FOAI

APRIL 2018

FORUM ON ASSESSMENT ISSUES

FOAI-10

ITEM WRITING I: ASSESSING LANGUAGE USE

Eastern
Mediterranean
University
"Virtue, Knowledge, Advancement"

APRIL 27th– 28th, 2018

A MESSAGE FROM THE FOAI ORGANIZATION COMMITTEE

FOAI Organization Committee: *Mehtap İnce, Esin Çağlayan, Berna Akpınar Arslan*

Dear Participants,

We would like to welcome you to the 10th FOAI event at Eastern Mediterranean University in Cyprus. The theme of this event has been chosen considering the responses of participants to the survey conducted at the previous FOAI event. We hope that this event will serve as a platform through which the needs of the participants are met by getting to the depth of the principles of assessment language use. For FOAI events, it always seems to be that the more participants put into it, the more they get out of it. To this end, we would like you to do pre-event tasks by the due date and reflect on your own practices related to the theme of the event. We hope that the pre-tasks have already helped to focus you on the theme and that the sharing of experiences and ideas in the focus groups will help you further your knowledge. So we wish you inspirational one and a half days and hope that you all go back to your institutions with many new ideas to experiment with for the improvement of your assessment practices.

If you have not visited the website yet, please do so at https://foaionline.wordpress.com/. There you can find all the documents relating to all previous events. Please also feel free to post comments, questions and suggestions about FOAI or any assessment issues on the website or email us at foaiturkey@gmail.com.

We hope to continue to welcome you or other representatives from your institutions in the future. However, we still get many people who tell us that they have not heard of FOAI; hopefully, you will all help us spread the word about these events to your contacts in Testing Teams in other universities.

We would like to thank Eastern Mediterranean University, Foreign Languages and English Preparatory School, for hosting us and we are grateful to the host team for their smooth and efficient organization.

PREVIOUS FOAI EVENTS

FOAI	DATE	INSTITUTION	THEME
FOAI-1	February 2013	Sabancı University, İstanbul	Common Practices and Issues in Testing and Assessment of English and Possible Responses to them
FOAI-2	October 2013	İstanbul Şehir University, İstanbul	Common Practices and Issues in Assessing Productive Skills
FOAI-3	March 2014	Özyeğin University, İstanbul	Standardization Practices and Marker Training
FOAI-4	November 2014	Bilkent University, Ankara	Reading Assessment – Issues Related to Setting the Level of Reading Texts and Tasks
FOAI-5	April 2015	İzmir University of Economics, İzmir	Listening Assessment – Issues Related to Setting the Level of Listening Texts and Tasks
FOAI-6	April 2016	Bahçeşehir University, İstanbul	Placement And Proficiency Exams
FOAI-7	November 2016	Pamukkale University, Denizli	Validity and Reliability in Assessment and Testing
FOAI-8	May 2017	Karabük University, Karabük	Speaking Assessment
FOAI-9	November 2017	Social Sciences University of Ankara	Designing Speaking Rubrics
FOAI-10	April 2018	Eastern Mediterranean University, Northern Cyprus	Item Writing I: Assessing Language Use
FOAI-11	Fall 2018	*If you wish to see your institution's name here, please let us know and ask your administrators to confirm their interest in an email to foaiturkey@gmail.com*	

FORUM ON ASSESSMENT ISSUES

RATIONALE/BACKGROUND

The Assessment Team of Sabancı University School of Languages set up the first FOAI for representatives from a range of universities in Turkey and North Cyprus to come together to discuss assessment issues in university foundation EAP/preparatory programmes. The forum aims to take a hands-on approach to the practical issues related to assessment work, with a view to complement the formal presentation of papers or workshops to be found at other professional events such as conferences, seminars, and workshops. Although the forum was initiated by Sabancı University School of Languages, it has become a regular event, hosted by different institutions.

AIMS OF THE FORUM

The forum was set up specifically for representatives from the assessment teams of a range of foundation/preparatory programmes in English medium universities in Turkey. The forum aims to provide an opportunity for different state, foundation and private universities within the Turkish context to come together in order to:

- discuss issues concerning the design, development, and administration of low and high stakes exams;
- share practices, experiences, ideas, and challenges faced relevant to testing, evaluation, and assessment related issues from diverse contexts;
- increase awareness of the activities and approaches to assessment and evaluation of learning in other programmes;
- build relationships and links between the assessment teams in different institutions;
- exchange ideas on how members can cooperate in order to improve testing and assessment practices in their institutions.

FOR MORE INFORMATION: Please visit our website https://foaionline.wordpress.com/

A MESSAGE FROM THE HOST TEAM

Eastern
Mediterranean
University
"Virtue, Knowledge, Advancement"

Dear FOAI-10 Participants,

It is a great pleasure to host the FOAI-10 event at Eastern Mediterranean University, Foreign Languages and English Preparatory School. We hope it will be a fruitful platform by coming together, sharing our experiences, and learning from each other to gain deeper insight into issues regarding assessing language use.

Like the previous nine events, we hope that this meeting will also enhance links between participants as well as creating the opportunity to exchange ideas in order to improve assessment practices in our institutions.

EMU FOAI-10 Organizers

Nazan Doğruer　　　　**Elif Ç. Ersözlü**　　　　**Gülden Çağakan**

Michila Gencel　　　　**Münevver N. Kahvecisoy**　　　　**Suzan Özdilek**

	(in alphabetical order) University	participant	participant's email
	PARTICIPANTS		
1	Altınbaş University	Dilek Güler	dilekguler11@yahoo.com
2	Ankara University	Meltem Aktaş Bekircan	meltemakt@gmail.com
3	Atılım University	Nesrin Atak	e.nesrinatak@gmail.com
4	Bahçeşehir University	Çağla Mitrani	cagla.mitrani@sfl.bau.edu.tr
5	Boğazici University	Hande Karakoç	karakochande@gmail.com
6	Ibn Haldun University	Meltem Öz	meltem.oz@ihu.edu.tr
7	Istanbul Bilgi University	Hande Günel	hande.gunel@bilgi.edu.tr
8	Istanbul Medeniyet University	Emine Gülşah Akandere	e.gulsah.erdem@gmail.com
9	Istanbul Medipol University	Gökçe Koç Onar	gonar@medipol.edu.tr
10	Istanbul Şehir University	Mehmet Akinci	mehmetakinci@sehir.edu.tr
11	Istanbul Technical University	Adem Dal	ademusdal@gmail.com
12	Izmir University of Economics	Beatrice B. Yavaşer	beatrice.yavaser@ieu.edu.tr
13	MEF University	Mojca Andrejasic	andrejasicm@mef.edu.tr
14	Özyeğin University	Nurgül Keskin	nurgul.keskin@ozyegin.edu.tr
15	Social Sciences University of Ankara	Gülçin Akyol	gulcin.akyol@asbu.edu.tr
16	Social Sciences University of Ankara	Ayşe Yönkul	ayse.yonkul@asbu.edu.tr
17	TED University	Ceren Ocak	ceren.ocak@tedu.edu.tr
18	TOBB University of Economics and Technology	Pinar Kiliç	pkilic@etu.edu.tr
19	University of Turkish Aeronautical Association	Çisem Altuğ	caltug@thk.edu.tr
20	Yaşar University	Zeynep Özcan	zeynep.ozcan@yasar.edu.tr
21	Eastern Mediterranean University	Christine Kannur	christine.kannur@emu.edu.tr
	HOST TEAM		
22	Eastern Mediterranean University	Elif Ç. Ersözlü	elif.cilli@emu.edu.tr
23	Eastern Mediterranean University	Gülden Çağakan	gulden.cagakan@emu.edu.tr
24	Eastern Mediterranean University	Münevver N. Kahvecisoy	munevver.nizam@emu.edu.tr
25	Eastern Mediterranean University	Michila Gencel	michila.gencel@emu.edu.tr
26	Eastern Mediterranean University	Suzan Özdilek	suzan.ozdilek@emu.edu.tr
	FOAI ORGANIZATION COMMITTEE		
27	Izmir University of Economics	Esin Çağlayan	esin.caglayan@ieu.edu.tr
28	Koç University	Mehtap İnce	meince@ku.edu.tr
29	Sabancı University	Berna Akpınar Arslan	bernaakpinar@sabanciuniv.edu

