

# **STRUCTURAL COMPETENCE**

## *Individual Component Checklist*

**ENGLISH VERSION**



## INTRODUCTION

This checklist has been designed for use as a practical tool for describing **ONE VERSION** of a particular component of a language test, for the purpose of evaluation or comparison. This checklist is for use only with tests of structural competence, the skills which are sometimes tested under names such as 'grammar and usage' or 'language in use'.

### *General Notes*

In this checklist the following terminology is used:

- **Component**  
One subtest in an examination. Usually an examination is made up of subtests in the different skills, and components are commonly called by the names of skills. This checklist concerns the listening component of an examination. Components are also often referred to as 'papers'.
- **Input**  
The material provided by the candidate for use in order to produce an appropriate response. In a test of listening it is likely to take the form of a recorded oral text plus written items.
- **Item**  
Each testing point which is given a separate mark or marks. It may consist of, for example, one gap in a written text, or one multiple choice question with three or four options.
- **Response**  
The candidate's written or spoken response to a task. The term 'answer' is often used in this context. However, for reasons of precision, it is not used here.
- **Rubric**  
The instructions given to a candidate on how to respond to a particular input. An example, for a multiple choice cloze test, might be: *Here are some sentences about a visit to a restaurant. Finish the second sentence so that it has the same meaning as the first.*

- **Section**  
Parts of the component can be subdivided into. Each may be testing a different area of skill or usage.
- **Task**  
A task is defined precisely as a combination of rubric, input and response. For example, a reading text with several multiple choice items, all of which can be answered by referring to a single rubric, can be classified as a task. If another set of items relates to the same text, but requires a different rubric in order for a response to be produced, then that combination of text, rubric and items constitutes a different task. Thus the same text can form part of the same input for one or more tasks.

The term 'question' which is often used when referring to tasks, whether or not they are presented as grammatical questions, is avoided here because of its ambiguity.

- **Text**  
In the context of a reading component of an examination, a text is a piece of written language, used as input to a task.

### **Please note**

Some of the questions in this checklist are to be answered with a couple of words or numbers, and some have boxes to tick 'yes' or 'no'. Others, which involve making some qualitative judgement, ask for an assessment on a scale of 1 – 4, where 1 represents the most negative judgement and 4 the most positive.

### *Instructions for Individual Questions*

## A GENERAL DESCRIPTION

### 11 Weighting

Sometimes one section of a component is given more or less importance than others by weighting it differently from the others – assigning a higher or lower percentage of the total mark to it.

## **B PRESENTATION AND LAYOUT**

### **7 How realistic is the presentation of the text?**

If, for example, a task used in an examination paper is taken from an original magazine or newspaper article, an attempt may be made to present it in such a way as to make this source clear to the candidate, by means of headlines, setting out the text in columns etc.

## **D TEXTS AND TASKS**

### **1 INPUT**

Most of this part of the checklist operates at the level of texts. As the number of texts in a test varies widely – some being composed of as few as two or three, while others consist of a large number of very short texts – text numbers have been left out of headings, and it is assumed that these pages will be photocopied when necessary, and text numbers written in.

### **3 Type of text**

Texts for use in tests of reading are often taken from sources such as newspapers, magazines and novels. These are often adapted. In this question **box 1 = an unadapted text; box 2 = an adapted text; box 3 = specially written for the test.**

### **4 Writer's overall intention**

It is often the case that there may be several intentions associated with any text. However, an *overall* intention should be identified.

### **5 Target reader (of original text)**

It would, of course, be possible to break this down much further, but for the purposes of this checklist it has been decided to give only these limited categories, with the possibility of specifying more accurately under category d).

### **6 Topic of the text**

The likely extent of the topic areas used in tests of listening is covered by the 'notions' in **Threshold Level 1990**.

## **2 LANGUAGE ABILITY TESTED**

### **1 Main focus of testing**

By this it is meant the **main focus** of what is being tested in language terms, although it may also touch on other areas. It is also taken as understood that there is a great deal of ambiguity in this area. This area of the checklist operates at item level. Again, it is assumed that this page will be photocopied and the text and item numbers written in.

This area of the checklist operates at a task and item level. Again, it is assumed that this page will be photocopied and test and item numbers written in.

## **3 EXPECTED RESPONSE**

### **6 To what extent are non-linguistic skills being tested?**

This question attempts to gauge the extent to which skills other than language ability are required in order to provide a response. An example of this would be an item which demands some type of mathematical calculation in order to get the correct answer, or an item which involves the candidate reading a map or interpreting a plan or diagram.

