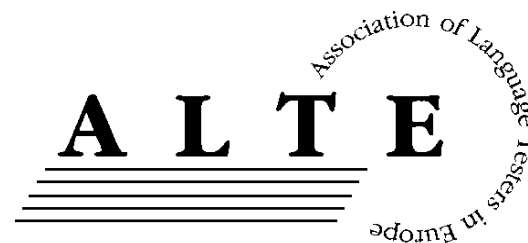


STRUCTURAL COMPETENCE

Individual Component Checklist

for use with ONE task

ENGLISH VERSION



INTRODUCTION

This checklist has been designed for use as a practical tool for describing **ONE TASK** in a test of structural competence, the skills which are sometimes tested under names such as ‘grammar and usage’ or ‘language in use’.

Some pages may need to be photocopied to accommodate further items.

General Notes

- **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. In a test of listening with multiple choice questions, the rubric 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.*

- **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 listening component of an examination, a text is a piece of spoken language, used as input to a task, or the term could be used to refer to a piece of written language which the candidate is asked to produce.

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

1. INPUT TEXT

2 Type of text

Texts for use in tests of listening are sometimes taken from sources such as public announcements and radio broadcasts, or recorded from scripts written specially for the examination. When authentic texts are used, they are often adapted. In this question **box 1= an unadapted text, box 2= an adapted text and box 3= specially written for the test.**

3 **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.

4 **Target reader (of original text)**

It would, of course, be possible to break this list 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).

5 **Topic of 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 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.

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.

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

This question attempts to gauge the extent to which one testing area of language skill involves the candidate's ability in another area of skill. It is difficult to separate skills completely from one another. For example, it is likely that any test of listening will also involve candidates in reading instructions 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 their 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, not the way in which the mark is recorded or read. Computerised marking means a 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

NAME / NUMBER OF TASK

1. INPUT TEXT

1 Number of words in text

2 **Type of text**

		1	2	3	*
a) (from) book written for young adults	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) newspaper article	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) magazine article	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) advertisement	d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) novel	e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) technical manual	f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) textbook	g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) bureaucratic document	h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) instruction leaflet	i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j) unknown	j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k) other (please specify)	k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

3 **Speaker's overall intention**

a) to provide information	a	<input type="checkbox"/>
b) to obtain information	b	<input type="checkbox"/>
c) to explain	c	<input type="checkbox"/>
d) to describe	d	<input type="checkbox"/>
e) to narrate	e	<input type="checkbox"/>
f) to complain	f	<input type="checkbox"/>
g) to persuade / convince	g	<input type="checkbox"/>
h) to argue for / against	h	<input type="checkbox"/>
i) to instruct / teach	i	<input type="checkbox"/>
j) to report back	j	<input type="checkbox"/>
k) to express feelings	k	<input type="checkbox"/>
l) other (please specify)	l	<input type="text"/>
m) unknown	m	<input type="checkbox"/>
n) indeterminate	n	<input type="checkbox"/>

4 **Target reader (of original text)**

a) general public	a	<input type="checkbox"/>
b) young learners		<input type="checkbox"/>
c) L2 learners		<input type="checkbox"/>
d) specialist group (please specify)		<input type="checkbox"/>

1 INPUT - TEXT

5 Topic of text

- | | | |
|---------------------------------|---|--------------------------|
| a) personal identification | a | <input type="checkbox"/> |
| b) house and home / environment | b | <input type="checkbox"/> |
| c) daily life | c | <input type="checkbox"/> |
| d) free time / entertainment | d | <input type="checkbox"/> |
| e) travel | e | <input type="checkbox"/> |
| f) relations with other people | f | <input type="checkbox"/> |
| g) health and body care | g | <input type="checkbox"/> |
| h) education | h | <input type="checkbox"/> |
| i) science and scholarship | i | <input type="checkbox"/> |
| j) current affairs | j | <input type="checkbox"/> |
| k) shopping | k | <input type="checkbox"/> |
| l) food and drink | l | <input type="checkbox"/> |
| m) services | m | <input type="checkbox"/> |
| n) places | n | <input type="checkbox"/> |
| o) language | o | <input type="checkbox"/> |
| p) weather | p | <input type="checkbox"/> |
| q) other (please specify) | q | <input type="text"/> |

6 Is text

- | | | |
|------------------------------|---|--------------------------|
| a) complete? | a | <input type="checkbox"/> |
| b) extract from longer text? | b | <input type="checkbox"/> |

7 What details of source text are given?

- | | | |
|--|---|--------------------------|
| a) none | a | <input type="checkbox"/> |
| b) type of text (e.g. radio programme) | b | <input type="checkbox"/> |
| c) title, name of speaker | c | <input type="checkbox"/> |
| d) date | d | <input type="checkbox"/> |

8 Are line – paragraph markers (e.g. numbers) provided?

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

2 LANGUAGE ABILITY TESTED

1 Main focus of testing

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

Item

a	<input type="checkbox"/>
b	<input type="checkbox"/>
c	<input type="checkbox"/>
d	<input type="checkbox"/>
e	<input type="checkbox"/>
f	<input type="checkbox"/>
g	<input type="checkbox"/>
h	<input type="checkbox"/>
I	<input type="checkbox"/>
j	<input type="checkbox"/>
k	<input type="checkbox"/>
l	<input type="checkbox"/>
m	<input type="checkbox"/>
n	<input type="checkbox"/>
o	<input type="checkbox"/>
p	<input type="checkbox"/>
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s	<input type="checkbox"/>
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j	<input type="checkbox"/>
k	<input type="checkbox"/>
l	<input type="checkbox"/>
m	<input type="checkbox"/>
n	<input type="checkbox"/>
o	<input type="checkbox"/>
p	<input type="checkbox"/>
q	<input type="checkbox"/>
r	<input type="checkbox"/>
s	<input type="checkbox"/>
t	<input type="checkbox"/>

2 LANGUAGE ABILITY TESTED

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

4 MARKING

Task		Item		Item		Item		Item	
1	How many marks are available?		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
2	Is the number of marks available indicated to the 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"/>
3	What are the criteria for marking?								
	a) correct choice of option	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
	b) grammatical accuracy	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
	c) accurate spelling	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
	d) other (please specify)	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
	<input style="width: 100%;" type="text"/>								
4	Are marking criteria indicated to the 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"/>
5	What type of marking is used?								
	a) examiner marking	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
	b) clerical marking	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
	c) computerised marking	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>