FRIDAY, 27th April 2018

TIME	ACTIVITY	LOCATION
09.30 - 10.00	ARRIVAL & WELCOME (refreshments provided)	**FLEPS PREP2** **2nd Floor**
10.00 – 10.15	OPENING REMARKS & ANNOUNCEMENTS Sen. Inst. Elif Ç. Ersözlü (Coordinator) Asst. Prof. Dr. Nazan Doğruer, (Asst. Dir.) Foreign Languages and English Preparatory School, EMU	**FLEPS PREP2** **SEMINAR HALL – 2nd Floor**
10.15 – 11.00	WHOLE GROUP Plenary: Assoc. Prof. Dr. Ali Sıdkı Ağazade	**FLEPS PREP2** **SEMINAR HALL – 2nd Floor**
11.00 – 11.15	TEA/COFFEE BREAK	**FLEPS PREP2** **SECOND FLOOR**
11.15 – 12.15	WHOLE GROUP Workshop: Item Writing Guidelines	**FLEPS PREP2** **SEMINAR HALL – 2nd Floor**
12.15 – 13.30	LUNCH	**POP ART** **EMU SOUTH CAMPUS**
13.30 – 13.45	GROUP PHOTO	**In front of FLEPS**
13.45 – 15.00	FOCUS GROUP DISCUSSIONS	**FLEPS PREP2 1st Floor** **104 – 105 – 106**
15.00 – 15.15	TEA/COFFEE BREAK	**FLEPS PREP2** **SECOND FLOOR**
15.15 – 16.45	FOCUS GROUP DISCUSSIONS (continued)	**FLEPS PREP2 1st Floor** **104 – 105 – 106**
19.00	FOAI DINNER	**EMU BEACH CLUB**

SATURDAY, 28th April 2018

TIME	ACTIVITY	LOCATION
09.00 - 10.00	ANNOUNCEMENTS & FINALIZING GROUP WORK	**FLEPS PREP2 1st Floor** **104 – 105 – 106**
10.00 – 11.15	FOCUS GROUP PRESENTATIONS (15 minutes each + 5 minutes Discussion and Q&A) Group A: 10.00 – 10.20 Group B: 10.25 – 10.45 Group C: 10.50 – 11.10	**FLEPS PREP2** **SEMINAR HALL – 2nd Floor**
11.15 – 11.30	TEA / COFFEE BREAK	**FLEPS PREP2** **SECOND FLOOR**
11.30 – 12.30	FOAI ORGANIZATION COMMITTEE REFLECTION & ROUND-UP SESSION ANNOUNCEMENT OF THE THEME AND VENUE FOR FOAI-11	**FLEPS PREP2** **SEMINAR HALL – 2nd Floor**

FOCUS GROUPS

AIMS

- To discuss in detail findings and areas of common concern
- To exchange ideas to find out if any institution has addressed these concerns
- To share successes and failures in the related issues
- To brainstorm different suggestions on how to better respond to these concerns
- To summarize the highlights of the work of the focus group
- To present these highlights to the whole group in the final session

STRUCTURE

- **Minute-taker:** The host university will assign a minute-taker from their own institutions to each group. The minute-taker will take notes of important ideas highlighted in the discussion and s/he will help the presenter of the group prepare for the whole group presentation. At the end of the event, they will share their minutes with the host university's organizing team.

- **Facilitator**: FOAI Organization Committee will assign a facilitator from FOAI participants to each group. The facilitator will guide group members to the achievement of the shared goals stated for each group. Facilitators' main duty is to ease the process. They are expected to keep the discussion on and lively with interventions when needed. They need to make sure all participants contribute and take shared responsibility for the outcome.

- **Presenter:** Each focus group chooses one person to present their group work to the whole group.

FRIDAY

MORNING: The sessions in the morning will help participants to hear from some experts in the field, invited by the host institution, and provide insight into assessment practices, which will serve as an input for the focus group discussions.

AFTERNOON: The sessions in the afternoon are an opportunity for participants to discuss the theme and share ideas and experiences in smaller groups. It is hoped that the pre-task and the presentation sessions may provide some food-for-thought in this process. Contemplating the responses that participants gave in the survey, we have decided to give each group some focus areas to encourage participants to come up with some concrete suggestions for addressing these areas and some practical solutions which we may be able to put into practice in our own institutions.

SATURDAY

MORNING: FOAI Organization Committee introduces the schedule of the day, and then the focus groups finalize their presentations. The powerpoint must be e-mailed by the facilitators to **Gülden Çağakan (gulden.cagakan@emu.edu.tr)** by **09.40** at the latest. After all the focus groups are ready, the presenter of each group will have 15-20 minutes to present and there will then be 5-10 minutes for questions and discussions about issues raised by each group. The presentations and follow-up discussions will help all participants reflect on their own practices and the suggestions offered. And eventually, they will be more likely to feel more competent and confident to stimulate innovations in their institutions.

FOCUS GROUP PARTICIPANTS

	FOCUS GROUP A (PREP2-104)	
	Facilitator: Mehtap İnce, KOÇ UNIVERSITY	**Minute-taker: Elif Ç. Ersözlü, EASTERN MEDITERRANEAN UNIVERSITY**
1	Gülçin Akyol	Ankara Social Sciences University
2	Beatrice Yavaşer	Izmir University of Economics
3	Adem Dal	Istanbul Technical University
4	Meltem Öz	Ibn Haldun University
5	Zeynep Özcan	Yaşar University
6	Dilek Güler	Altınbaş University
7	Suzan Özdilek	Eastern Mediterranean University

	FOCUS GROUP B (PREP2-105)	
	Facilitator: Esin Çağlayan, IZMIR UNIVERSITY of ECONOMICS	**Minute-taker: Münevver N. Kahvecisoy, EASTERN MEDITERRANEAN UNIVERSITY**
1	Ayşe Yönkul	Ankara Social Sciences University
2	Mehmet Akıncı	Istanbul Şehir University
3	Nurgül Keskin	Özyeğin University
4	Hande Günel	Istanbul Bilgi University
5	Çisem Altuğ	University of Turkish Aeronautical Association
6	Gökçe Koç Onar	Istanbul Medipol University
7	Nesrin Atak	Atılım University

	FOCUS GROUP C (PREP2-106)	
	Facilitator: Berna Akpınar Arslan, SABANCI UNIVERSITY	**Minute-taker: Michila Gencel, EASTERN MEDITERRANEAN UNIVERSITY**
1	Hande Karakoç	Boğaziçi University
2	Pınar Kılıç	TOBB University of Economics and Technology
3	Çağla Mitrani	Bahçeşehir University
4	Mojca Andrejasic	MEF University
5	Emine Gülşah Akandere	İstanbul Medeniyet University
6	Meltem Aktaş Bekircan	Ankara University
7	Ceren Ocak	TED University

FOCUS GROUP TASKS

GROUP A: Item Writing - **Assessing Language Use at Lower Levels (A1-A2)**	GROUP B: Item Writing - **Assessing Language Use at Intermediate Level (B1)**	GROUP C: Item Writing - **Assessing Language Use at Higher Levels (B2)**
1. What are the major considerations in writing items to assess language use at lower levels (A1-A2)? **Task**: "Item Writing Checklist" Review the Item Writing Checklist provided. Add more considerations/points to the list if relevant. **2.** What are the most commonly preferred task types in assessing language use at lower levels (A1-A2)? Discuss briefly how reliable, valid and practical these task types are considering the level objectives and needs. **Task**: • Analyse the given language tasks. • Evaluate them based on the level specific objectives/specifications given. • Revise or suggest changes.	**1.** What are the major considerations in writing items to assess language use at Intermediate level (B1)? **Task**: "Item Writing Checklist" Review the Item Writing Checklist provided. Add more considerations/points to the list if relevant. **2.** What are the most commonly preferred task types in assessing language use at Intermediate level (B1)? Discuss briefly how reliable, valid and practical these task types are considering the level objectives and needs. **Task:** • Analyse the given language tasks. • Evaluate them based on the level specific objectives/specifications given. • Revise or suggest changes.	**1.** What are the major considerations in writing items to assess language use at higher levels (B2)? **Task**: "Item Writing Checklist" Review the Item Writing Checklist provided. Add more considerations/points to the list if relevant. **2.** What are the most commonly preferred task types in assessing language use at higher levels (B2)? Discuss briefly how reliable, valid and practical these task types are considering the level objectives and needs. **Task:** • Analyse the given language tasks. • Evaluate them based on the level specific objectives/specifications given. • Revise or suggest changes.

