

## PROFICIENCY TEST DESIGN: AN EXAMPLE AND ITS ANALYSIS

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### ABSTRACT

*Understanding language proficiency level of second language learners is very important, because it enables teachers to make plan instruction and assessment to meet the students' individual needs. In contrast, it is not a simple way to create a proficiency test that can be applicable for all learning contexts. It means that teachers should be able to design their own proficiency test that they can use for their contexts. This study is about designing a proficiency test for certain context. An example is given and administered to the targeted context, and the analysis of the result is discussed.*

**Keywords:** *test design, proficiency, and assessment.*

### INTRODUCTION

All English language learners acquire a second language following a series of predictable, developmental stages that form a continuum. This continuum arbitrarily divided into two levels, from little proficiency to that of being proficient in English. Someone's proficiency can be measured through a test. According to Bachman (1990), language proficiency represents an individual's competence or ability to use language, regardless of how, where, or under what conditions it has been acquired. So, language proficiency test should measure individual's competence to use the target language. This is in line with Brown's statement:

A proficiency test is not limited to any one course, curriculum or single skill in the language; rather, it tests overall ability. Proficiency test have traditionally consisted of standardized multiple choice items on grammar, vocabulary, reading comprehension, and oral comprehension. Sometimes a sample of writing is added, and more recent tests also include oral production performance.

(2004: 44)

Knowing language proficiency level of second language learners is very important, because it will help teachers to

make plan instruction and assessment to meet the students' individual needs. Teachers need to know what students already know, what they have learned in the course of instruction over a longer or shorter period and where their strengths and weaknesses are, so that teachers can plan their instruction appropriately, guide learners on where they need to improve and give feedback to students. In other words, teacher's awareness of the levels of language proficiency, along with individual strands of performance indicators, help target lesson and unit planning.

### THEORETICAL BACKGROUND

Bachman (2004) states that a key issue in testing proficiency is how the constructs of language ability are specified. The tasks that test takers are required to perform must be legitimate samples of English language use in a defined context. It suggests that language proficiency tests that are used in different contexts should be different. For example, if there are two different groupsof learners from different contexts, such as class X of Indonesian learners and class X of Indian learners, the test used should be different too, because they

have different syllabus and different exposure to English. This is supported by some researches done by Khabbazzbashi (2017), Yoo, Hanwook & Manna, Vanessa F (2017), Gu, Lin (2015). Khabbazzbashi study revealed that different levels of background knowledge have systematic effect on performance, while Yoo study found that there is possibility that test takers' background characteristics affect English language abilities. Moreover, Gu study argued that the nature of the ability construct can vary across groups of learners due to differences in learning process. As a result, there are some steps should be taken into considerations in designing such a proficiency test.

First, the objectives of the test should be clear. It requires the test designer to know as specifically as possible what it is they want to test. For example, if the objective of the test is to measure the proficiency of learners in listening and speaking skills in relation to question, the objective can be 'recognize and produce wh-information questions with correct final intonation pattern.' It can be tested through listening with fixed response item-type. The test can be interpretation items, multiple choices.

The next consideration is the specification of the test. It covers three things; outline of the test, skills to be included, and item types and tasks. The outline of the test means kind of the test will be used, whether discrete point testing or integrated testing. Under skills to be included, test designer should consider the whether all four skills and language elements should be included or only some of them. For specification in relation to item types and tasks, test designer can mix the composition. They can consist of fixed responses (e.g. multiple choice questions, true and false, fill in the blanks choice-based), limited response (fill in the blanks supply-type),

and free response or production type (writing and speaking).

This study aims to give an example of proficiency test design for certain level of formal education and its analysis. From the study, it is expected that the readers, especially ELT practitioners will have better understanding of proficiency test construct from which they will be able to design their own proficiency test that is appropriate to the context they have. This ability will enable ELT practitioners to understand the students' English level from which the teaching and learning process can be started.

## **METHOD**

This study is done based on a curriculum that is used in a specific country. So, the writer used *case-based curriculum study*. According to L.S Shulman, this is one of case methods in education as cited by Lier (2005). The study is conducted to a certain group. The group was class X Indian context from English medium school with CBSE syllabus. CBSE is recognized by the NCERT (National Council of Educational Research and Training) with the aim to operate a chain of central schools that could cater to the government employees who are in transferable jobs. A number of private schools have started to offer CBSE since a lot of private sector employees are also moving from place to place. The CBSE syllabus is very structured, highly predictable and controlled. All national entrance examinations are conducted as per this syllabus.