### **12 To what extent is there an overlap with testing another area of linguistic skill?**

This question attempts to gauge the extent to which testing one area of language skill also involves the candidate's ability in another area of skill. It is difficult to separate the skills completely from one another. For example, it is likely that any test of listening will also involve candidate reading instruction and rubrics, and in writing responses, and tests of structural competence and reading will also involve candidates in writing.

## **4 MARKING**

### **5 What type of marking is used?**

These can be characterised as follows:

a) **Examiner marking:** marking carried out by experts, who are often referred to as examiners. They are required to make use of professional judgement in awarding marks.

**b) Clerical marking:** marking carried out by non-experts, who have to deal with letters, numbers or words. They are generally required to exercise only very limited judgement, of a non-expert type.

**c) Computerised marking:** marking carried out by a machine such as an optical mark reader. Multiple choice tests are often marked in this way.

The term 'marking' as it is used here refers to the process of assigning a mark to an item, and not to the way in which the mark is recorded or read. Computerised marking mean that the candidate's response goes directly to the computer for the mark to be assigned, and no human marker is involved.

***GENERAL DESCRIPTION***

**NAME OF EXAMINATION**

**NAME OF COMPONENT**

## A GENERAL DESCRIPTION

	Section 1		Section 2		Section 3		Total for component	
<b>1</b> Name of section (if any)	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>2</b> Number of tasks	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>3</b> Number of items	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>4</b> Suggested time allocated for section	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>5</b> Preparation time allocated (if any)	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>6</b> Total number of marks achievable (as percentage)	<input type="text"/>		<input type="text"/>		<input type="text"/>		<b>100%</b>	
<b>7</b> Is percentage of marks available for section indicated to candidate?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>8</b> Is percentage of marks available for each task indicated to candidate?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>9</b> Is suggested time allocation for each section indicated to candidate?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>10</b> Is suggested time allocation for each task indicated to candidate?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>11</b> Weighting	<input type="text"/>		<input type="text"/>		<input type="text"/>		<b>100%</b>	

## ***B PRESENTATION & LAYOUT***

<b>Name of component</b>	<input style="width: 100%;" type="text"/>							
<b>1</b> How is the component presented?	As a separate booklet	<input type="checkbox"/>	As part of a booklet	<input type="checkbox"/>				
<b>2</b> How is the beginning of the component indicated?	by a front page	<input type="checkbox"/>	by a title page in a booklet	<input type="checkbox"/>				
	by a title	<input type="checkbox"/>						
<b>3</b> What information is given at the beginning of the component?	title of component	<input type="checkbox"/>	candidate name	<input type="checkbox"/>				
	candidate number	<input type="checkbox"/>	sex of candidate	<input type="checkbox"/>				
	name of institution	<input type="checkbox"/>	date of examination	<input type="checkbox"/>				
	total number of marks for component	<input type="checkbox"/>	time allocated	<input type="checkbox"/>				
	instructions to examiner	<input type="checkbox"/>	instructions to candidate	<input type="checkbox"/>				
<b>4</b> How many pages long is the component?	<input style="width: 100%;" type="text"/>							
<b>5</b> How well is the text in the booklet spaced out?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>6</b> How much space is allowed for the responses?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>7</b> How realistic is presentation of the text?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>8</b> What size is the booklet? (A4, A5 etc.)	<input style="width: 100%;" type="text"/>							
<b>9</b> Is colour printing used?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>				
<b>10</b> Are drawings used?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>				
<b>11</b> Are photographs used?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>				

## ***C GUIDANCE TO CANDIDATES (INSTRUCTIONS AND RUBRICS)***

<b>Name of component</b>									
<b>1</b>	How clear are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>2</b>	How easy to understand are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>3</b>	How adequate are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>4</b>	How relevant are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>5</b>	How consistent are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>6</b>	How clear are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>7</b>	How easy to understand are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>8</b>	How adequate are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>9</b>	How relevant are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
<b>10</b>	How consistent are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>