SUGGESTED AGENDA FOR FOCUS GROUPS

Feedback from previous events suggested that a proposed agenda for the focus groups might help in ensuring that the work of the groups is efficient and effective. We have suggested such an agenda below, and we look forward to seeing how this works.

1. **INTRODUCTIONS**
   - Participants introduce themselves and give some information about the assessment of language use at their institution, focusing on the principles behind it. Here, participants had better refer to the language use assessment forms at the back of this booklet.

2. **AGREE ON A PRESENTER**
   - It is good to agree early on who will be presenting, if not at this stage then certainly before the group begins planning the presentation.
   - Neither facilitators nor FOAI Organization Committee members should be considered as presenters.

3. **INDIVIDUAL BRAINSTORMING**
   - Some quiet time for each participant to go through the bullet points and make notes of ideas and issues.

4. **GROUP BRAINSTORMING**
   - Open discussion of the task in detail, maybe prioritising certain bullet points which seem to be more controversial or fruitful. Other issues might also be raised.
   - All participants should note ideas and issues they feel are most important (having just one note-taker means only one person's interpretation of the discussion is recorded).

5. **ORGANISING IDEAS**
   - The group lists, categorises and organises the main ideas agreed upon and identifies areas which were more controversial or could not be agreed upon. Mind-maps, diagrams etc. might be useful.

6. **PLANNING PRESENTATION**
   - The group decides how best to present the ideas from the discussion and prepares powerpoint slides.
   - The presentation should be sent to **X** by **09.40** on Saturday.
   - Go over the presentation and if possible do a practice. A copy of the slides should be printed for the presenter to go over and add notes.
   - While the presenter is rehearsing, team members of each focus group prepare questions for the other focus groups to answer.

ROUND UP SESSION

AIMS:
- To reflect on the event
- To suggest topics for future events
- To announce the theme and the host university for the next FOAI event

FORMAT:

Each participant will decide on **a few** "key items" that they wish to take away from today's event. This could be an idea they would like to take back to their own institution; or an area they would like to explore in further detail in their own context.

They will, then, be asked to put their ideas onto an online platform and through this platform, all participants will have the chance to see what others want to explore more. If time allows, the group will discuss some ideas emphasized and some practical suggestions shared on this platform.

We will finally ask the participants to get together in groups of 3 or 4 to brainstorm some suggestions for themes which they would like to see in future FOAI events. Again, the ideas will be collated on this platform to be referred to while designing the next FOAI event.

LOCATION OF THE EVENT

Eastern Mediterranean University, Foreign Languages and English Preparatory School,
Famagusta, North Cyprus via Mersin 10, Turkey

TRANSPORTATION:
HAVAŞ AIRPORT SERVICES

MAĞUSA: 05338707847
ERCAN AIRPORT: 05338707848
REZERVATIONS ONLY UNTIL 10:00 P.M. www.kibhas.org

FROM MAĞUSA TO THE AIRPORT	FROM THE AIRPORT TO MAĞUSA
04:00	08:10
06:00	09:30
08:00	11:00
09:30	12:00
11:30	13:30
12:30	15:00
13:30	16:30
15:00	18:30
16:30	20:00
18:30	21:30
20:00	23:30
22:30	00:30

ACCOMMODATION
There are not any accommodation options available on campus.
1) Betül's Guest House (Butik Otel tarzında hizmet veriyor) www.betulkonukevi.com Single: 120TL - Double: 240 TL
Inside the walled city of Famagusta. (city center)
School Bus Stops within a 10 minutes' walk distance (city center)
2) Altun Tabya Hotel +903923665363   Single: 130 TL - Double: 230 TL
Inside walled city of Famagusta. (city center)
School Bus Stops within a 10 minutes' walk distance
3) The Dee European Hotel +903923661010   Single: 40 Euro - Double: 70 Euro
City center
School Bus Stops within a 10 minutes' walk distance
4) Evolve Park www.evolvepark.com   Single: 130 TL. - Double: 250 TL. - Triple: 350 TL
City Center
School Bus Stops within a 10 minutes' walk distance
5) Palm Beach Hotel www.tatilbudur.com Single: 351 TL - Double: 468 TL
Close to city center
School Bus Stops within a 10 minutes' walk distance
6) Port View www.booking.com Single: 334 - Double: 446 TL
City Center
School Bus Stops within a 10 minutes' walk distance

FOAI-10

April 27th & 28th, 2018

PREPARATORY PROGRAMMES

Language Use Assessment Forms

ALTINBAS UNIVERSITY	

SYSTEM	Semester-based ☐ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	The Placement test (PT) battery uses a pencil-and-format and reflects course objectives. It includes sections on listening, reading and language use MC items (though not congruent with class activities) and a multi-level writing task. We developed our test specifications and table of test specifications. The degree of item congruency with specifications was checked and pilot testing was administered. We utilized Lexile and Coh-metrix measures to determine text difficulty.

The data from the piloting session were machine processed, statistical analyses (item difficulty, item discrimination and discrimination indices of distractors, the mean, median, standard deviation, standard error of measurement, range, mean, reliability estimate (KR-20)) were conducted, validity evidence was collected & items were discarded or revised based on statistical analysis. We have two forms of PT and the third is on the way.

1-32 Listening
33-72 Reading
74-120 Language Use
To address possible misplacements of students, data is collected from the instructors.
The scoring system relates to points scored by students from each level (A1, A2, B1, B2) and each level is represented with 30 items (30 items x4 levels=120 items) in the test battery.

LISTENING				
LEXILE	**WORDS/MIN**	**WORDS**	**QUESTIONS**	**TIME**
420L	90	296	4	3,29
480L	95	296	4	3,12
600L	100	298	4	2,98
700L	105	269	4	2,56
880L	110	619	8	5,63
1190L	160	617	8	3,86
		TOTAL	**32**	**21,43**

READING				
LEXILE	**PASSAGES**	**WORDS**	**QUESTIONS**	**TIME**
450-560L	6	635	10	11,35
760L	1	373	5	4,99
800L	1	327	6	5,18
1000L	1	879	10	10,02
1120L	1	888	10	10,07
		TOTAL	**41**	**41,61**

LANGUAGE USE				
LEXILE	**PASSAGES**	**WORDS**	**QUESTIONS**	**TIME**
450-560L	1		12	6,00
760L	1		11	5,50
1000L	1		12	6,00
1120L	1		12	6,00
		TOTAL	**47**	**23,50**

The theoretical framework on which proficiency test specifications are based AIM to incorporate Bachman and Palmer model of communicative language ability (Bachman and Palmer, 1996).

The same test preparation procedures as in placement test are followed. The test battery consists of R, W, L and S skills. Grammar and Vocabulary components are not tested separately.

