

English Proficiency Tests

Test	Format	Time	Results
TOEFL	Computer based, at test centers or home	2 hours	4-8 days
IELTS	Computer or paper, primarily at test centers	2 hours 45 min	2 weeks
PTE	Computer based, at test centers only	2 hours	48 hours
Duolingo	Computer based, at home	1 hour	48 hours
Cambridge	Computer or paper, at test centers only	4 hours	2-3 weeks (computer based test)
ITEP	Computer based, at home	90 min	24 hours

Testing Language Proficiency

**United States. Department of the
Army**



Testing Language Proficiency:

Testing Language Proficiency Randall L. Jones, Bernard Spolsky, 1975-07 *Reviews of English Language Proficiency Tests* J. Charles Alderson, Karl J. Krahnke, Charles W. Stansfield, 1987 This guide contains descriptive and evaluative information on 47 major commercially available English as a Second Language ESL tests in current use around the world For each test the following information is provided complete title acronym publication date targeted audience intended purpose scoring method administration type group or individual test length test components costs author s publisher including complete address and telephone number a review which includes a description of the test and discussion of its reliability validity and related issues and test and reviewer s references An introductory section offers guidance on the use of the reviews uses and misuses of testing and purposes of testing placement measuring achievement diagnosis measuring proficiency In addition two sections provide an introduction to ESL proficiency testing in North America and an overview of ESL testing in Britain MSE [English Language Proficiency Testing in Asia](#) Lily I-Wen Su, Cyril J. Weir, Jessica R. W. Wu, 2019-11-19 As the demand for English language education grows in Asia there has been a parallel growth in the development and implementation of standardized tests at the local level Offering much needed context on locally produced tests in Asia contributors examine emerging models for English language assessment and the impact these large scale tests have on the teaching and learning of English Chapters address the following well known and developing high stakes tests in different regions across Asia the GEPT the TEPS the VSTEP the CET the EIKEN and TEAP and the ELPA Brought together by world renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center LTTC one of Asia s leading testing institutions based in Taiwan this volume is a useful reference for evaluating developing and validating local tests of English and their societal impact Comprehensive and research based chapters cover historic backgrounds sociocultural contexts test quality international standing and future considerations Ideal for graduate students researchers and scholars in language assessment TESOL TEFL and applied linguistics this book will also be of interest to language teaching professionals language test developers and graduate students in Asian studies and international education intercultural communication and intercultural studies **Diagnosing Foreign Language Proficiency** J. Charles Alderson, 2006-11-01 This book addresses the need for tests that can diagnose the strengths and weaknesses in learners developing foreign language proficiency It presents the rationale for and research surrounding the development of DIALANG a suite of internet delivered diagnostic foreign language tests funded by the European Commission The word diagnosis is common in discussions in language education and applied linguistics but very few truly diagnostic tests exist However the diagnosis of foreign language proficiency is central to helping learners make progress This volume explores the nature of diagnostic testing emphasizing the need for a better understanding of the nature of appropriate diagnosis The book starts with a debate about how diagnostic testing might most appropriately be developed Charles Alderson argues that the field has

neglected to construct diagnostic tests partly because other forms of testing have dominated the field Alderson examines how proficiency has been diagnosed in the key areas of language reading listening writing grammar and vocabulary The value of self assessment is discussed and exemplified as a key component in developing learners and teachers awareness of the complexity of language learning The book ends with a consideration of and recommendations for future developments in the diagnosis of foreign language proficiency *Testing Academic Language Proficiency* Marco Mezzadri,2018-01-23 This book focuses on the development of the process of teaching and assessing foreign language competence for study purposes in a pluricultural and plurilingual context It addresses not only the individual who is learning the language for academic purposes LAP but also other stakeholders like teachers schools and universities and external boards such as examination boards for language testing The book highlights an ongoing research project at the University of Parma Italy aimed at developing teaching programs and evaluative tools for language for academic purposes Starting from a reflection upon the nature of language for study purposes stemming from the tradition of English for Academic Purposes it describes the model of an LAP test implemented in Italian secondary schools and universities and shows the findings concerning the performance in the test of both students whose mother tongue is Indo European and those who speak non Indo European languages

Development and Evaluation of Prototype Army Language Proficiency Tests United States. Adjutant-General's Office,1957 **English Language Proficiency Assessments for Young Learners** Mikyung Kim Wolf,Yuko Goto Butler,2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment Language Testing Reconsidered Janna Fox,Mari Wesche,Doreen Bayliss,Liyong Cheng,Carolyn E. Turner,Christine Doe,2007-06-01 Language Testing Reconsidered provides a critical update on major issues that have engaged the field of language testing since its inception Anyone who is working in studying or teaching language testing should have a copy of this book The information discussions and reflections offered within the volume address major developments within the field over the past decades enlivened by current takes on these issues The real value of this collection however lies in its consideration of the past as a means of defining the future agenda of language testing