## ***D STRUCTURAL COMPETENCE: TEXTS AND TASKS***

Name of examination

Number of texts in structural competence component

### 1. INPUT

		Section			
<b>1</b>	Number of texts		<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
		<b>Text</b>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<b>2</b>	Number of words in text		<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<b>3</b>	Type of text				
			1   2   3	1   2   3	1   2   3
	<b>a)</b> (from) book written for young adults	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>b)</b> newspaper article	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>c)</b> magazine article	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>d)</b> advertisement	d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>e)</b> novel	e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>f)</b> technical manual	f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>g)</b> textbook	g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>h)</b> bureaucratic document	h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>i)</b> instruction leaflet	i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>j)</b> unknown	j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>k)</b> other (please specify)	k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input style="width: 100%; height: 20px;" type="text"/>				

1 = unadapted text; 2 = adapted text; 3 = specially written

### 1. INPUT

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		Text	<input type="text"/>	Text	<input type="text"/>	Text	<input type="text"/>
<b>4</b>	Writer's overall intention						
	<b>a)</b> to provide information	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
	<b>b)</b> to obtain information	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
	<b>c)</b> to explain	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
	<b>d)</b> to describe	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
	<b>e)</b> to narrate	e	<input type="checkbox"/>	e	<input type="checkbox"/>	e	<input type="checkbox"/>
	<b>f)</b> to complain	f	<input type="checkbox"/>	f	<input type="checkbox"/>	f	<input type="checkbox"/>
	<b>g)</b> to persuade / convince	g	<input type="checkbox"/>	g	<input type="checkbox"/>	g	<input type="checkbox"/>
	<b>h)</b> to argue (for / against)	h	<input type="checkbox"/>	h	<input type="checkbox"/>	h	<input type="checkbox"/>
	<b>i)</b> to instruct / teach	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	<input type="checkbox"/>
	<b>j)</b> to report back	j	<input type="checkbox"/>	j	<input type="checkbox"/>	j	<input type="checkbox"/>
	<b>k)</b> to express feelings	k	<input type="checkbox"/>	k	<input type="checkbox"/>	k	<input type="checkbox"/>
	<b>l)</b> other (please specify)	l	<input type="checkbox"/>	l	<input type="checkbox"/>	l	<input type="checkbox"/>
	<input type="text"/>						
	<b>m)</b> unknown	m	<input type="checkbox"/>	m	<input type="checkbox"/>	m	<input type="checkbox"/>
	<b>n)</b> indeterminate	n	<input type="checkbox"/>	n	<input type="checkbox"/>	n	<input type="checkbox"/>
<b>5</b>	Target reader (of original text)						
	<b>a)</b> general public	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
	<b>b)</b> young learners	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
	<b>c)</b> L2 learners	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
	<b>d)</b> specialist group (please specify)	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
	<input type="text"/>						