PROFICIENCY TEST

Table 1.
Results of the Lexile analysis of RC test passages

	Reading Part 1 Traits	Reading Part 2 Lewis & Clark	Reading Part 3 Nervous System	Reading Part 4 Cells	Reading Part 5 Water	Reading Part 6 Fake News
Lexile® Measure	500L - 600L	500L - 600L	600L - 700L	600L - 700L	500L - 600L	600L - 700L
Mean Sentence Length	11.80	11.68	11.21	13.74	10.19	9.22
Mean Log Word Frequency	3.63	3.80	3.68	3.75	3.56	3.48
Word Count	236	327	325	316	326	332

Table 1
Reliability Statistics for B2 Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,733	,738	42

Item Statistics

	Mean	Std. Deviation	N
Q1	,5667	,50401	30
Q2	,4667	,50742	30
Q3	,8667	,34575	30
Q4	,8333	,37905	30
Q5	,3000	,46609	30
Q6	,7000	,46609	30
Q7	,6000	,49827	30
Q8	,8667	,34575	30
Q9	,4333	,50401	30
Q10	,2000	,40684	30
Q11	,4667	,50742	30
Q12	,6000	,49827	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	,474	,167	,800	,633	4,800	,038	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	13,8333	23,937	,028	.	,761
Q2	13,4667	22,464	,410	.	,740
Q3	13,6667	23,264	,165	.	,753
Q4	13,8000	22,993	,223	.	,750
Q5	13,9000	21,817	,508	.	,733
Q6	13,6667	21,333	,588	.	,728
Q7	13,8667	21,982	,457	.	,736
Q8	14,0667	23,582	,162	.	,752
Q9	13,5333	23,292	,181	.	,752
Q10	13,6333	21,964	,452	.	,736

Item statistics for A2 level RC test

Item number	Item Facility	Item Discrimination
1	0,4	0,2
2	0,76667	0,5

73

3	0,567	0,4
4	0,433	0,3
5	0,333	0,6
6	0,567	0,7
7	0,367	0,6
8	0,167	0,3
9	0,7	0,2
10	0,6	0,6
11	0,3667	0,1
12	0,3333	0,7
13	0,2	0,4
14	0,5333	0,1
15	0,4333	0,7
16	0,8	0

⊞ 11. Item Types

Response Type

	Test Method
Selected response	Multiple choice
	Banked multiple choice
	True/false
	Multiple matching
	Sequencing/ordering jumbled text
	Citing
Short constructed response	Short answer
	Cloze (every nth)
	Gap-filling (one word)
	C-Test
	Summary completion
	Information transfer
	Sentential response
	Justify by citing
Extended constructed response (creative, etc.)	Essay
	Summary
	Report in own words
	Justify in own words
	Other

12. Reading

Operations

Recognise	Main idea/gist	
	Detail	
Make inferences	Opinion	From explicit information
	Speaker's/writer's attitude/mood	

PROGRESS ASSESSMENT	Assessment for learning and of Learning approaches have been adopted. The same test preparation cycle is followed with one difference only. Statistical analyses are not based on piloting but on real test administration. Students have 2 speaking (one video recording or presentation, one face to face) and one writing assignment each week during a module. In final and mid-term exams we have sentence repetition tasks (in addition to main speaking task).
OTHER (if any)	

Please briefly describe the principles behind the assessment of language use in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

ANKARA UNIVERSITY

SYSTEM	Semester-based ☐ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.	
PLACEMENT TEST	- Level 1 - 27 points, Level 2 - 28 points, Level 3 - 25 points (**80 Points in TOTAL)** **-** Multiple Choice – 80 questions - 120 minutes - **Listening**: A1 6 questions (2 conversations), A2 6 questions (1 conversation, 1 lecture), B1 4 questions (lecture). **Use of English**: A1 10 questions (Cloze Test), A2 14 questions (Cloze Test), B1 14 questions (Cloze Test). **Reading**: A1 8 questions, A2 5 questions, B1 4 questions. **Writing:** A1 3 questions (2 sentence insertion, 1 ordering sentences), A2 3 questions (1 sentence insertion, 2 ordering sentences), B1 3 questions (2 sentence insertion, 1 ordering sentences).

PROFICIENCY TEST	**SESSION 1 – Oral Exam (20 Pts)** (Each student is expected to speak on a randomly chosen topic for about **10 minutes** including the introduction)
	
	SESSION 2 (90 minutes)– Use of English (15 pts): Open cloze, Word formation
	                    Writing (20 pts): Essay writing
	
	SESSION 3 (135 minutes) – (Multiple Choice Questions)
	        Listening (20 Pts): Multiple choice, Multiple matching, Note-taking.
	        Use of English (5 Pts): Cloze test
	        Reading (20 Pts): Multiple choice, Heading-main idea-paragraph summary matching, sentence insertion.

PROGRESS ASSESSMENT	- **WRITING FOLDER (20 POINTS)**
	        1st draft- 45 minutes-5 points
	        2nd draft-homework-5 points
	        Exam-45 minutes-10 points
	        This task is applied in three steps. In the first step, ss are expected to write a paragraph/essay in the classroom using their paper dictionaries (not mobiles or electronic dictionaries). The instructor evaluates the texts and uses correction codes so that in the second step ss can correct their mistakes at home. In the third (exam) step, ss are given a different topic to write in the same paragraph/essay type in the classroom.
	
	- **QUIZ (20 POINTS) (45 MINUTES)**
	Listening (8-10 questions) (10 points): Multiple choice, multiple matching, True/False, Gap-filling.
	Reader (8-15 questions) (10 points): Multiple choice, quotation matching, open ended, True/False, Character matching.
	- **MINI ORAL EXAM (20 POINTS)** (Each student is expected to speak on a randomly chosen topic for about **5 minutes.** All the topics are from the themes and Speaking Practises in the course book.)

	- ACHIEVEMENT TEST (100 POINTS) (105 MINUTES)
	Listening (10-15 questions) (20 points): Multiple choice, True/False, gap-filling, summary completion, multiple-matching, Note-taking (B1+)
	Reading (10-15 questions) (20 points): Multiple choice, Heading-main idea-paragraph summary matching, sentence insertion, vocabulary definition matching, True/False/Not mentioned.
	Use of English (25-35 questions) (40 Points):
	    Grammar: Using the correct form of the verbs/adjs etc. (A1, A2), Rewrite, Multiple choice Cloze test, Open cloze (B1,B1+)
	    Vocabulary: Vocabulary cloze, Multiple choice (A1, A2), Word formation, Open cloze (B1, B1+)
	Reader (8-15 questions) (20 points): Multiple choice, quotation matching, open ended, True/False, Character matching.
	- GATEWAY EXAM (A1-A2 120 MINUTES, B1 135 MINUTES) (100 POINTS IN TOTAL)
	1. Oral Exam (20 Points) (Each student is expected to speak on a randomly chosen topic for about **10 minutes** including the introduction)
	2. Written exam (80 Points)
	    Listening (15 pts): Multiple choice, True/False, gap-filling, summary completion, multiple-matching, Note-taking (B1)
	    Reading (15 pts): Multiple choice, Heading-main idea-paragraph summary matching, sentence insertion, vocabulary definition matching, True/False/Not mentioned.
	    Use of English (30 Pts)
	        Grammar: Using the correct form of the verbs/adjs etc. (A1, A2), Rewrite, Multiple choice Cloze test, Open cloze (B1)
	        Vocabulary: Vocabulary cloze, Multiple choice (A1, A2), Word formation, Open cloze (B1)
	    Writing (20 Pts) A1-A2 paragraph writing, B1 essay writing

OTHER (if any)	

Please briefly describe the principles behind the assessment of language use in your program. **(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)**

* Our highest level (level 4) at our institution is B1+ (not B2).
* During all the steps of assessment, we aim to include all productive skills Ss have acquired such as speaking, writing, reading, listening as well as their use of English. We aim to stick to this principle at all levels (A1, A2, B1, B1+)
* The difficulty and the types of assessment tasks may differ at different levels. For instance, note-taking and open-cloze exercises are introduced to the Ss at Intermediate (B1) level and they are assessed at B1 and B1+ levels.
* A1 and A2 ss are expected to write well-developed paragraphs while B1 and B1+ ss are expected to write well-developed essays.
* B1+ Ss do not take the Gateway exam. They take the Proficiency Exam instead.

ATILIM UNIVERSITY	

SYSTEM	Semester-based ☑ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	All the students are required to take 6 English courses for 6 semesters if they are not exempt from them.
PROFICIENCY TEST	Proficiency test is done by the Prep School. If students get over 85, they are exempt from some of the English courses that they have to take during their departmental studies (like ENG101 and ENG102). Language use is assessed in one section of the exam and 20 points is allocated to this section in total. There are 20 questions in this section. The questions are in *choosing the best option* format. The students are supposed to choose the best answers for the blanks in three different paragraphs. The purpose here, as far as I am concerned, is to create some context for language use.
PROGRESS ASSESSMENT	We are assessing students' language use only indirectly in their writing portfolios. It is an **EAP** program; therefore our main objective isn't to teach/assess language use.
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

As I have stated, language use is not our primary objective in our program. Since students have successfully passed the proficiency exam, we expect them to have some mastery over language use. We revise complex language use/structures, yet we do not have any language use section in our midterms and finals. We expect them to incorporate these complex language structures and language variety into their writing (e.g. portfolios, reports, paragraphs, presentations). Tasks are different across different courses. In the first two semesters, they are expected to master the conventions of writing an academic paragraph (response, graph and opinion paragraphs), but they are supposed to write reports and learn citing credible sources in the following semesters.