In the study, the writer designed a test with some considerations taken into account, such as the objective and the specification of the test. The objective of the test was to measure proficiency of class X in their academic context. It was used to know where the problems the students had in correlation to the syllabus the government specified. By knowing the problems the students have, the

learning and teaching process will be more focused and specified.

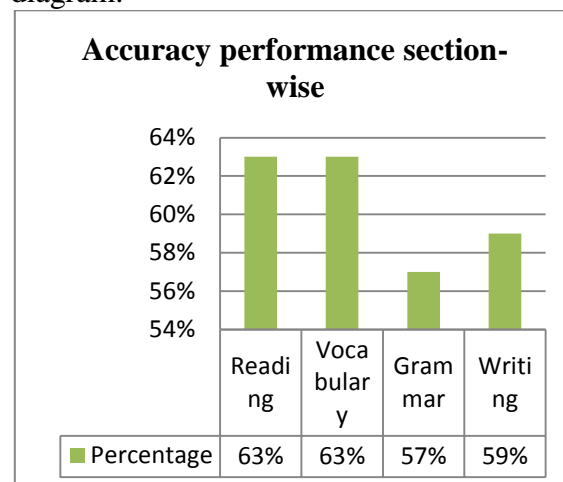
In addition, the test specification was derived from the syllabus existed, class X CBSE. By considering the content of the syllabus, outline of the test, skills to be tested and item types of the test were determined. The outline of the test consists of integrated and discrete testing points. The skills tested are reading and writing; language elements are grammar and vocabulary. The item types are fix responses, limited responses, and free responses. The intention of making such a variation in the specification is to serve more differences of test takers, class X learners. For detail question test can be seen in appendix 1.

After the test proficiency was ready and well designed, it was piloted to 10 learners of class X with CBSE syllabus. The aim of piloting the test is to check whether the question test followed the principles of assessment or not.

### FINDINGS AND DISCUSSION

The test covers four sections; reading, vocabulary, grammar, and writing. Reading section is divided into two sub-sections; each sub-section has five fixed response items and two limited items. Total items of this part are 14 items. For vocabulary and grammar sections, each has ten items, which consist of seven fixed response and three limited response items. Under writing section, there are six fixed response items and one free response item. Free response item in writing section has ten points, while the others have one point for each correct answer. It means that the maximum total score a student can get is 50 points; 30 points from fixed response items, 10 points from limited response items, and 10 points from free response item. The result of overall accuracy of the test is 62%.

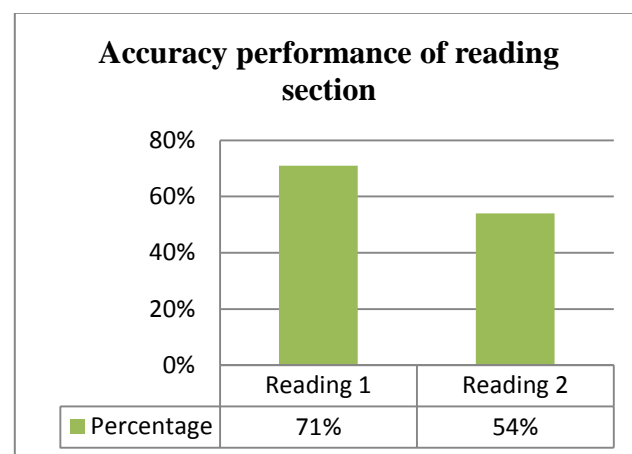
For the accuracy in the section wise performance can be seen in the following diagram.



**Table 1.** Percentage of accuracy performance for each section

From the table 1, it is obvious that learners perform better in reading and vocabulary section. Even there are differences in percentage of accuracy among all the four sections; they are not really significant, maximum 6%.

Reading section is divided into two sub-sections, as it has been said in the previous paragraph. The following table represents the accuracy percentage between two sub-sections.



**Table 2.** Percentage of accuracy performance of reading section

The accuracy differences between reading 1 and reading 2 is quite significant, 17%. The possible reason behind the percentage difference is the familiarity of the learners to the texts. In

reading 1, the text is about a city, which is common topic to be discussed, while the text in reading 2 is about a phone, which is technical.