# 1. INPUT - TEXTS

		Text	<input style="width: 100%;" type="text"/>	Text	<input style="width: 100%;" type="text"/>	Text	<input style="width: 100%;" type="text"/>	Text	<input style="width: 100%;" type="text"/>
<b>6</b>	Topic of text								
	a) personal identification	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>
	b) house and home, environment	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>
	c) daily life	c	<input style="width: 100%;" type="text"/>	c	<input style="width: 100%;" type="text"/>	c	<input style="width: 100%;" type="text"/>	c	<input style="width: 100%;" type="text"/>
	d) free time / entertainment	d	<input style="width: 100%;" type="text"/>	d	<input style="width: 100%;" type="text"/>	d	<input style="width: 100%;" type="text"/>	d	<input style="width: 100%;" type="text"/>
	e) travel	e	<input style="width: 100%;" type="text"/>	e	<input style="width: 100%;" type="text"/>	e	<input style="width: 100%;" type="text"/>	e	<input style="width: 100%;" type="text"/>
	f) relations with other people	f	<input style="width: 100%;" type="text"/>	f	<input style="width: 100%;" type="text"/>	f	<input style="width: 100%;" type="text"/>	f	<input style="width: 100%;" type="text"/>
	g) health and body care	g	<input style="width: 100%;" type="text"/>	g	<input style="width: 100%;" type="text"/>	g	<input style="width: 100%;" type="text"/>	g	<input style="width: 100%;" type="text"/>
	h) education	h	<input style="width: 100%;" type="text"/>	h	<input style="width: 100%;" type="text"/>	h	<input style="width: 100%;" type="text"/>	h	<input style="width: 100%;" type="text"/>
	i) science and scholarship	I	<input style="width: 100%;" type="text"/>	I	<input style="width: 100%;" type="text"/>	I	<input style="width: 100%;" type="text"/>	I	<input style="width: 100%;" type="text"/>
	j) current affairs	j	<input style="width: 100%;" type="text"/>	j	<input style="width: 100%;" type="text"/>	j	<input style="width: 100%;" type="text"/>	j	<input style="width: 100%;" type="text"/>
	k) shopping	k	<input style="width: 100%;" type="text"/>	k	<input style="width: 100%;" type="text"/>	k	<input style="width: 100%;" type="text"/>	k	<input style="width: 100%;" type="text"/>
	l) food and drink	l	<input style="width: 100%;" type="text"/>	l	<input style="width: 100%;" type="text"/>	l	<input style="width: 100%;" type="text"/>	l	<input style="width: 100%;" type="text"/>
	m) services	m	<input style="width: 100%;" type="text"/>	m	<input style="width: 100%;" type="text"/>	m	<input style="width: 100%;" type="text"/>	m	<input style="width: 100%;" type="text"/>
n) places	n	<input style="width: 100%;" type="text"/>	n	<input style="width: 100%;" type="text"/>	n	<input style="width: 100%;" type="text"/>	n	<input style="width: 100%;" type="text"/>	
o) language	o	<input style="width: 100%;" type="text"/>	o	<input style="width: 100%;" type="text"/>	o	<input style="width: 100%;" type="text"/>	o	<input style="width: 100%;" type="text"/>	
p) weather	p	<input style="width: 100%;" type="text"/>	p	<input style="width: 100%;" type="text"/>	p	<input style="width: 100%;" type="text"/>	p	<input style="width: 100%;" type="text"/>	
q) other (please specify)	q	<input style="width: 100%;" type="text"/>	q	<input style="width: 100%;" type="text"/>	q	<input style="width: 100%;" type="text"/>	q	<input style="width: 100%;" type="text"/>	
<b>7</b>	Is text								
	a) complete?	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>
b) extract from longer text?	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>	
<b>8</b>	What details of text source are given?								
	a) none	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>	a	<input style="width: 100%;" type="text"/>
	b) type of text (e.g. radio programme)	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>	b	<input style="width: 100%;" type="text"/>
	c) title, name of speaker	c	<input style="width: 100%;" type="text"/>	c	<input style="width: 100%;" type="text"/>	c	<input style="width: 100%;" type="text"/>	c	<input style="width: 100%;" type="text"/>
d) date	d	<input style="width: 100%;" type="text"/>	d	<input style="width: 100%;" type="text"/>	d	<input style="width: 100%;" type="text"/>	d	<input style="width: 100%;" type="text"/>	
<b>9</b>	Are paragraph / line markers (e.g. numbers) provided?	Yes	<input style="width: 100%;" type="text"/>	Yes	<input style="width: 100%;" type="text"/>	Yes	<input style="width: 100%;" type="text"/>	Yes	<input style="width: 100%;" type="text"/>
	No	No	<input style="width: 100%;" type="text"/>	No	<input style="width: 100%;" type="text"/>	No	<input style="width: 100%;" type="text"/>	No	<input style="width: 100%;" type="text"/>

## 2 LANGUAGE ABILITY TESTED

### 1 Main focus of testing

	Item					
a) verb form	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) verb tense	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) verb mood	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) verbal construction	d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) verb auxiliaries	e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) conditionals	f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) indirect speech	g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) noun forms	h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) pronouns	I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) adjectives	j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) adverbs	k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) articles	l	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) prepositions	m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) vocabulary use	n	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) cohesive devices	o	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) register	p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) punctuation	q	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) spelling	r	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) word order	s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) other (please specify)	t	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. LANGUAGE ABILITY TESTED

