Linking Examinations to the CSE

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British Council

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
INTRODUCTION

why i am talking to you now...
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

Curriculum

STANDARDS

Linking Project

Delivery

Teacher training
Text books
Classroom design
Etc.

Assessment

Formative
[developmental]
Summative
[judgemental]
The Learning System

Across ALL education levels

Curriculum

China Standards of English

Delivery
Teachers, Textbooks, Classroom etc.

Assessment
Zhongkao, Gaokao, CET4, CET6 etc.
Standards

Textbook X
Textbook Y
Textbook Z

Curriculum X
Curriculum Y
Curriculum Z

Test X
Test Y
Test Z

Common Understanding

Textbook A
Curriculum A
Test A

Common Understanding

C
S
E
underlying models

THEORETICAL BASIS OF THE CSE
Use Oriented Language Ability

Language Activities

Texts
- Description
- Narration
- Exposition
- Argumentation
- Instruction
- Social
- Graphic

Functions
- Describe
- Narrate
- Explain
- Argue
- Instruct
- Interact

Topics
- Persuade
- Explain
- Convey

Strategies
- Planning
- Execution
- Evaluation/Repair

Language Ability

Linguistic Knowledge

Comprehension
- Listening
- Reading

Mediation
- I/T

Expression
- Speaking
- Writing

Translation knowledge

Pragmatic comprehension
- Evaluate/Create
- Apply/Analyze
- Remember/understand

Functional

Sociocultural

Organizational

Textual

Syntactic
Moving Beyond Bachman

Implied in contextualisation of CSE in China’s Education System
A Socio-Cognitive CSE

Implied in contextualisation of CSE in China’s Education System
Why Important?

Socio-Cognitive  

Messick’s original intention  

Centrality of construct  

Use-based validation
CONCEPTUALISING LINKING

the approach
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

1. **What is the test testing?**
   - How is it doing this?

2. **What does a panel of experts say about the level of the test?**

3. **How do learners perform on the test (with teacher estimates of level)?**

4. **Do I have evidence of level from other research projects?**

   - **Accept Claim**
linking aptis and ielts to the cse (initial phases)

APPLYING THE APPROACH
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
NEEA – CSE – British Council – Cambridge

Working Group

Objectives
Establish the linking process
Pilot the process (using Aptis)
Apply the process to IELTS
Construct Phase – Document Analysis

Comparing Construct Definition

Descriptors, Specifications & Reporting Scales

Aptis

IELTS

CSE
Construct Phase – Expert Evidence

Expert Panel

24 members
- CSE
- NEEA
- Education System
- British Council
- Cambridge

Expert Evidence
- Judgement Round 1
- Analysis & Report
- Discussion
- Judgement Round 2
- Analysis & Report
- Preliminary Decision
- Analysis
- Final Decision

Aptis

IELTS

REVIEW
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

Aptis or IELTS
Local & International Reporting

Zhongkao or Gaokao or CET
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]

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<th>Proficient User</th>
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CCFR

Below 8: ≤625
≤39: ≤39
8 ~ 10: 630 ~ 740
40 ~ 71: 11 ~ 13
Thank You