Published in English *Challenges in Language Testing Around the World* Betty Lanteigne, Christine Coombe, James Dean Brown, 2021-02-17 This book combines insights from language assessment literacy and critical language testing through critical analyses and research about challenges in language assessment around the world It investigates problematic practices in language testing which are relevant to language test users such as language program directors testing centers and language teachers as well as teachers in training in Graduate Diploma and Master of Arts in Applied Linguistics programs These issues involve aspects of language testing such as test development test administration scoring and interpretation use of test results Chapters in this volume discuss insights about language testing policy testing world languages developing program level language tests and tests of specific language skills and language assessment literacy In addition this book identifies two needs in language testing for further examination the need for collaboration between language test developers language test users and language users and the need to base language tests on real world language use *Guidelines for the Selection, Adaptation and Development of Language Proficiency Tests* Topou Pulu, 1980 *Issues in Language Testing* J. Charles Alderson, Arthur Hughes, 1981 A symposium focusing on problems in the assessment of foreign or second language learning brought seven applied linguists together to discuss three areas of debate communicative language testing testing of English for specific purposes and general language proficiency assessment In each of these areas the participants reviewed selected papers on the topic reacted to them on paper and discussed them as a group The collected papers reactions and discussion reports on communicative language testing include the following Communicative Language Testing Revolution or Evolution Keith Morrow and responses by Cyril J Weir Alan Moller and J Charles Alderson The next section on testing of English for specific purposes includes Specifications for an English Language Testing Service Brendan J Carroll and responses by Caroline M Clapham Clive Cripser and Ian Seaton The final section on general language proficiency includes Basic Concerns in Test Validation Adrian S Palmer and Lyle F Bachman and Why Are We Interested in General Language Proficiency Helmut J Vollmer reactions of Arthur Hughes and Alan Davies and the subsequent response of Helmut J Vollmer MSE **Index of Personnel Tests and Measures** United States. Department of the Army, 1976 **A Principled Approach to Language Assessment** National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Committee on Foreign Language Assessment for the U.S. Foreign Service Institute, 2020-08-19 The United States is formally represented around the world by approximately 14 000 Foreign Service officers and other personnel in the U S Department of State Roughly one third of them are required to be proficient in the local languages of the countries to which they are posted To achieve this language proficiency for its staff the State Department s Foreign Service Institute FSI provides intensive language instruction and assesses the proficiency of personnel before they are posted to a foreign country The requirement for language proficiency is established in law and is incorporated in personnel decisions related to job placement promotion retention and pay A Principled Approach to

Language Assessment Considerations for the U S Foreign Service Institute evaluates the different approaches that exist to assess foreign language proficiency that FSI could potentially use This report considers the key assessment approaches in the research literature that are appropriate for language testing including but not limited to assessments that use task based or performance based approaches adaptive online test administration and portfolios

Meaningful Language Test Scores Spiros Papageorgiou, Venessa F. Manna, 2023-06-15 Research on how stakeholders interpret language test scores and how they make decisions about language proficiency is critical because score based decisions can be extremely consequential for test takers score users such as educational institutions and employers and the society overall This edited volume is intended as a primary resource for language assessment researchers developers and policy makers interested in efficiently communicating score information related to language proficiency Its nine chapters report on complicated often behind the scenes research efforts to enhance the interpretation of English language test scores developed by ETS by employing diverse methodologies such as vertical linking score mapping standard setting scale anchoring and score concordance In a post pandemic era full of challenges and change in the field of language assessment this volume highlights the ethical responsibility of test providers to engage in sometimes challenging research and development efforts to better serve score users

Second Language Proficiency Assessment Pardee Lowe, Charles W. Stansfield, 1988

Language Testing And Evaluation: An Introductory Course Desmond Michael Allison, 1999-06-01 The book brings together two related fields language testing and language programme evaluation in a way that no single introductory text has done and seeks to encourage closer relations between the two in both academic curricula and professional practice It introduces readers not just to basic concepts but to some of the major social educational and research concerns and activities that characterise language testing and evaluation The book can serve either as a basic text for a taught course or as independent reading in self study mode All chapters include suggestions for further reading and discussions frequently point towards possible explorations in classroom research and practice A glossary of key concepts and a select annotated bibliography are provided

Handbook of Response to Intervention Shane R. Jimerson, Matthew K. Burns, Amanda VanDerHeyden, 2007-08-14 Until now practitioners have had access to few detailed descriptions of RTI methods and the effective role they can play in special education The Handbook of Response to Intervention fills this critical information gap In this comprehensive volume more than 90 expert scholars and practitioners provide a guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills

Language Proficiency Testing for Chinese as a Foreign Language Florian Meyer, 2014 How did the old Hanyu Shuiping Kaoshi HSK assess the Chinese proficiency of non native speakers of Chinese 30 years of research have been synthesized into an argument based approach for validity for the HSK finally yielding into an argument about the validity of the most widespread language proficiency test for Chinese as a foreign language

Special Regulations United States. Department of the Army, 1954 *Defense*

Language Proficiency Test Defense Language Institute (U.S.). Foreign Language Center, 1991

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