

Linking Examinations to the CSE

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British Council

Plenary

New Directions Follow-Up Event
Daqing – April 25, 2008
Guangzhou – April 27, 2018

Overview

- Introduction
- Theoretical Basis of the CSE
- Conceptualising Linking
- Applying the Approach
- Conclusions

why i am talking to you now...

INTRODUCTION

The Linking Project

MEMORANDUM OF UNDERSTANDING

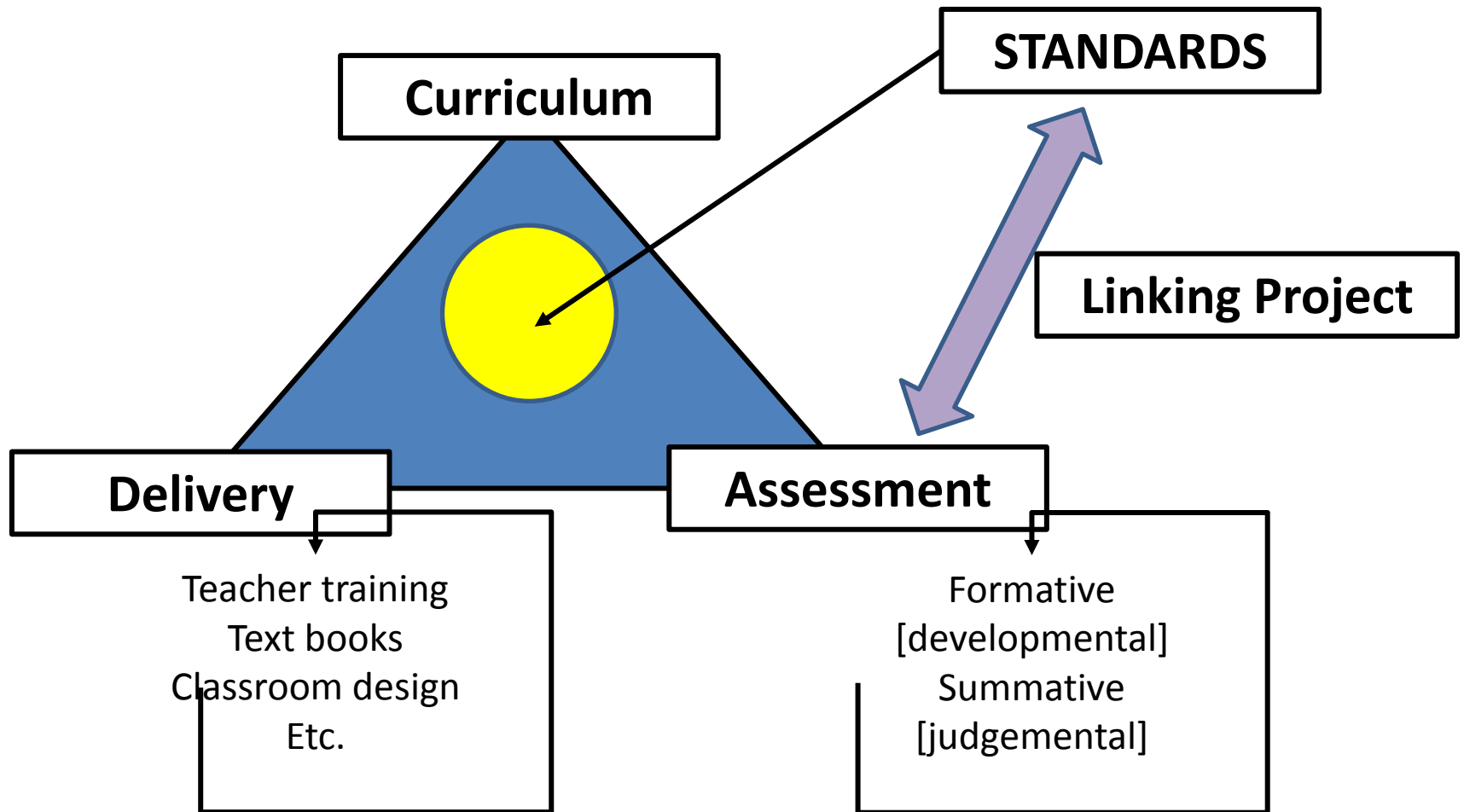
on Conducting the Collaborative Research on Linking UK
English Tests to China's Standards of English