<b>2</b>	<b>Text</b>	<input type="text"/>	Item	<input type="text"/>	Item	<input type="text"/>	Item	<input type="text"/>	Item	<input type="text"/>
<b>a)</b>	multiple choice		a	<input type="text"/>	a	<input type="text"/>	a	<input type="text"/>	a	<input type="text"/>
<b>b)</b>	gap filling (cloze)		b	<input type="text"/>	b	<input type="text"/>	b	<input type="text"/>	b	<input type="text"/>
<b>c)</b>	transformation		c	<input type="text"/>	c	<input type="text"/>	c	<input type="text"/>	c	<input type="text"/>
<b>d)</b>	short answer (word / short phrase)		d	<input type="text"/>	d	<input type="text"/>	d	<input type="text"/>	d	<input type="text"/>
<b>e)</b>	short answer (1 – 3 sentences)		e	<input type="text"/>	e	<input type="text"/>	e	<input type="text"/>	e	<input type="text"/>
<b>f)</b>	sentence completion		f	<input type="text"/>	f	<input type="text"/>	f	<input type="text"/>	f	<input type="text"/>
<b>g)</b>	true / false		g	<input type="text"/>	g	<input type="text"/>	g	<input type="text"/>	g	<input type="text"/>
<b>h)</b>	ordering		h	<input type="text"/>	h	<input type="text"/>	h	<input type="text"/>	h	<input type="text"/>
<b>i)</b>	error correction (proof reading)		i	<input type="text"/>	i	<input type="text"/>	i	<input type="text"/>	i	<input type="text"/>
<b>j)</b>	other (please specify)	<input type="text"/>	k	<input type="text"/>	k	<input type="text"/>	k	<input type="text"/>	k	<input type="text"/>

### 3. EXPECTED RESPONSE

	Section <input style="width: 30px;" type="text"/>	Task <input style="width: 30px;" type="text"/>	Item <input style="width: 30px;" type="text"/>						
<b>1</b> What type of response is required?									
a) choice from a list	a	<input style="width: 20px; height: 15px;" type="text"/>		a	<input style="width: 20px; height: 15px;" type="text"/>		a	<input style="width: 20px; height: 15px;" type="text"/>	
b) one or two word answer	b	<input style="width: 20px; height: 15px;" type="text"/>		b	<input style="width: 20px; height: 15px;" type="text"/>		b	<input style="width: 20px; height: 15px;" type="text"/>	
c) longer answer	c	<input style="width: 20px; height: 15px;" type="text"/>		c	<input style="width: 20px; height: 15px;" type="text"/>		c	<input style="width: 20px; height: 15px;" type="text"/>	
<b>2</b> Is the type and length of response required indicated to the candidate?	Yes	<input style="width: 20px; height: 15px;" type="text"/>		Yes	<input style="width: 20px; height: 15px;" type="text"/>		Yes	<input style="width: 20px; height: 15px;" type="text"/>	
	No	<input style="width: 20px; height: 15px;" type="text"/>		No	<input style="width: 20px; height: 15px;" type="text"/>		No	<input style="width: 20px; height: 15px;" type="text"/>	
<b>3</b> How limited is the acceptable list of responses?	1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>		1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>
	3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>		3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>
<b>4</b> To what extent is specialist knowledge assumed?	1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>		1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>
	3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>		3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>
<b>5</b> To what extent is cultural knowledge assumed?	1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>		1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>
	3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>		3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>
<b>6</b> To what extent is are non-linguistic skills being tested?	1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>		1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>
	3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>		3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>
<b>7</b> To what extent is there an overlap with testing another area of linguistic skill?	1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>		1	<input style="width: 20px; height: 15px;" type="text"/>	2	<input style="width: 20px; height: 15px;" type="text"/>
	3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>		3	<input style="width: 20px; height: 15px;" type="text"/>	4	<input style="width: 20px; height: 15px;" type="text"/>

## 4. EXPECTED RESPONSE

Task	Item		
<b>6</b>	To what extent is cultural knowledge assumed?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
<b>7</b>	Is information required to answer a particular item?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	a) localised in only one area of text b) in several areas of the text c) spread throughout the whole text	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>
<b>8</b>	Are candidates referred to specific areas of the text?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>9</b>	Do the words in the item repeat exactly the words in the text?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>10</b>	Can items be answered by:		
	a) taking words and phrases directly from the text? b) modifying words in text slightly c) rephrasing text to a significant extent	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>
<b>11</b>	To what extent are non-linguistic skills being tested?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
<b>12</b>	To what extent is there an overlap with testing another area of linguistic skill?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>

## 5. MARKING

Section		Item		Item				
	<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>1</b>	How many marks are available?		<input type="text"/>		<input type="text"/>		<input type="text"/>	
<b>2</b>	Is the number of marks available indicated to the candidate?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes
		No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No
<b>3</b>	What are the criteria for marking?							
	a) correct choice of option	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a
	b) grammatical accuracy	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b
	c) spelling	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c
	d) other (please specify)	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d
	<input style="width: 100%;" type="text"/>							
<b>4</b>	Are marking criteria indicated to the candidate?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes
		No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No
<b>5</b>	What type of marking is used?							
	a) examiner marking	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a
	b) clerical marking	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b
	c) computerised marking	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c