Once the painting is complete, the staff give feedback and decide whether the candidate gets the job. 'I believe staff should help to choose who joins the company,' Aylott says, 'and who their future manager should be.' This personal approach to choosing new employees helps with team-building.

*Read the article about job interviews below. Then, choose the best answer, A, B, or C.*

During the interview process at Summit, candidates have to

- A work together on a task.
- B give a presentation.
- C describe their ideal boss.



# Writing the items

*Fill in each of the numbered blanks in the following passage. Use only **ONE** word in each space.*

## Circus acrobat

I work (0) **as** a circus acrobat; that is, I perform gymnastic tricks in circus shows. The first time that I saw acrobats was (1) ..... a circus came to my town. I (2) ..... never seen anyone do acrobatics before and was really impressed. I went straight home and tried to teach (3) ..... how to do some of the tricks, and it wasn't very (4) ..... before I persuaded my parents to send me to gymnastics lessons.

# References

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# Thank you

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