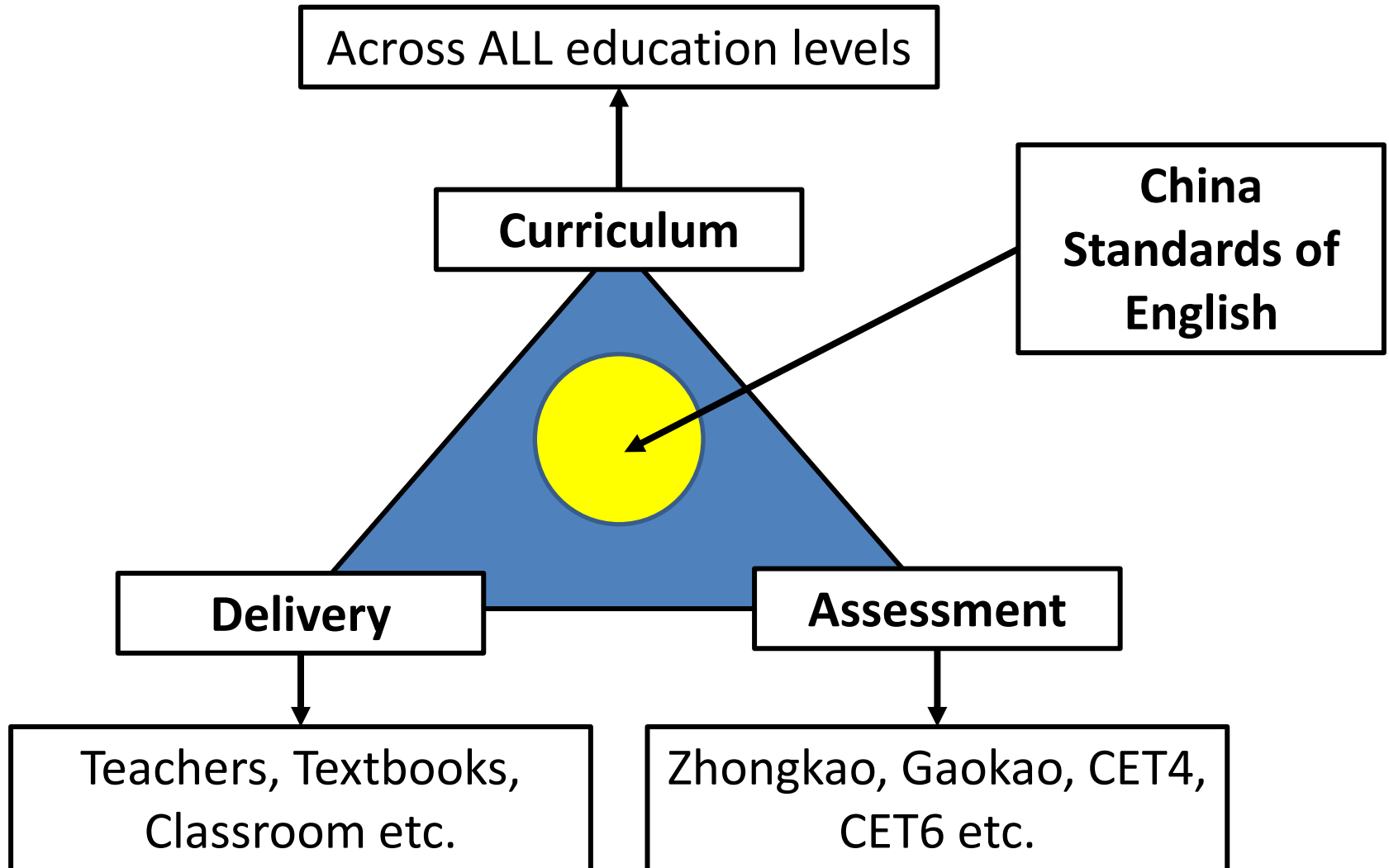
NEEA British Council

Identify an appropriate set of procedures through which
test developers should demonstrate a theoretical and
empirical link between a specific test and the CSE

