

READING

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 reading.

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

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: *Read the text below and choose the correct word for each space. Mark the letter next to the correct word – A, B, C or D – on your answer sheet.*

- ◆ **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 any piece of written language which is used as part of the 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

1 INPUT TEXTS

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.

Some of the categories used here need no explanation, but the following notes on some of them may be useful.

a) **Skimming for overall gist**

The text is read at speed, probably in order to respond to a question placed before the text, which demands an understanding of the topic and the author's attitude to it.

b) **Demonstrating understanding of text as a whole**

This may be done, for example, by writing a short summary of the main events or points discussed in the text.

c) **Identifying the topic of the text**

A short text, possibly a fragment taken from a longer text, is given. There are no titles or clues of that kind. An example would be part of a description of an object, which does not mention the object itself. The candidate then has to identify the object.

d) **Identifying the function of the text**

An example of a text consisting of a letter of apology from a travel agent, followed by an item which asks:

What is the writer trying to do:

a) write a complaint

b) offer an apology

c) check travel arrangements

d) blame a member of staff

f) **Retrieving specific information by scanning text**

Some questions related to specific points in the text may be placed before the text, so that the candidate responds by searching the text for the answer to each one..

g) **Locating and selecting relevant factual information to perform task**

An example would be a task consisting of ticking boxes on a customer satisfaction survey sheet related to a holiday. The information required is found in the diary entries and a postcard written during the holiday which are given as input to the task.

j) **Deducting meaning from context**

An example is a reading text which discusses the problems a company had in retaining reliable shop staff, using vocabulary such as 'suffering from very high staff turnover rates' and 'absenteeism'. The reader who is not familiar with this vocabulary can deduce the meaning of 'turnover rates' and 'absenteeism' in the context of a text which describes how the problem was solved by recruiting older workers, who 'stayed in their jobs longer' and 'were more reliable'.

11 Making inferences from information given in text

A set of items dealing with factual aspects of a text sometimes includes one 'global' item, which may begin 'This article gives the impression that...' or 'This article shows young people as...' to test the overall conclusions the reader is expected to draw from the information given.

m) Recognising numbers, letters etc.

This might occur in a test of reading at a low level, probably designed for a particular target group who are also learners of a different script from that of their first language.

n) Making use of clues such as subtitles, illustrations, typography

An example occurs in an item from a test at a low level, where public notices are photographed in situ. For example, a notice saying, 'Watch your luggage at all times' is shown above bags and cases at an airport.

4 EXPECTED RESPONSE

11 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.

5 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 means 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

NAME / NUMBER OF TASK

1. INPUT TEXT

1	Length of text		<input style="width: 100%;" type="text"/>
3	Type of text	1 2 3	
a)	(from) book written for young adults	a	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
b)	newspaper article	b	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
c)	magazine article	c	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
d)	advertisement	d	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
e)	novel	e	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
f)	technical manual	f	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
g)	textbook	g	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
h)	bureaucratic document	h	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
i)	instruction leaflet	i	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
j)	unknown	j	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
k)	other (please specify)	k	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
	<input style="width: 200px; height: 20px;" type="text"/>		
* 1 = unadapted text, 2 = adapted text, 3 = specially written			

4	Writer's overall intention		
	a) to provide information	a	<input style="width: 20px; height: 20px;" type="text"/>
	b) to obtain information	b	<input style="width: 20px; height: 20px;" type="text"/>
	c) to explain	c	<input style="width: 20px; height: 20px;" type="text"/>
	d) to describe	d	<input style="width: 20px; height: 20px;" type="text"/>
	e) to narrate	e	<input style="width: 20px; height: 20px;" type="text"/>
	f) to complain	f	<input style="width: 20px; height: 20px;" type="text"/>
	g) to persuade / convince	g	<input style="width: 20px; height: 20px;" type="text"/>
	h) to argue for / against	h	<input style="width: 20px; height: 20px;" type="text"/>
	i) to instruct / teach	i	<input style="width: 20px; height: 20px;" type="text"/>
	j) to report back	j	<input style="width: 20px; height: 20px;" type="text"/>
	k) to express feelings	k	<input style="width: 20px; height: 20px;" type="text"/>
	l) other (please specify)	l	<input style="width: 100px; height: 20px;" type="text"/>
	m) unknown	m	<input style="width: 20px; height: 20px;" type="text"/>
	n) indeterminate	n	<input style="width: 20px; height: 20px;" type="text"/>
7	Target reader (of original text)		
	a) general public	a	<input style="width: 20px; height: 20px;" type="text"/>
	b) young learners	b	<input style="width: 20px; height: 20px;" type="text"/>
	c) L2 learners	c	<input style="width: 20px; height: 20px;" type="text"/>
	d) specialist group (please specify)	d	<input style="width: 100px; height: 20px;" type="text"/>

6 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"/> |

7 Is text

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

8 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"/> |

- 9** Are line / paragraph markers provided?
- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

2 LANGUAGE ABILITY TESTED

1 Main focus of testing

Item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) skimming for overall gist	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) demonstrating understanding of text as a whole	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) identifying topic of text	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) identifying function of text	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) distinguishing main points of text from subsidiary ones	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) retrieving specific information by scanning text	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) locating and selecting relevant factual information to perform task	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) demonstrating understanding of how text structure operates	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) distinguishing fact from opinion	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) deducing meaning from context	j <input type="checkbox"/>	j <input type="checkbox"/>	j <input type="checkbox"/>	j <input type="checkbox"/>	j <input type="checkbox"/>	j <input type="checkbox"/>
k) interpreting text for author's style, attitude etc.	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>
l) making inferences from information given in text	l <input type="checkbox"/>	l <input type="checkbox"/>	l <input type="checkbox"/>	l <input type="checkbox"/>	l <input type="checkbox"/>	l <input type="checkbox"/>
m) recognising numbers, letters, etc	m <input type="checkbox"/>	m <input type="checkbox"/>	m <input type="checkbox"/>	m <input type="checkbox"/>	m <input type="checkbox"/>	m <input type="checkbox"/>
n) making use of clues such as subtitles, illustrations typography etc.	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>
o) other (please specify)	o <input type="checkbox"/>	o <input type="checkbox"/>	o <input type="checkbox"/>	o <input type="checkbox"/>	o <input type="checkbox"/>	o <input type="checkbox"/>
<input style="width: 300px; height: 15px;" type="text"/>						

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

3 TASK

1 How many items are there?

2 How clear and unambiguous are the tasks?

1	2	3	4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3 Is the language of the text at an appropriate level?

1	2	3	4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4 Is the language of the rubric(s) at appropriate level?

1	2	3	4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5 Is the language of the items at an appropriate level?

1	2	3	4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6 How are items sequenced in relation to the text

a) as in text

a

b) in a different order from the text

b

c) apparently random

c

7 Are items read

a) before

a

b) after

b

listening to the text

7 EXPECTED RESPONNSE

Task	Item	Item	Item	Item	
6	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"/>	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"/>
7	Is information required to answer a particular item? a) localised in only one area of the test b) in several areas of the text c) spread throughout the whole test	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>
8	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"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
9	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"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
10	Can items be answered by a) by taking words or phrases directly from the text b) modifying words in the text slightly c) rephrasing text to a major 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"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>	a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/>
11	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"/>	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"/>
12	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"/>	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

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: 200px; height: 15px;" 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"/>