Under grammar section, there is one question that only has 10% accuracy. The question is in fixed response item type, in which the learners have to circle one the most appropriate answer. The learners are supposed to find an error in a sentence. There are three others in the same item types (spot the error). The other three have accuracy 40%, 60%, and 90%. It implies that the accuracy of the least one, 10% is due to the complexity of the content of the question, because the other three questions with the same item type can be answered quite well.

For vocabulary section, there are two items have accuracy quite less compare to others, 20% and 30%. These two items are in fixed response item type. Sub-element for the first one is synonym (word *scruffy*), and the later is word recognition in isolation (word *valley*). It seems that both of the words are not familiar for the learners, so that they less accurate in answering the questions.

For writing section, learners are quite accurate in answer the questions. There are two sections in this section; fixed responses in which learners have to make connections from sentences available to create a meaningful paragraph, and free response in which learners are asked to describe a picture in 150 words. The accuracy result of fixed response is 65% and for free response is 53%. It shows that the learners' proficiency in making connections in fixed response items is represented in their writing, because the accuracy differences are not really significant.

In short, it can be said that there are some problems in test design. They are familiarity of the learners to the text used and the complexity of the content of the question. The text should be about things that the learners usually come across in

their everyday life, while the content of the question should represent the level of the learners. If the content is very demanding and complex, it will bring the learners' mental down.

There are five principles of assessment that should be followed to make a good assessment. They are reliability, validity, authenticity, practicality, and washback (Brown, 2004). Reliability means the consistency of the test. One test can be said as reliable if the test gives similar result for a student, even if it is scored at two different times. Reliability can be divided into three; test reliability, student-related reliability, and test administration reliability. Test reliability means the test should be able to give consistence score to the test takers, irrespective of the time the test is conducted. It can be measured through language instruction used in the test and the availability of clear answer key of the test. So, the scoring problems will not arise, irrespective who will do the scoring. Test administration reliability is related to the administration issue of the test. A test will be said as reliable administratively, if the test takers get equal condition to answer or work on the test. Student-related reliability is about individual condition of the test takers, whether they have problems such as anxiety, motivation, illness, and other reasons or not. If they do have, it will affect their performance on the test.

The test that has been piloted, to some extent can be said as reliable. It follows the criteria of reliability. It has clear language instruction, which is proved by the reality that all test takers do not have problems in understanding the test paper. Answer key for fixed responses, range answer for limited responses, and evaluation criteria for free response are also available, which can be used by everyone to score the test result. In addition, the test was conducted in a hostel in which the test takers live, and

the test administrator was well known by the test takers. As a result, individual problems that may arise are very limited.

The next principle is validity. It means that the test should be able to measure what it intends to measure. It has four criteria; construct, content, predictive, and face validity. Construct validity means that the test items closely represent the syllabus of the language, and content validity represents the level of complexity that the test takers can handle. The test is designed based on the syllabus government has specified for CBSE school and kind of questions are made in similar level to the existing exercise on the prescribed course book. In other words, the test serves the construct and content validity. As a result, it also serves predictive and face validity, because the performance of the test takers on the test can be used to predict the degree of success in the future.

Authenticity principle means the degree of authentic reflection of natural uses of language that can be served through the test. It can be done through contextualized the item types and the use of cultural themes. The more authentic a language test, the performance reflects real life uses of language. This test is not really authentic. There is only one item type that really reflects the real life use of language, free response item (picture description).

In term of practicality principle, it can be said that the test is practical. It does not consume a lot of time in designing, administering and evaluating the test. In addition, human resources that are needed to conduct the test are manageable. It can be done by one person. The cost spent for designing, administering and evaluating are also acceptable.

The last principle is washback, which has meaning the effect of the test on the test takers, teachers, and the

teaching context. If the test takers are motivated to learn more after conducting the test, it can be stated that the test has created positive washback. In contrast, if the test takers are scared of taking other tests because of the test experience, it means that the test has created negative washback. After administering the test, the person that administers the test gave feedback to the test takers, discussed with them, and asked the test takers (some of the ten students) about their experience related to the test. Their response was positive. They said that they had good experience with the test and felt motivated to learn more. It means that the test serves the washback principle.