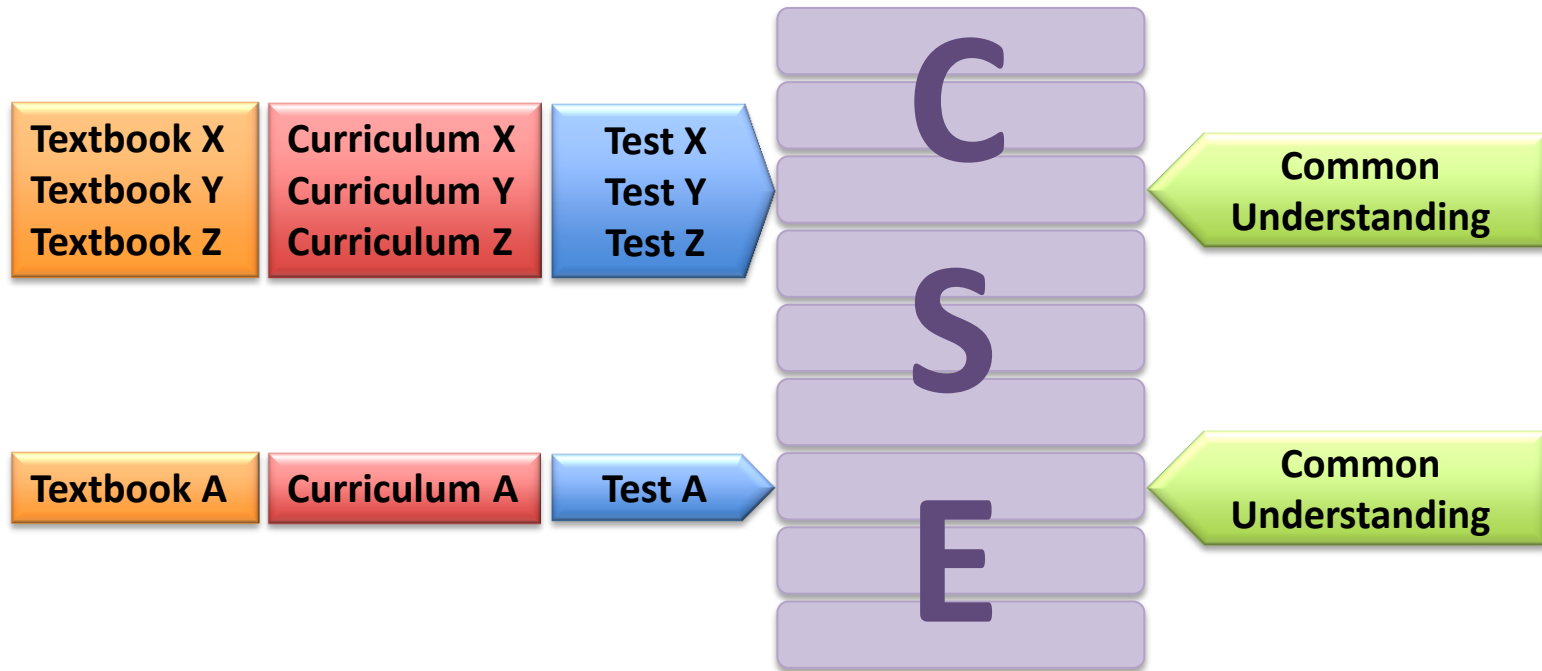
The Learning System



The Learning System



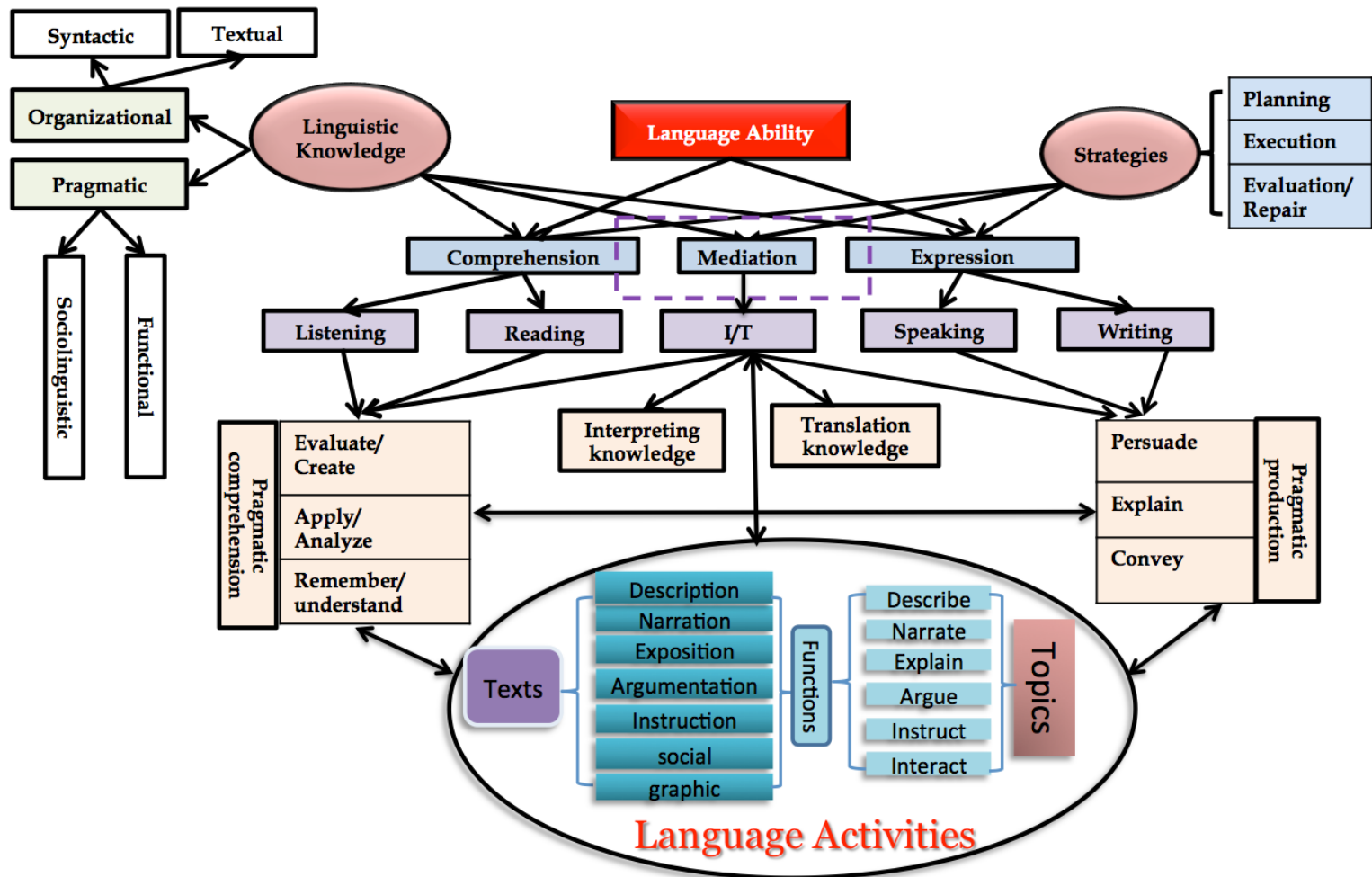
Standards



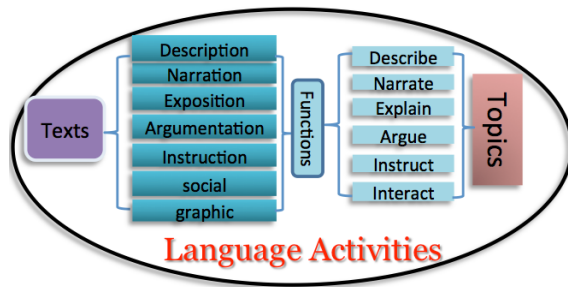
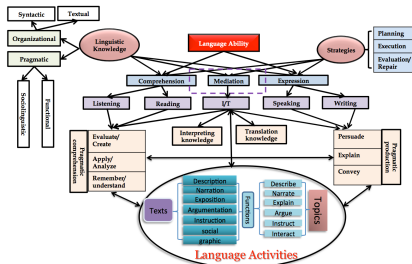
underlying models