BAHÇEŞEHİR UNIVERSITY	

SYSTEM	Semester-based □ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	**Purpose:** To place the students into the right level and to determine which students are ready to sit the proficiency exam at the beginning of each academic year. **Score : Level** 0-15 : A1 16-30 : A2 31-45 : B1 46-60 : B2 • There two tasks in the placement exam. 120 min. are given to the participants to complete the two tasks. **Task 1:** Sts answer 60 multiple choice questions. There are 10 Use of English questions for each level. **Task 2:** Writing. (to be used in borderline cases only, to make an informed decision regarding the candidate's level) There are two parts in the writing section. **Part 1:** Sts write a short paragraph of about 50 words describing themselves and their families. **Part 2:** Sts write a longer text of about 200 words on a familiar topic such as education, sports, the media etc.
PROFICIENCY TEST	**Purpose:** To create a measure of English language proficiency in Writing, Speaking, Vocabulary, Grammar, Reading and Listening at the level corresponding to B1 of the Common European Framework (CEF). • Students who get 60 and above are eligible to continue to their departments. • The exam consists of 3 parts. **Part 1:** students answer 60 multiple choice questions. There are 15 questions assessing Use of English. **Part 2:** students write an essay/paragraph of about 300 words on a familiar topic. **Part 3:** students respond orally to two questions. • 180 min. are given to the participants to complete Part 1 and Part 2.
PROGRESS ASSESSMENT	<u>**Portfolio 45 %**</u> Timed Writing Tasks 10% Speaking Task 10% Weekly Achievement Test 15% Weekly Online Work (WOW) 10 % English Central 5%) Collaborative Task 5% **1 Midterm = 20%** **EOM = 35%**
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

Use of English is both explicitly and implicitly tested in all levels and the level of difficulty varies across levels, but the types of the tasks are similar for all levels.
Use of English is explicitly assessed in the form of:
- ✓ Cloze Test Questions
- ✓ Multiple Choice Questions
- ✓ Fill in the Blanks Questions
- ✓ Rewrite Questions
- ✓ Open-ended Questions

BOĞAZİÇİ UNIVERSITY	

SYSTEM	Semester-based ☑ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	75 questions - All multiple-choice questions - All have equal weights
PROFICIENCY TEST	Language use is not tested explicitly.
PROGRESS ASSESSMENT	- Achievement and Final tests - Fill-in-the-blank (the most frequently used task type) - Multiple Choice (Cloze test) - Combining Sentences - Rewriting Sentences - Matching - Timing and weighting are different across different levels (depending on the syllabi of the programs)
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

- Language use is explicitly assessed in all programs except for Program IV (Advanced Level)
- Types of the tasks are the same at all levels. However, their weighting varies depending on the syllabus.
- Matching learning objectives, content quality, meaningfulness, contextualization, avoiding clues to the correct answer and practicality are among the important principles

EASTERN MEDITERRANEAN UNIVERSITY

SYSTEM	Semester-based ☐ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	It consists of 100 multiple-choice questions and lasts for 120 minutes. There are four parts: listening, language in use, reading and conversation skills. Each part has four levels: beginner, elementary, pre-intermediate, and intermediate. The test results are not based on the total number of correct answers but according to the number of correct answers in each level. • 20 Listening • 20 Language in Use • 20 Reading • 20 Conversational Skills
PROFICIENCY TEST	Students whose level is high enough according to the Placement Test results are eligible to take English Proficiency Test. This exam measures their listening, reading, writing and speaking skills. The reading and listening parts have multiple choice and short answer questions. In the writing part, students write an academic composition. In the speaking part, students attend a face-to-face interview.
PROGRESS ASSESSMENT	• multiple choice gap-fill texts (grammar & vocabulary section) • Multiple choice, open-ended, sentence completion, paragraph summary, inference, main idea (reading section) • Error correction, paragraph writing, essay writing (writing section) • Question-Answer, describing a picture T-S, S, S-S interaction (speaking section) • Multiple choice, note taking (listening section)
OTHER (if any)	• Task types show differences depending on the level of students. Task types testing language use explicitly are used in courses aiming to teach the language to A1 & A2 level students however, in courses at B1 & B2 level, language use is tested through reading and writing tasks. • **Weighting:** Varies for different levels and different English courses

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

• Language use is assessed explicitly in lower levels (A1 & A2) but at higher levels (B1 & B2) language use is assessed through reading and writing tasks.
• The principal behind the assessment of language use in all courses is to ensure that language is tested in a meaningful way in context and reflect the language objectives of the course.

IBN HALDUN UNIVERSITY

SYSTEM	Semester-based □ or Modular □
Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.	
PLACEMENT TEST	Versant Placement Test (Sentence Builds, Sentence Completion)
PROFICIENCY TEST	PTE Academic (No direct assessment of language use)
PROGRESS ASSESSMENT	There are two language use quizzes for elementary pre-intermediate and intermediate levels (vocabulary 5 points, grammar 5 points – 10 points in total), two vocabulary quizzes for upper-intermediate and pre-faculty levels (10 points each). We have language use parts in both midterm and final (20 questions for vocabulary and 20 questions for grammar – 1 point for each question) for all levels. There are different types of questions like fill in the gaps (words/ sentence/ paragraph), cloze test, choose the correct phrase/ word from the box, multiple choice, rewrite sentences/paragraphs, complete the words with the missing letters, word formation, collocation matching.
OTHER (if any)	
Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program. (i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)	

Language is assessed explicitly for lower levels (elementary, pre-intermediate, intermediate) but not for higher levels (upper-intermediate and pre-faculty). The task types change according to the levels.

ISTANBUL BILGI UNIVERSITY	Istanbul Bilgi University English Language Programs

SYSTEM	Semester-based ☐ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	**Reading** (20 multiple choice questions – 25 mins) **Language Use** (30 multiple choice questions – 15 mins) Multiple choice questions are levelled according to their difficulty. **Writing** (2 Tasks – 35 mins) Tasks are at different difficulty levels, aiming at low and high achievers. No assessment of speaking skills.

PROFICIENCY TEST	**Reading** (9-12 questions, 35-45 minutes) 25%
	     Question types: Open-ended, sentence completion, paragraph summary, inference, main idea
	     Text type: Semi-academic, informative, descriptive, opinion
	     Text Length: 1100-1200 words
	Listening (9-12 Questions - 20 minutes) 15%
	     Questions types: Open-ended, sentence completion
	     Lecture type: Semi-academic, informative, descriptive
	     Lecture Length: 7-10 mins
	Writing (60 minutes + 15 extra) 40%
	     An opinion essay (prompts provided for students)
	     Length: 350-400
	Speaking (on a different day) 20%
	     One-one, 5 mins for each student
	     Question-Answer format
	     Semi-academic topics

PROGRESS ASSESSMENT	QUIZ 1: Listening 6 % QUIZ 2: Reading 6 % QUIZ 3: Speaking 6 % QUIZ 4: Grammar 6 % 35 % QUIZ 5: Vocabulary 6 % QUIZ 5: Average of Teachers' quizzes 5% (min 6 teacher quizzes per class, four of which test vocab, 1 speaking, 1 grammar) Timed Writing 10 % Attendance 5 % Participation 5 % Tasks and Assignments 10 % *(Online LMS 5%, Homework 2%, CB Productive Writing Tasks 3%)*
OTHER (if any)	**ACHIEVEMENT TEST** **LEVELS 1 / 2 / 3 (A1,A2,B1)** **Reading** (9-10 questions, 35-45 minutes depending on the level) Question types: Open-ended, sentence completion, inference, main idea

Text type: Semi-academic, informative, descriptive
Text Length: 550-850 words depending on the level

Language Use (10-15 Questions – 10-15 minutes depending on the level)
Questions types: Error correction, cloze text

Writing (45 minutes)
Paragraph writing (prompts provided for students)
Length: 150-250 words - depending on the level

Speaking (on a different day)
One-one, 5 mins for each student
Question-Answer format
Familiar topics