## CONCLUSION

In conclusion, the proficiency test that has been designed for class X CBSE syllabus English medium meets the principles of language assessment. Even though there are some limitations or problems in the design of the questions, they are not really significant.

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## APPENDIX

### Appendix 1.

#### PROFICIENCY TEST QUESTIONS

Name	:
Class	:
School	:

#### Section 1: READING

##### *Text 1*

Read the text carefully and answer the following questions.

##### **Jakarta Never Sleeps**

The most surprising thing about Jakarta for me is that the city never sleeps. I come from a small country town in the South West corner of Western Australia and even our restaurants close at 9pm. Jakarta is always awake, never asleep.

Lying in bed back at home I might hear a car pass my house late at night but in Jakarta there is always a car or motor bike whizzing pass the house and tooting its horn. It is very exciting. I love it. Anytime I want I can go and find a place for *escendol*(ice cream), *nasigoreng* (fried rice) or *sate* (satay) that is open. It's great to be able to ride a motor bike around the city late at night and always see people out, moving around, eating or just sitting around having a chat (*writer: Anton Clarke, AVI Jakarta based at Pekerti Foundation*).

#### **I. Circle the correct answer.**

1. *The most surprising thing about Jakarta for me is that the city never sleeps.* The underlined phrase means that ....
  - a. the city is very crowded
  - b. the city is always active
  - c. the city is always noisy
2. *...there is always a car or motor bike whizzing pass the house...* The word '**whizzing**' can be replaced with ....
  - a. hissing
  - b. whistling
  - c. wheezing
3. 'Anytime I want I can go and find a place for *escendol*, *nasigoreng* or *sate* that is open.' The sentence means that ....
  - a. the writer can buy *escendol*, *nasigoreng*, or *sate* whenever he wants
  - b. the writer can visit the seller of *escendol*, *nasigoreng*, or *sate* easily
  - c. the writer has to find *escendol*, *nasigoreng*, or *sate* anytime

4. Raihan (22 years) and his mother (45 years) are Indian who will visit Indonesia. Raihan is very energetic. Visiting Jakarta city is good idea for Raihan, but not for his mother, because ....
  - a. Raihan and his mother cannot stay in a new totally different place
  - b. Raihan cannot ask his mother to eat Indonesian food; *escendol*, *nasigoreng*, or *sate*
  - c. Raihan can tries something new (food, hang out, etc ), but not for his mother
5. What kind of text is this?
  - a. report
  - b. narrative
  - c. announcement

**II. Fill in the blanks with the most appropriate words or phrases.**

Jakarta is a good city to be visited for explorers. The visitors not only can enjoy the traditional \_\_\_\_\_(6) such as *escendol*, *nasigoreng*, or *sate*, but also the late night city life. Moreover, the city is very active and never \_\_\_\_\_(7).

**Text 2**

**Read the text carefully and answer the following questions.**

**Phone me first!**

In towns and cities across Indonesia the number of shops selling new and used hand phones, accessories and pulsa (balance) is phenomenal. At the weekends the mobile phone shops are packed out. It seems everyone wants to own a hand phone.

In Australia plenty of people have mobile phones too, but the way they buy them is quite different to Indonesia. Many people have a *prepaid or postpaid plan*. The operators such as Telstra, Optus and Vodafone entice customers to buy their plans by offering a 'free' telephone in the package. The more expensive and up to date the model you choose the more expensive the plan.

- With a *post paid plan* the phone users pay a bill at the end of the month for the services they have used. The different networks offer different deals but the bill includes a charge for the phone.
- A *prepaid plan* is similar to buying pulsa or credit in Indonesia but included in the plan is a charge for the telephone. The plan and the phone are a packet.

You can get the most up to date phones with these plans. You can choose the plan which suits the way you use your phone. These plans can be for a month or up to two years. It can be very expensive to change a plan so people must think carefully before choosing the one they want.