THEORETICAL BASIS OF THE CSE

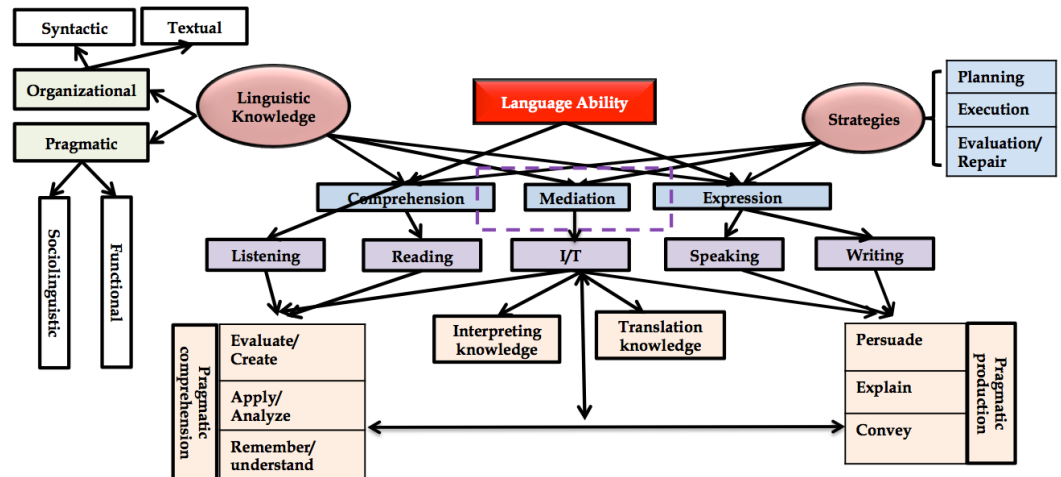
Use Oriented Language Ability



Moving Beyond Bachman



LANGUAGE USE MODEL

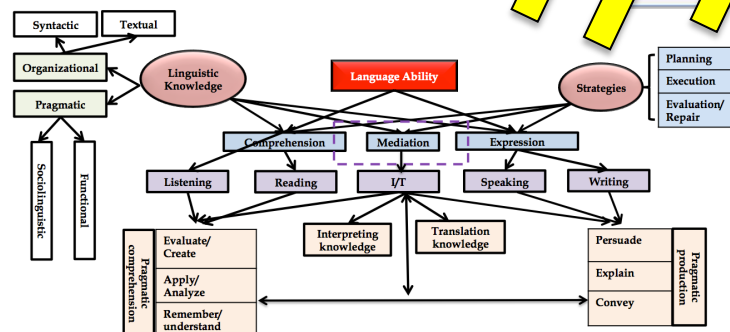
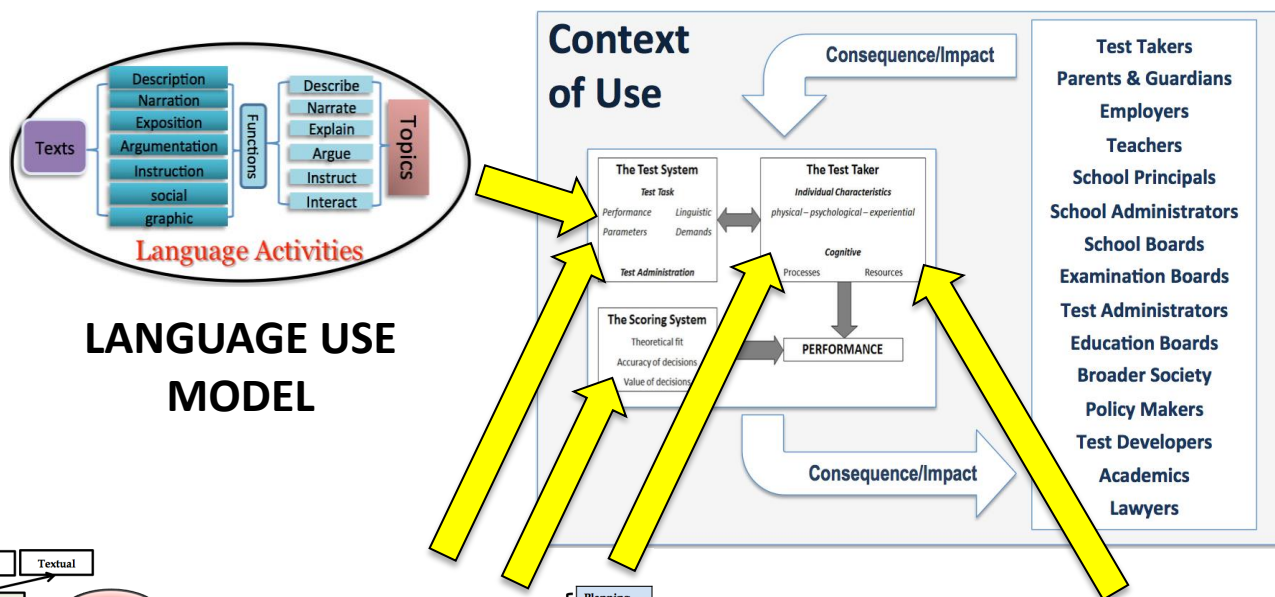