LEVELS 4 / 5 (B1+,B2)
Reading (9-12 questions, 40-45 minutes depending on the level)
Question types: Open-ended, sentence completion, paragraph summary, inference, main idea
Text type: Semi-academic, informative, descriptive, opinion
Text Length: 950-1200 words depending on the level

Listening (9-12 Questions – 10-20 minutes depending on the level)
Questions types: Open-ended, sentence completion
Lecture type: Semi-academic, informative, descriptive
Lecture Length: 7-10 mins
Writing (60 minutes + 15 extra)
An opinion essay (prompts provided for students)
Length: 300-400 words depending on the level

Speaking (on a different day)
One-one, 5 mins for each student
Question-Answer format
Semi-academic topics

Please briefly describe the principles behind the assessment of language use in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

In higher levels (B1+, B2) Language Use is not explicitly assessed in the Achievement Test. It is tested mainly through Writing, and also Speaking. However, common Grammar Quizzes and T's Grammar Quizzes are part of the progress assessment.
In every level, Language Use assessment tests include an error correction section. Other parts of the tests may differ. In A1, Grammar items are testing through multiple choice gap-fill tasks which are based on individual sentences. However, in A2 and B1 learners are tested through a cloze text with multiple options.
In every level, as part of the progress assessment, students are given Productive Written Tasks. They are given weekly, and based on the units covered in that week.

ISTANBUL MEDENIYET UNIVERSITY

SYSTEM	Semester-based ☑ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.	
PLACEMENT TEST	42 questions out of 50 questions 84 points out of 100 points 30 of the questions are multiple choice, 6+6 are in 2 cloze test Duration of the exam: 70 minutes in total. Students are allowed to decide how much time to spend in each section.
PROFICIENCY TEST	25 questions out of 55 questions (+speaking and writing) 20 points out of 100 points 10 questions are in a cloze test, 5 multiple choice questions, 5 word formation questions, and 5 vocabulary questions Duration of the exam: Listening+100 minutes in total. Students are allowed to decide how much time to spend in each section.
PROGRESS ASSESSMENT	In each portfolio task (approximately 11- 12 in a year), out of 100 points, 20 points are given for grammar, 20 points are given for vocabulary.
OTHER (if any)	4 Quizzes+ 4 Midterms in a year Quiz: 20 questions out of 30(+writing) 40 points out of 100 5 questions in a cloze test, 5 multiple choice, 10 vocabulary (5 fill in the blanks-5 multiple choice) Duration of the exam: Listening+100 minutes in total. Students are allowed to decide how much time to spend in each section. Midterm: 60 questions (+writing& speaking) 20 points out of 100 10 questions in a cloze test, 10 multiple choice, 10 vocabulary (5 fill in the blanks-5 multiple choice) Duration of the exam: Listening+110 minutes in total. Students are allowed to decide how much time to spend in each section.

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program. **(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)**
Generally language use is assessed explicitly in the exams. However, in portfolios, writing and speaking exams, they are assessed implicitly. They are aimed to be practical, valid and reliable. Students are expected to have an understanding of the previous course work. The topics change but the tasks do not change according to the level of the students. (There are two groups of students: A and B)

ISTANBUL MEDIPOL UNIVERSITY	

SYSTEM	Semester-based ☑ or Modular ☐

Please briefly describe how language use is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	In the placement exam, reading, use of English and vocabulary skills are tested in 50 questions. The timing and the number of questions for each of the skills are as follows: Reading: 20 questions in 30 mins. Use of English: 20 questions in 25 mins. Vocabulary: 10 questions in 15 mins. Each question is 2 points.
PROFICIENCY TEST	Listening: 20 questions in 35 mins. (Note-taking and While listening) Reading: 24 questions in 35 mins. Use of English: 20 questions in 25 mins. Vocabulary: 16 questions in 20 mins. Writing: 1 essay in 60 mins. Speaking: 3 tasks in 15 mins. (Interview- Monologue- Discussion)
PROGRESS ASSESSMENT	Midtrack exam: 40 multiple choice questions assessing listening, reading, use of English and vocabulary (80 points in total); and 1 writing task (20 points in total) – an essay or a paragraph (depending on the level) Project: Several integrated tasks Portfolio: writing assessment TAs: Teacher Assessment (Participation + Homework) Track Achievement Test: 80 multiple choice questions assessing listening, reading, use of English and vocabulary (80 points in total) and 1 writing task (20 points in total) – an essay or a paragraph (depending on the level).
OTHER (if any)	Proficiency in Language Assessment Test (P.L.A.T.): At the end of the year, this exam is given to test students' skills in Listening (While Listening & Note-taking), Reading Comprehension and Vocabulary, Writing and Grammar. Listening: 16 questions. (Note-taking and While listening) (16 points) Reading: 16 questions. (16 points) Use of English: 14 questions. (14 points) Vocabulary: 14 questions. (14 points) Writing: 1 essay in 60 mins. (20 points) Speaking: 3 tasks in 15 mins. (Interview- Monologue- Discussion) (20 points)

Please briefly describe the principles behind the assessment of language use in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

To begin with, we have neither semester based nor a modular system. Instead, we have a track system. The English Preparatory Program consists of four tracks, each of which is eight or nine weeks long. Our program is based on a "skill - based design". In each stage, all the basic skills are covered, and students are assessed accordingly. Both productive skills and receptive skills are taken into consideration in the assessment of language use. Language use is assessed through exams, projects, portfolios and teacher assessment. In the exams, listening, reading, use of English, vocabulary and writing tasks are included. Speaking task is a part of the P.L.A.T. and Proficiency exams. Projects include several integrated skills. Portfolios include all drafts of the writing tasks. The teacher assessment score is based on the student's participation and homework assignments. The types of the tasks are the same across different levels; however, the complexity of the tasks differs depending on the level.

ISTANBUL SEHIR UNIVERSITY		İSTANBUL ŞEHİR ÜNİVERSİTESİ

SYSTEM	Semester-based □ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	In our placement exam, language use is assessed in grammar and vocabulary sections (30 questions for each section and all in multiple-choice format). In the grammar section, students choose the most appropriate option to fill in a blank in a dialog given for each question. In the vocabulary section, they choose the best lexical item that completes a sentence for each question.
PROFICIENCY TEST	There are no grammar or vocabulary sections in our proficiency test. However, both writing and speaking rubrics include a language use section.
PROGRESS ASSESSMENT	We have language use sections in the rubrics employed to assess Process Writing, Oral Presentation, Group Discussion and Video Projects. Additionally, we administer vocabulary quizzes across levels, and in these quizzes students are expected to write a paragraph about a specific topic by using 10 out of 15 target words given in a chart. They have to use the lexical items both accurately and meaningfully to get a full point for each one. Apart from language use, content is also evaluated in these quizzes and its weighting is 25%.
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

Language use is assessed both directly and indirectly in A1, A2 and B1 levels, yet only indirectly in B2 level. In A1, A2, and B1 levels, we have Use of English (UoE) section in which both grammar and vocabulary are assessed in both Midterm and Module-End Test in different question formats. More specifically, for example in A2 Midterm, the first section of the UoE measures the ability of using the tenses accurately. A context with some blanks is provided and students fill in these blanks with the correct form of the verbs given in brackets. The second section, rewrite section, requires the students to rewrite the sentence by keeping the meaning the same and using the prompts given. In the last section, students are expected to choose the best answer to complete a paragraph. In this section, there are 10 questions half of which measure grammar and the other half vocabulary knowledge. In this last section, the questions are in multiple-choice format with four options.