**I. Circle the correct answer.**

1. 'At the weekends the mobile phone shops are ***packed out***'. The word '***packed out***' means....
  - a. full of customers
  - b. b. few of customers
  - c. c. no customers at all

2. ‘The operators such as Telstra, Optus and Vodafone **entice** customers to buy their plans...’ The word ‘**entice**’ mostly nearly means ....
  - a. influence
  - b. persuade
  - c. suggest
  
3. ‘It seems everyone wants to own a hand phone’ The sentence means that ....
  - a. having hand phone is a must for Indonesian
  - b. having hand phone is extremely important
  - c. having hand phone is something special
  
4. ‘...the number of shops selling new and used hand phones, accessories and pulsa (balance) is phenomenal’. From the sentence, it can be derived that ....
  - a. The phenomena of selling and buying hand phones in Indonesia is different with other countries
  - b. The phenomena of selling and buying hand phones in Indonesia is similar with other countries
  - c. The phenomena of selling and buying hand phones in Indonesia is special, compared to other countries
  
5. Amith is a very busy businessman from India. He travels a lot and has no time to do simple things like recharge the balance. He stays most of the time in Australia. He always uses his phone to call many people. Which one of the following situations is the best for Amith?
  - a. Buy a post paid plan, because he can use it as much as he wants freely
  - b. Buy a pre paid plan, because he can limit and control his budget for calling
  - c. Buy a post paid plan, because he can pay the bill at the end when he is not busy

**II. Fill in the blanks with the most appropriate words or phrases.**

In Australia, there are two kinds of \_\_\_\_ (6) systems; *pre paid and post paid*. On the other hand, In Indonesia only have one system, *pre paid*. In addition, in Australia people have to be careful when they will \_\_\_\_ (7) whether they will use *post paid* or *pre paid* system, because change the system will be very costly.

**Section II: VOCABULARY**

**I. Read the following questions carefully. Circle the correct answer.**

1. Which word has the closest meaning with ‘*valley*’
  - a. dale
  - b. hollow
  - c. gully
  
2. Which word does not have the same meaning as ‘*mall*’
  - a. megastore
  - b. supermarket
  - c. corner-shop



3. If you **subscribe** to newsgroups, you often get hundreds of messages in your email. The word '**subscribe**' means ....
  - a. participate actively in certain groups
  - b. become a member of certain groups
  - c. give information to certain groups
4. It is better to dress in **scruffy** old clothes if you will clean out the garage. The word '**scruffy**' is synonymous with ....
  - a. spiffy
  - b. spruce
  - c. grungy
5. His essay was **littered** with spelling mistakes. It means that his essay ....
  - a. contains spelling problems
  - b. has no spelling problems
  - c. has limited spelling problems

**II. Circle the correct pair.**

6. read : book ::
  - a. walk : street
  - b. drink : water
  - c. sleep : night
7. president : country ::
  - a. lion : jungle
  - b. chef : kitchen
  - c. doctor : hospital

**III. Fill in the blanks with the most appropriate word.**

- Raju : Hi Ramesh, have you \_\_\_\_\_(8) a comedy movie called *Three Idiots*?
- Ramesh : Yes, I have. Why do you ask that question?
- Raju : I just wonder. Shoma said that it was very \_\_\_\_\_(9).
- Ramesh : Yes, it was. I like the movie very much.
- Raju : Oh really? Would you \_\_\_\_\_(10) me about the whole story?
- Ramesh : Yes I will, after math class this afternoon.
- Raju : Okay.

**Section III: GRAMMAR**

**I. Choose the one word or phrase that best completes the sentence. Circle your answer.**

1. Raju \_\_\_\_ his wallet yesterday. Fortunately, he \_\_\_\_ it now.
  - a. lost, has found
  - b. loose, has find
  - c. lost, have found
2. Most of my friends \_\_\_\_ that TajMahal is very beautiful. So, it \_\_\_\_ that TajMahal is worth to be visited.



2. **S1: *Three Idiots* is a comedy movie about friendship of three scholars.**  
S2: ....  
**S3: So, I strongly recommend this movie to everyone who likes comedies.**
- There are some violence, though, so it may not suitable for children
  - It is taken in so many different famous places and universities in India
  - The acting and the story are very interesting and full of funny things
  - The movie is released in 2006 in Mumbai by the director himslef
3. **S1: Hyderabad is a nice tourist destination city in Andhra Pradesh state.**  
S2: ....  
**S3: There are also lots of hotels, lodges, and restaurants available for tourists.**
- There are museums, amusement parks, and historical buildings
  - There are shopping malls, food centers, and traditional markets
  - It has very clean city and the people are also nice to everyone
  - The transportation and other facilities for tourists are available

**II. Given below are four sentences of paragraphs (S1-S4). S1 and S4 are given. From the options (X, Y, Z), circle the sentences that can S2 and S3.**