LANGUAGE MODEL

LEARNER MODEL

Implied in contextualisation of CSE
in China's Education System

A Socio-Cognitive CSE

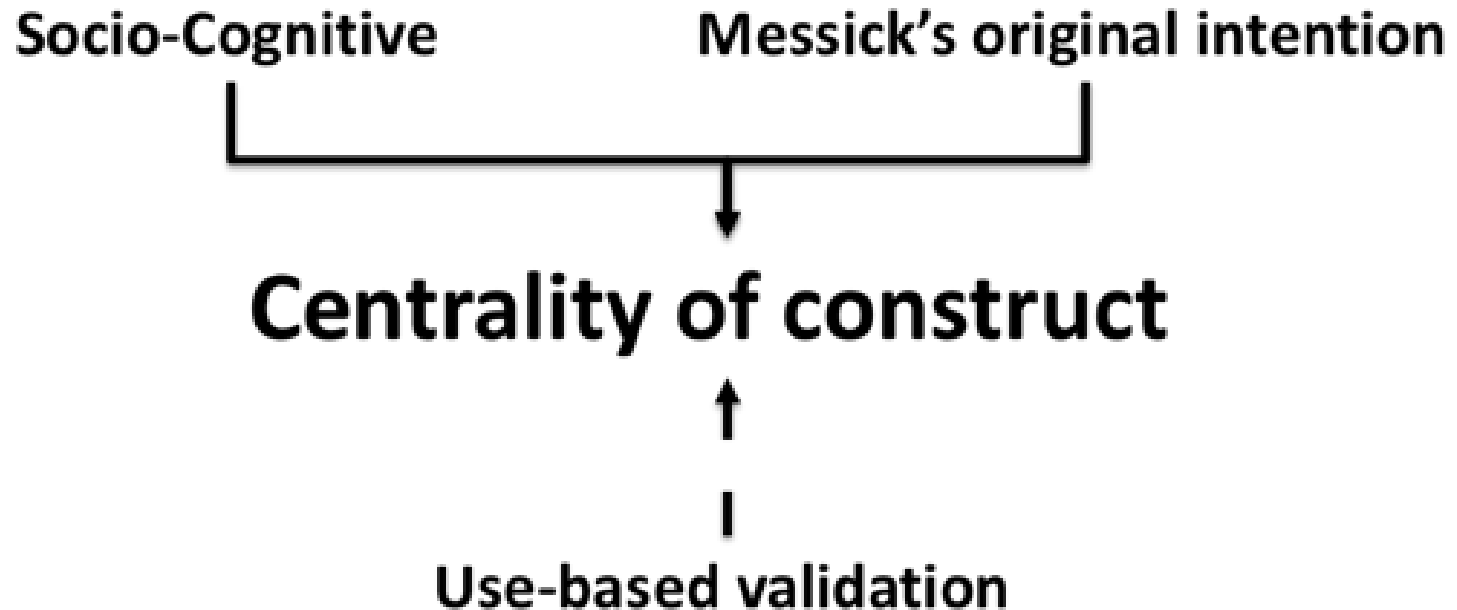


LEARNER MODEL

Implied in contextualisation of CSE
in China's Education System

LANGUAGE MODEL

Why Important?