ISTANBUL TECHNICAL UNIVERSITY	

SYSTEM	Semester-based ☑ or Modular ☐

	Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.
PLACEMENT TEST	Our placement test consists of four sections, one of which is "Use of English" (40 pts) in total. In this section, there are two cloze tests (24 pts) aimed to assess students' knowledge of various grammar points. Another component of this section is *Restatement* questions. There are usually about 8 statements (16 pts.) including a certain grammar point. Students are required to choose the option that best expresses the same meaning. All questions are multiple-choice type.
PROFICIENCY TEST	It is a 2-step test. The first session is composed of Reading and Use of English. We assess students' ability of language use through "Restatement" type. There are 15 questions that equal to 15 points whereas the weighting of the Reading part is 45. They are required to get at least 30 points to be eligible for the second session.
PROGRESS ASSESSMENT	Our prep program has two mid-term exams, two quizzes and one end-year exam. 1. Mid-terms: Depending on the level, question types include Text-completion with appropriate verbs, Cloze tests, Rewrite, and Restatements. Use of English part usually makes up one fifth of the total exam. 2. Quizzes: We progressively move toward restatement type. That is, we have cloze test, text completion in the first quiz. The second one is more about restatement type. The weight of Use of English in quizzes is usually 30 points. 3. End-year contains 10 restatement type questions (15 points).
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

- Language use is explicitly assessed especially at lower levels. However, as students' level increases, we progressively avoid explicit assessment. To this end, we apply Restatement question type. Also, Reading and Note-taking texts gradually match the level of their grammar knowledge. That is, texts themselves and questions require students to have certain level of language used, pointing to implicit assessment.
- The types of the tasks vary across levels, but test office members from each level communicate with each other to make sure we assess language use as efficiently as possible.

IZMIR UNIVERSITY OF ECONOMICS

SYSTEM	Semester-based ☐ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	75 questions -60 minutes -paper based test -3 parts → Grammar (40 pts), Vocabulary (10 pts), and Comprehension (50 pts) -discrete items / cloze tests → Multiple Choice -In each section of the test, the questions become progressively difficult to identify the candidate's level of English. -optical forms used
PROFICIENCY TEST	Session III – Use of English -60 minutes -paper based test -15 out of 25 questions are grammar based / Multiple Choice -2 cloze tests (5 items each) -sentence transformation (5 items) -word formation (5 items) -optical forms used
PROGRESS ASSESSMENT	*Assessment – A02* -open ended tasks (i.e. question formation/open cloze/sentence transformation) -20 minutes for Level A and Level B & 30 minutes for Level C and Level D -10 points for each level → each item is worth 1 point -items tested based on level objectives and syllabus. *Assessment – A05* -multiple choice cloze tests (10 items – 0.5 pts per item) -25 minutes for all levels -optical forms used -items tested based on level objectives and syllabus.
OTHER (if any)	*Gateway Exam* -End of Module / Exit Exam -multiple choice -discrete items / cloze tests -items tested based on level objectives and syllabus - optical forms used -number of grammatical items tested differs for each level

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

-Assessment type tasks for all levels are the same.
-Gateway type tasks for all levels are the same.
-Format of all assessments and gateway exams are the same.
-All of our institution's exams are prepared based on set specifications and cover the objectives specified based on CEFR levels.

KOÇ UNIVERSITY	

SYSTEM	Semester-based ☑ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.	
PLACEMENT TEST	Koç University is in the process of developing their in-house placement test. In the previous one, there are 30 multiple choice questions assessing vocabulary and 30 multiple choice questions assessing grammar. (60 points out of 100)
PROFICIENCY TEST	In the proficiency test, there is a Use of English section where there are two multiple choice cloze tests, the first one for assessment of grammar structure and the second one for assessment of vocabulary. **Use of English Section** (20 questions, 20 points out of 100 points): Part 1: Structure, 10 questions Part 2: Vocabulary, 10 questions
PROGRESS ASSESSMENT	In all levels (Foundation/Pre-Int/Int/UpperInt), grammar course leaders develop quizzes, alternative speaking and writing tasks as for formative assessment of structures. Relevant testing members are in charge of writing midterm and final exams, working in collaboration with course leaders to ensure that test items are familiar to the target group and relevant objectives are assessed through these items. As for assessment of vocabulary, in the courses whose focus is on teaching vocabulary like 'Reading and Vocabulary' students are assigned a lot of integrated tasks where they are expected to use level specific vocabulary as well as more controlled tasks in the quizzes, midterms, and finals.
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program. **(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)**	
Students' use of language is assessed implicitly through a considerable number of production-based tasks in all levels. Besides, language use is assessed explicitly in midterms, finals, and the proficiency test through various types of items.	

MEF UNIVERSITY	

SYSTEM	Semester-based □ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	A 100-question test; multiple choice (a, b, c) First 50 questions are A1-A2 level, the other 50 are B1-B2 level questions. Grammar points are the same as the ones mentioned in the curriculum of our prep school. It is aligned to CEFR descriptors. 100 minutes for the test; Those who get more than 60 points, have to take proficiency exam. Those who get below 60 points are put in A1 or A2 levels (prep).
PROFICIENCY TEST	Versant exam – Language elicited in the speaking part of the exam and the writing one. The computer marks the mistakes of the tester's language, and give points: 0-70. 50 minutes for the test; Passing score (to go to the faculty) is 63 points (out of 70, B2 level). Those who don't pass, are put into B1 and B2 levels (prep).
PROGRESS ASSESSMENT	Three grammar tests (quizzes): multiple choice, gap fill, correct the mistake, rewrite the sentences, sentence completion. The tests are based on our curriculum (book)- topic, question types and difficulty. 25 minutes for one test. Students need to get above 65% - 13 points out of 20 to pass.
OTHER (if any)	EOM – end of module exam – 120 minutes for the test A summary of the language taught in classes throughout the module – the same question types

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

Our language use is tested the same across the board. The only difference between the lower (A1, A2) and higher (B1, B2) levels is the difficulty of the tests – we challenge higher levels more than lower ones by giving them more open-type questions (e.g. rewrite the sentences, complete the sentences, form the sentences, find a mistake). The weighing of those types of questions is higher in higher levels. We also put more context in the higher levels than in the lower ones (they have more visual (pictures) types of questions in their tests).

ÖZYEĞİN UNIVERSITY

SYSTEM	Semester-based ☑ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	We have grammar and vocabulary sections; they are multiple choice questions. Grammar: 30 questions Vocabulary: 30 questions out of 100
PROFICIENCY TEST	We test students' language knowledge having them write a discursive essay in 80 minutes including all steps of essay writing like brainstorming, outlining, writing and editing. 40 points out of 100
PROGRESS ASSESSMENT	Through my coursework diary (MCD), we have students take language tasks which consist of target grammar and vocabulary items in each level. Timing, grading and task types differ depending on the level needs.
OTHER (if any)	---

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

Language use is assessed both explicitly and implicitly in all levels. With language tasks we test students' language use explicitly, and with paragraph and essay writing tasks we test students' language competence implicitly.
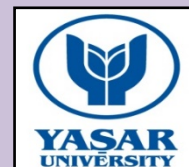
SABANCI UNIVERSITY		

SYSTEM	Semester-based ☑ or Modular ☐	

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.		
PLACEMENT TEST	Grammar & Vocabulary 120 items 60 minutes Multiple choice, cloze test, word formation Paper based & optical forms used	
PROFICIENCY TEST	No language section	
PROGRESS ASSESSMENT	**Language Exams & Midterm & Final exams (All levels)** **Task types:** <u>Grammar</u>: Gap-fill, error correction, sentence transformation, multiple choice <u>Vocabulary</u>: Words from the box, collocations, multiple choice, word formation **Timing:** <u>Language exams:</u> 25-30 minutes <u>Midterm & Final exams:</u> 30-50 minutes (depending on the coverage, number of items, task difficulty, level, etc.) **Weighting:** Varies across levels All paper based	
OTHER (if any)		

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

- Language is assessed at each level.
- Task types may differ across levels.
- Syllabus objectives covered by the assessment date are tested.
- Weighting differs across levels.
- There are ground rules for marking.

SOCIAL SCIENCES UNIVERSITY OF ANKARA

SYSTEM	Semester-based □ or Modular □

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	MULTIPLE CHOICE, 40 QUESTIONS, 50 % WEIGHTING, 1 HOUR
PROFICIENCY TEST	TESTED INDIRECTLY THROUGH READING, LISTENING, WRITING AND SPEAKING. NO DIRECT ASSESSMENT IN PROFICIENCY
PROGRESS ASSESSMENT	ALMOST 20 % OF ALL THE PROGRESS TESTS (3 QUIZZES AND 1 ECT) IS GEARED TO TEST LANGUAGE USE. THERE ARE MOSTLY OPEN-ENDED, MULTIPLE CHOICE, REWRITE, FILL IN THE BLANKS TYPE OF QUESTIONS. GRAMMAR PARTS ARE GIVEN 15 MINUTES AND VOCBULARY PARTS ARE GIVEN 15 MINUTES. THERE ARE AT LEAST 10 ITEMS FOR EACH TEST ASSESSING LANGUAGE USE.
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

- We try to balance the weightings for each skill and language use while we are assessing them explicitly. I mean, language use parts and skills tests have the same weighting throughout the semester. However, I should note that these days we are considering a change in the weightings in favour of language use. We have realized that we need to put more emphasis on language use and its assessment.
- Language use is explicitly tested at progress tests and we think it should be.
- There are mostly open-ended, multiple choice, rewrite, fill in the blanks type of questions at all levels.