1. **S1: People eat different kinds of foods in different countries.**  
S2: ....  
S3: ....  
**S4: So, some people of certain religions do not eat certain foods.**
- X. There are some reasons why some people eat different foods.  
Y. People from hot, sunny places often eat more fruit and vegetables.  
Z. One of the reasons is belief that the people have in their life.
- a. XY      b. YZ      c. XZ      d. YX
2. **S1: The person I admire is not famous like Pretty Shinta.**  
S2: ....  
S3: ....  
**S4: She is the most incredible woman in the world, my lovely mother.**
- X. She cannot dance or sing or play an instrument or act like an actor.  
Y. She is also charming, stylish, well dressed and hard worker.  
Z. But, she can cook, play tennis, and always make me laugh and happy.
- a. XY      b. XZ      c. YZ      d. YX
3. **S1: Bollywood is the biggest film industry in the world.**  
S2: ....  
S3: ....  
**S4: So, no wonder if Bollywood films are very famous all over the world.**
- X. The films are also played by very professional artists.

- Y. Its films are watched by 15 million people in cinemas every day.  
 Z. The films always include interesting music, dancing, and romance.

- a. YX      b. XZ      c. XY      d. ZY

**III. Describe the following picture.**



Your description should answer the following points:

- Who are they?
- What are the possible relationships between all of them?
- What are they doing?
- How do they behave?

The description should not exceed 150 words. *Extra credits will be given for clear and brief description of the picture and use of appropriate word or phrases in description.*

**Appendix 2.**

**TABLE OF SPECIFICATIONS**

**Class : X (English Medium CBSE)**

**1. READING**

**Text 1**

Source : Kangguru Radio English magazine (December, 2006)  
<http://www.kangguru.org/englishmagazine.htm>

NO	ITEM TYPE	SUB-SKILLS	MODALITY	ANSWER KEY
1	Fixed response	Vocabulary in context	Reading	<b>B</b>
2	Fixed response	Vocabulary in context	Reading	<b>A</b>
3	Fixed response	Factual details	Reading	<b>C</b>
4	Fixed response	Inferential details	Reading	<b>C</b>

5	Fixed response	Global understanding	Reading	<b>B</b>
6	Limited response	Factual details	Reading, Writing	<b>Food</b>
7	Limited response	Factual details	Reading, Writing	<b>Sleeps</b>

**Text 2**

Source : Kangguru Radio English magazine (March, 2009)  
<http://www.kangguru.org/englishmagazine.htm>

NO	ITEM TYPE	SUB-SKILLS	MODALITY	ANSWER KEY
1	Fixed response	Vocabulary in context	Reading	<b>A</b>
2	Fixed response	Vocabulary in context	Reading	<b>B</b>
3	Fixed response	Inferential details	Reading	<b>C</b>
4	Fixed response	Factual details	Reading	<b>C</b>
5	Fixed response	Inferential details	Reading	<b>C</b>
6	Limited response	Factual details	Reading, Writing	<b>Plan</b>
7	Limited response	Factual details	Reading, Writing	<b>Choose / Decide</b>

**2. VOCABULARY SYLLABUS**

Unit 1	Words for objects
Unit 2	Words for types of film
Unit 3	Words for geographical features
Unit 4	Words for star signs
Unit 5	Words for places
Unit 6	Words for job
Unit 7	Words for music
Unit 8	Words for catastrophes
Unit 9	Words for computers
Unit 10	Words for holidays
Unit 11	Words for the environment
Unit 12	Words for physical appearance
Source	
Name of the book	: <i>MORE! 3 Student's Book</i>
Level	: Intermediate
Author	: Herbert Puchta & Jeff Stranks, et. al.
Year	: -
Medium of instruction	: English
Publication	: CUP

**TABLE OF SPECIFICATIONS**

NO	ITEM TYPE	SUB-ELEMENTS	MODALITY	ANSWER KEY
1	Fixed response	Word meaning recognition in isolation	Reading	<b>A</b>
2	Fixed response	Word meaning recognition in isolation	Reading	<b>C</b>
3	Fixed response	Word meaning in context	Reading	<b>B</b>
4	Fixed response	Synonym	Reading	<b>C</b>