the approach

CONCEPTUALISING LINKING

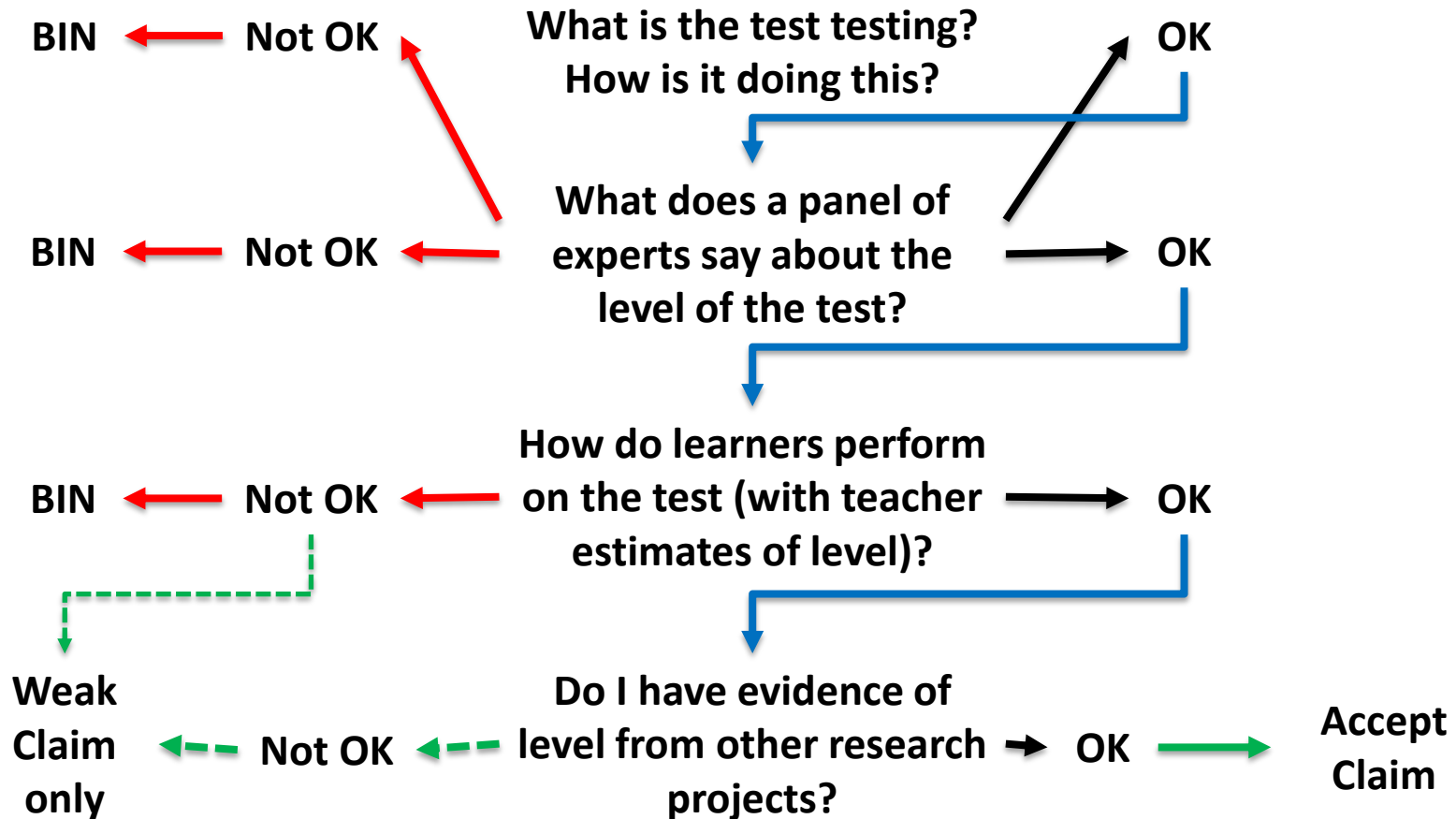
Sources & Types of Evidence

Construct Related The trait/ability being tested

Measurement Related Consistency & accuracy

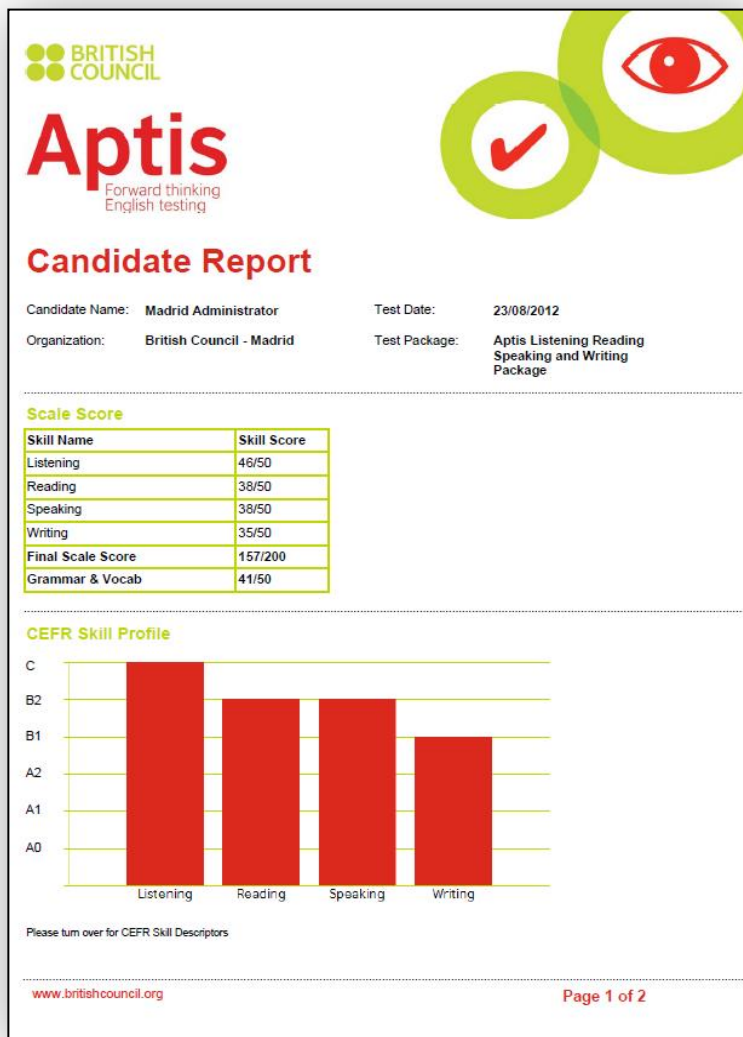
Criterion Related Comparison with other estimates

Overview of the Process



linking aptis and ielts to the cse (initial phases)

APPLYING THE APPROACH



BRITISH COUNCIL

Aptis

Forward thinking
English testing

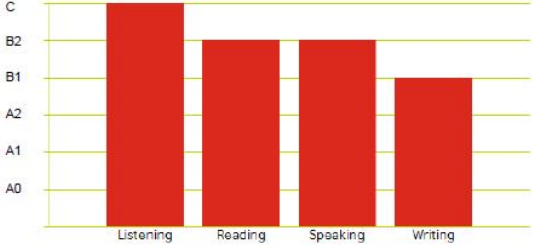
Candidate Report

Candidate Name: Madrid Administrator Test Date: 23/08/2012
Organization: British Council - Madrid Test Package: Aptis Listening Reading Speaking and Writing Package

Scale Score

| Skill Name | Skill Score |
|-------------------|-------------|
| Listening | 46/50 |
| Reading | 38/50 |
| Speaking | 38/50 |
| Writing | 35/50 |
| Final Scale Score | 157/200 |
| Grammar & Vocab | 41/50 |

CEFR Skill Profile



Please turn over for CEFR Skill Descriptors

www.britishcouncil.org Page 1 of 2

4 Skills (+ G&V)

Reports 5 papers 0-50

Reports CEFR by skill

Reports overall CEFR (4 skills only)