TED UNIVERSITY		

SYSTEM	Semester-based ☐ or Modular ☑	

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	The core of our placement test is language use. There are 60 questions in our test half of which assesses students' language use. Because it is given to hundreds of students that are beyond our manpower to assess, the questions are multiple choice and scanned by an optical reader. The difficulty level of the language use questions ranges from A1 level to B1 level. The distribution is as follows: 20 % - A1 40 % - A2 40 % - B1
PROFICIENCY TEST	There is no separate language use part in our proficiency exam as it focuses on reading, listening, writing and speaking. However, the assessors mark down the students' performances if they do not meet the needs of a B1 student in terms of language use while the assessors are marking their writing or assessing their speaking skills. So language use is assessed indirectly.
PROGRESS ASSESSMENT	The Midterm and Final Exams include 3 parts: reading, listening, and writing. In the writing section of these exams, depending on the level of the course, the students are expected to write texts which are assessed based on criteria with a band on accuracy. However, these exams do not have separate language use parts. The quizzes, on the other hand, include reading, listening, vocabulary and language use questions. The questions are designed to reflect the covered objectives in class before the quiz arrives. The rationale of having a quiz is to ensure that students revise daily and they are ready to take the quiz. The quizzes are on receptive skills and grammar and vocabulary.
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

TEDU English Language School strongly believes in the importance and indicative value of student production. Without being restricted by writing or speaking conventions, students are guided and taught in such ways as to encourage as much production as possible. Students are given one midterm and final, and a certain number of quizzes and speaking exams. In addition to these, students keep a learning portfolio for the whole term which contains both written and oral tasks. The quizzes, midterm and final exam assess students on a variety of skills such as writing, reading, listening, grammar and vocabulary. Also, the exams are marked by either an automated optical reader or two assessors checking each other's work. At ELS, a competent and carefully selected assessment team prepares exams and other assessment components by taking students' backgrounds, learning objectives and limitations into account. The team is also responsible for the implementation, standardization, security and archiving the exams. The testing and assessment unit collaborates with the teachers and relies on their assistance in terms of providing feedback to the exams, grading the papers, announcing the grades to the students as well as giving them feedback either in class or during their office hours. There are some principles that the team takes into consideration while writing questions and they are mentioned below as bullet points:

- Language use should always be tested in some kind of context, independent questions should be avoided.
- The texts we create in order to test language use should be comprehensible.
- Using the same or similar words in both the stem and the correct answer can give away the answer.
- Beware of grammatical giveaways. For example, if the stem ends with the word "an" and only one or two options begin with a vowel, then the student can easily eliminate the distractors.
- Avoid "None of the above," "Some of the above," "All of the above," phrases which usually scream out that they are the correct answer.

TOBB UNIVERSITY of ECONOMICS and TECHNOLOGY

SYSTEM	Semester-based ☐ or Modular ☑

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	In this preliminary exam, there are three multiple choice sections; Grammar and Vocabulary (65 questions/50 minutes), Reading Comprehension (45 questions/45 minutes), and Listening Comprehension (25 questions/42 minutes).
PROFICIENCY TEST	The students who pass the placement test (the ones who get 65 or more) can take TOEFL ITP. In this exam there are three parts including Listening (50 questions/ 40 minutes), Structure (40 questions / 25 minutes) and Reading (50 questions / 55 minutes).
PROGRESS ASSESSMENT	There are three Midterms consisting of five parts: listening, grammar, vocabulary, reading (20 questions each) and writing. The place, the date, the time and the content of the achievement tests are declared to the students in advance. No classes are held on the day of the test. The weightings of the midterms are 10%, 15%, 20% respectively. Midterms take approximately 2.5 hours. Weekly quizzes are given almost every Friday at the declared hour. The scores of these quizzes have a direct effect on the Semester Assessment Score. The total weighting of the quizzes each term is %28. Weekly quizzes generally consist of four parts (10 questions each) : reading, vocabulary, grammar, listening/writing.
OTHER (if any)	

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

We prepare exams along with their table of specification. For each and every question we note down the unit that the question corresponds with. In other words, we make sure that the related topic has been covered in the schedule. In lower levels, we often use variety of question types such as multiple choice, incorrect underlined phrases, rewrite tasks etc. In upper levels, we still have variation but mostly Toefl Structure Part type of questions are preferred to help students practice them.

UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION

SYSTEM	Semester-based ☑ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	In our placement test, there are 125 questions and 3 parts one of which is "structure & vocabulary". This part consists of 60 multiple-choice questions. All questions have equal weighting in grading.
PROFICIENCY TEST	In proficiency test, there is a section of "structure" which has 40 questions. 15 are multiple-choice questions and 25 are written expression (error recognition) questions. The weighting is 10%.
PROGRESS ASSESSMENT	In the process, we have full tests and progress tests. In each test, there are separate structure and vocabulary parts. In full tests, each part has 20 questions while in progress each part has 10 questions. The question types varies among multiple-choice, cloze test, choosing from the box, etc. The weighting of each full test and progress test is different, but all parts in each have equal weighting.
OTHER (if any)	Besides the ones above, we have also Unit Tests which are one of the components of our course books, and they are implemented in the class as if they are exams. After the implementation, the instructor grades the papers and gives feedback in the class. They cover all the skills, but generally there are 3-4 parts for language use which are exercises parallel to the ones done in the lessons.

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

We implement an integrated skills program in which we do not have separate lessons for language use. Following the course book, instructors teach grammar topics, present vocabulary, and provide students with several practices. In assessment, although language use is explicitly assessed, the questions of other skills are also prepared based on the given structure and vocabulary. For example, in topic selection of the speaking exam, students are responsible for the vocabulary taught before. All levels have the same types of tasks for assessment in terms of language use.

YASAR UNIVERSITY	

SYSTEM	Semester-based ☐ or Modular ☐

Please briefly describe how <u>language use</u> is assessed in your program, the types of tasks, their weighting, timing, and number of questions/tasks, etc.

PLACEMENT TEST	**Total number of items**: 80 **Time allocated:** 90 minutes **Number of items assessing language use**: 50 (62.5% contribution to the total score) **Type of items:** Discrete multiple choice items
PROFICIENCY TEST	**Total number of items**: 70 **Time allocated:** 180 minutes **Number of items assessing language use**: 40 (20% contribution to the total score) **Type of items:** Discrete multiple choice items and two multiple choice cloze tests
PROGRESS ASSESSMENT	**<u>Midterm / Final</u>** **Total number of items**: 75 (Elementary), 70 (Pre-int and above) **Time allocated:** 150 minutes **Number of items assessing language use**: 55 (Elementary), 50 (Pre-int and above) (40% contribution to the total score) **Type of items:** **Elementary - Intermediate** Constructed response items, gap filling, discrete multiple choice items, multiple choice cloze tests **Upper-intermediate and Advanced** Discrete multiple choice items and multiple choice cloze tests
OTHER (if any)	**Integrated Skills Portfolio** Within the integrated skills lesson, each student is given a task on a different grammar point and expected to do this task throughout the track and submit their tasks at the end of the track. The student tasks are assessed according the criteria specifically developed for the purpose. (5% contribution to the total track average)

Please <u>briefly</u> describe the principles behind the assessment of <u>language use</u> in your program.
(i.e. discuss if language use is explicitly assessed in all the levels and if the types of the tasks are the same or different across different levels.)

Language use is assessed explicitly in all levels. The types of tasks vary depending on the level. As mentioned above, in levels lower than upper-intermediate, there are constructed response items and gap fillings as well as multiple choice items. However, in upper levels, the whole test consists of multiple choice items. The number of items are almost the same in all levels except for the elementary level.

FORUM ON ASSESSMENT ISSUES