5	Fixed response	Word meaning in context	Reading	A
6	Fixed response	Analogy, word relationship	Reading	B
7	Fixed response	Analogy, word relationship	Reading	A
8	Limited response	Word production in context	Reading, Writing	watched / heard
9	Limited response	Word production in context	Reading, Writing	interesting / entertaining / good
10	Limited response	Word production in context	Reading, Writing	Tell

3. **GRAMMAR**  
**SYLLABUS**  
**English Class 10 CBSE Syllabus**

Sub-elements	Example
1. Present Continuous Tense	We are planning to go out for a picnic tomorrow
2. Present Perfect Tense	India has made tremendous progress in the few decades
3. Present Perfect VS Simple Past	She won the Student of the Year last year (past tense) She has gone to USA (present perfect)
4. Simple Past VS Past Perfect	He went to the shop yesterday (past tense) He had gone to the shop (past perfect)
5. Future time reference	I'll have left by the time you get here
6. Active and Passive	He eats a banana A banana is eaten by John
7. Avoiding Repetition	I'm not going to the party but Mandy is going there. I don't like action movies but Andy does.
8. Comparisons	Beck is better in speaking than in writing Raju is the smartest student in my class
9. Subject Verb Agreement	Banu goes to school Banu and Bani go to school
10. Conditionals	If I find the book, I will return it to you
11. Connectors	The EFLU is a good university. Moreover, it has supportive environment for study.
12. Modals-Expressing Attitude	May I help you? (offering a help)
13. Nominalization	Decide → decision Observe → observation
14. Non-Finites	Toni went to market <b>to buy</b> a bag yesterday.
15. Prepositions	They are very fond <b>of</b> tennis.
16. Relatives	Amnesia is a disease <b>which</b> causes loss of memory.
17. Reported Speech	The tourist said to the manager that the hotel was hot and noisy.
<b>Source:</b>	
Name of the book	: <i>First Flight</i>
Class	: X
Author	: NCERT
Year	: 2012
Medium of instruction	: English
Publication	: NCERT

**TABLE OF SPECIFICATIONS**

NO	ITEM TYPE	SUB-ELEMENTS	MODALITY	ANSWER KEY
1	Fixed response	Present perfect vs Simple past	Reading	A
2	Fixed response	Active and Passive	Reading	B
3	Fixed response	Past continues tense	Reading	B
4	Fixed response	Relative	Reading	B
5	Fixed response	Present perfect	Reading	A
6	Fixed response	Conditionals	Reading	B
7	Fixed response	Reported speech	Reading	D
8	Limited response	Prepositions	Reading, Writing	At
9	Limited response	Non-finites	Reading, Writing	To
10	Limited response	Relative	Reading, Writing	Who/that

4. **WRITING**

NO	ITEM TYPE	SUB-SKILLS	MODALITY	ANSWER KEY
1	Fixed response	Connecting ideas	Reading	B
2	Fixed response	Connecting ideas	Reading	C
3	Fixed response	Connecting ideas	Reading	A
4	Fixed response	Connecting ideas	Reading	C
5	Fixed response	Connecting ideas	Reading	B
6	Fixed response	Connecting ideas	Reading	A

Evaluation criteria : *Picture Description* (Holistic scale)  
 Total : 10 marks

CONTENT (4)	<ul style="list-style-type: none"> <li>- Does the description have answered all the questions (e.g. <i>who are they? What are the possible relationships between all of them? What are they doing? How do they behave?</i>) ?</li> <li>- Is the description clear and understandable?</li> <li>- Is the text length around 150 words?</li> </ul>
LANGUAGE (3)	<ul style="list-style-type: none"> <li>- Does the description have words and phrases that convey language functions of describing pictures?</li> <li>- Does the description use structures or grammar accurately?</li> </ul>
ORGANIZATION (3)	<ul style="list-style-type: none"> <li>- Does the description begin with general description of the picture in general, such as number of people in the picture, followed by the possible relationship they may have, then continued by the situations which are more specific?</li> <li>- Is the description written in sequence?</li> </ul>

**Appendix 1.**

**PERCENTAGE ANALYSIS OF THE PERFORMANCE SECTION-WISE**

Section	Skills or Elements	Percentage Accuracy	Total
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I	Reading 1	71%	63%
	Reading 2	54%	
II	Vocabulary	63%	
III	Grammar	57%	
IV	Writing 1	77%	59%
	Writing 2	53%	
	Writing 3	53%	