Soon to report CSE

Project Description

Steering Group

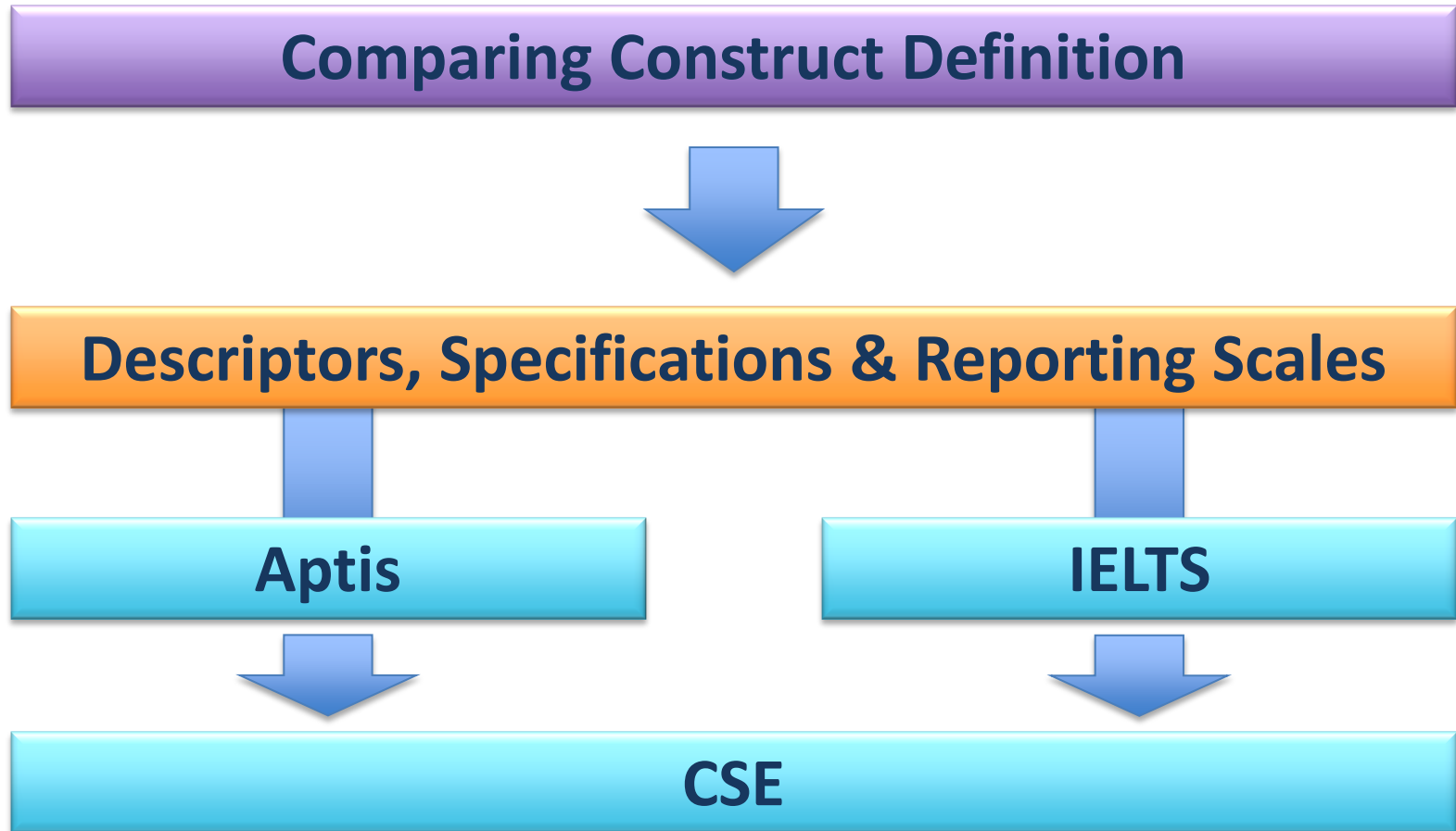
Working Group

NEEA – CSE – British Council – Cambridge

Objectives

Establish the linking process
Pilot the process (using Aptis)
Apply the process to IELTS

Construct Phase – Document Analysis



Construct Phase – Expert Evidence

Expert Panel

24 members

CSE

NEEA

Education System

British Council

Cambridge

Judgement Round 1



Analysis & Report



Discussion



Judgement Round 2



Analysis & Report



Preliminary Decision



Analysis



Final Decision

R
E
V
I
E
W

Judgement Round 1



Analysis & Report



Discussion



Judgement Round 2



Analysis & Report



Preliminary Decision



Analysis



Final Decision

Aptis

IELTS

Construct Phase – Some Findings

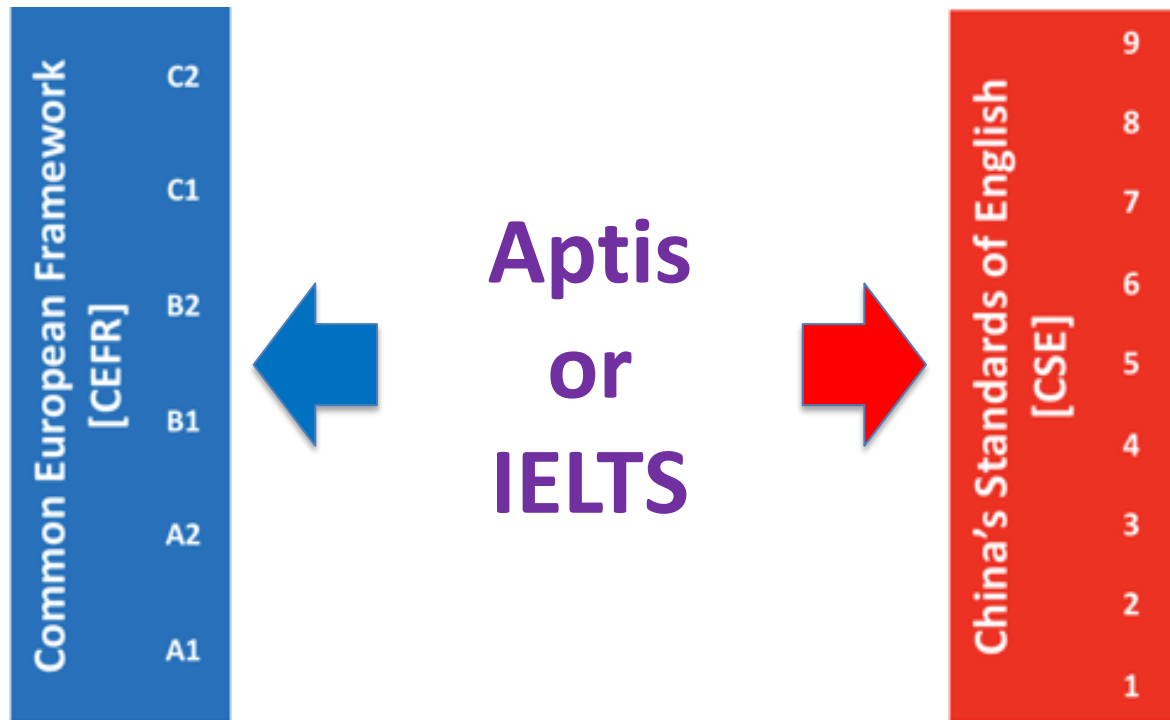
- Expert Panel**
- Overwhelmingly positive about experience
 - Similarly confident in outcomes

- Preliminary Analysis**
- Aptis Listening & reading ranges across approx. CSE 3 to 7
 - IELTS Listening & Reading ranges across approx. CSE 4 to 8

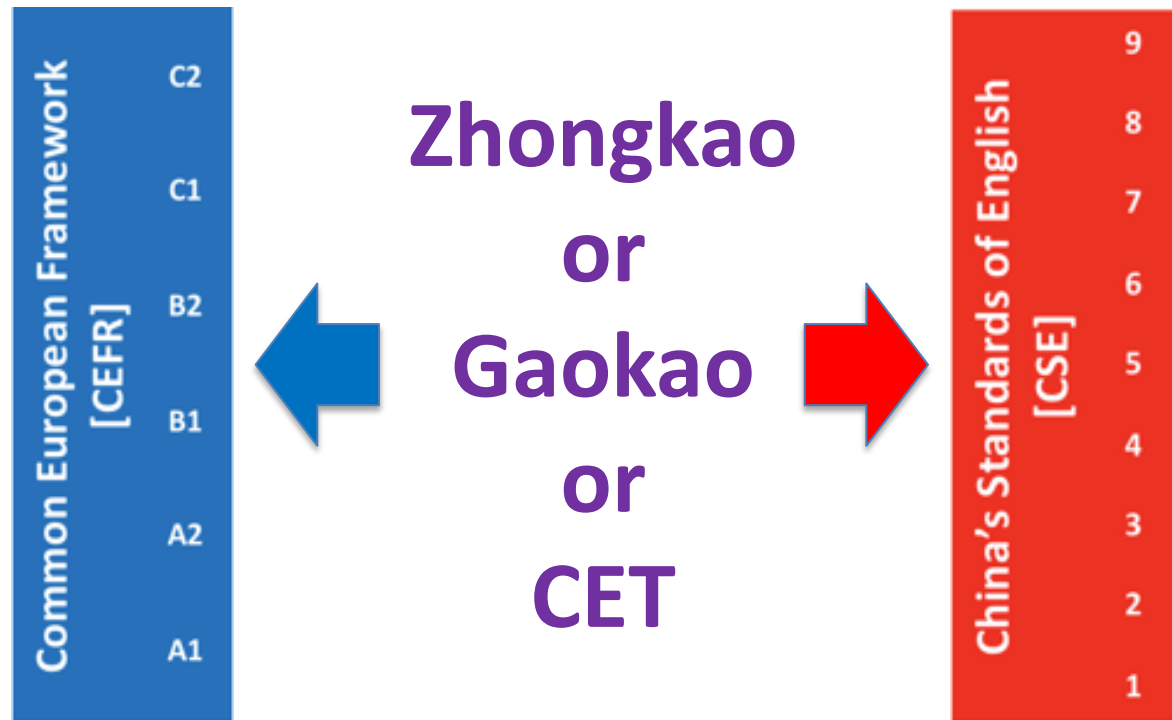
looking back and looking forward

CONCLUSIONS

Local & International Reporting

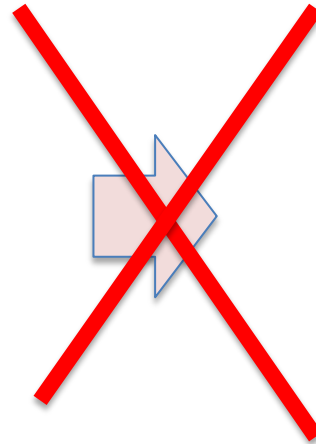


Local & International Reporting



Test Comparisons?

Zhongkao
or
Gaokao
or
CET



Aptis
or
IELTS

THAT'S A WHOLE DIFFERENT PROCESS

Summary of Linking Work

Approach to linking agreed

Practical procedures agreed

First Phases of Listening & Reading linking completed

Project completed & published by the end of 2018

Issues

Internationalisation of China's education system

Improved quality of education system in general

Encourage systematic progression through the system

Pressure on curricula to clarify link to the CSE

Pressure on textbooks to clarify link to CSE

Pressure on tests to clarify link to CSE

Beware of False Profits [sic]

| 中国英语能力等级量表 | | | | | | | | |
|------------------|----|-----------|------|-----------|------|-----------|---------|-----------|
| CCFR | | | | | | | | |
| Basic User | 一级 | 100 | ★ | 100 | 👤 | ≤625 | Below 8 | ≤39 |
| | | 101 ~ 103 | ★★ | 101 ~ 103 | | | | |
| | 二级 | 104 ~ 106 | ★★★ | 104 ~ 106 | 👤👤 | | | |
| | | 107 ~ 109 | ★★★★ | 107 ~ 109 | 👤👤👤 | | | |
| | 三级 | | | 113 ~ 115 | 👤👤👤👤 | 630 ~ 740 | 8 ~ 10 | |
| Independent User | 四级 | | | | | 745 ~ 835 | 11 ~ 13 | 40 ~ 71 |
| | 五级 | | | | | 840 ~ 900 | 14 ~ 16 | 72 ~ 80 |
| | 六级 | | | | | | | 81 ~ 90 |
| Proficient User | 七级 | | | | | | | 91 ~ 109 |
| | 八级 | | | | | | | 109 ~ 114 |
| | 九级 | | | | | | | 115 ~ 120 |

Thank You