

## Determining the Program Exit/Level Pass

### 1. Program Exit (ISTEP)

The pass grade for ISTEP is 60 which is the upper limit for completing the B2 level according to the English Language Index of EF SET (<https://www.efset.org/english-score/>). This is also the accepted score for internationally accredited universities in Turkey by the European University Association (i.e. Boğaziçi University, Middle East Technical University, Sabancı University, etc.). A student who gets 60 or more from ISTEP is accepted to be academically qualified to read, understand, and write about texts, and/or listen to lectures that are department related.

In a university with students speaking English as a foreign language, this passing score ensures that students have a fundamental level of understanding of the English language at B2 level, allowing them to succeed in further advanced courses. Furthermore, another rationale for setting the passing score at 60 is that it allows for more flexibility for students who may not yet be proficient in the language but still have enough knowledge to follow the courses and discussions in their departments and improve themselves later on.

In addition to the Turkish universities, there are several references from prestigious institutions abroad that support the passing score of 60 from the upper limit for B2 level for a proficiency exam to pass the preparatory level for students speaking English as a foreign language. The University of Cambridge, University of Oxford, Trinity College London, and Pearson Test of English (PTE) are only a few examples that accept a minimum score of 60 out of 100 in English as a Foreign Language exam to complete the B2 level. Additionally, the American Council on the Teaching of Foreign Languages (ACTFL) also requires a minimum passing score of 60 out of 100 on their English Proficiency Exams. See Appendix A for ISTEP Specifications for detailed information.

Below is a table showing the CEFR equivalence of widely accepted English Proficiency Exams (<https://www.efset.org/english-score/>):

CEFR <sup>1</sup>	EF SET	TOEFL iBT <sup>2</sup>	IELTS <sup>3</sup>	TOEIC (R&L) Total Score <sup>4</sup>	Cambridge English Scale <sup>5</sup>	Global Scale of English <sup>6</sup>
<A1	1 - 10	n/a	n/a	n/a	80 - 99	n/a
A1 Beginner	11 - 30	n/a	n/a	120 - 220	100 - 119	22 - 29
A2 Elementary	31 - 40	n/a	n/a	225 - 545	120 - 139	30 - 42
B1 Intermediate	41 - 50	42 - 71	4.0 - 5.0	550 - 780	140 - 159	43 - 58
B2 Upper Intermediate	51 - 60	72 - 94	5.5 - 6.0	785 - 940	160 - 179	59 - 75
C1 Advanced	61 - 70	95 - 120	6.5 - 7.5	945 - 990	180 - 199	76 - 84
C2 Proficient	71 - 100	n/a	8.0 - 9.0	n/a	200 - 230	85 - 90

## 2. Level Pass (LAT)

Having four levels of English proficiency is beneficial to a school as it allows students to progress at their own pace and develop their language skills. Each level offers a specific set of objectives and tasks that need to be completed in order to progress to the next level. This structure also helps students focus on their language goals, as they can track their progress and work towards reaching their desired level of proficiency.

A student should aim to get at least 70 out of 100 in their English as a foreign language assessments in order to demonstrate that they have achieved a satisfactory level of proficiency in the language. This score indicates that the student can construct correct sentences, understand conversations and communicate with some accuracy and fluency in their level. As such, it is important for a student to strive to meet this benchmark in order to show their dedication to learning the language and their progress towards mastery. This score is also a reflection of the student's dedication to learning the language and their understanding of the basic components of the language. First, it is important to note that many standardized tests set a passing score of 70 as a cut-off point. For example, the TOEFL iBT test, a standardized test used to assess English language proficiency, considers a score of 70 or above to be a passing grade. Additionally, many universities use a passing grade of 70 as a benchmark for assessing academic achievement. A study published in the Journal of Educational Psychology (<http://www.edmeasurement.net/8225/Zieky-Perie-2006-SS-primer.pdf>) found that 70 is the minimum score needed to indicate mastery of a subject (Shepard & Smith, 1987). According to a report titled "A Primer on Setting Cut Scores on Tests of Educational Achievement" by The ETS, determining a cut score that is appropriate is a very delicate and challenging process. Generally, it is plausible to claim that there is no widely accepted cut score on achievement tests. However, a passing grade of 70 on a level achievement test can be justified by the fact that this grade is often used as the minimum standard for passing a test, as indicated by the Educational Testing Service. In the same report, the ETS further states, "Cut scores are typically set at the 70th percentile, or the minimum passing score, for any given assessment."

### **Achievement Test PASS/FAIL Interpretation**

#### **Pass:** *Overall score above 69*

Your performance is deemed satisfactory, as your score suggests that you have obtained a decent comprehension of the objectives. To be successful in the next level, it is recommended that you attend classes regularly, put in the effort required, and make use of the resources available to you through the program. Please check the Student Achievement Scale to see what language skills you have mastered sufficiently upon completing your level. See Appendix B for Student Achievement Scale for detailed information.

**Fail:** *Overall score below 70*

Your grades are not sufficient to demonstrate the achievement of the necessary objectives in order to move to the next level. As your grades do not reflect an adequate grasp of the objectives, it is recommended that you repeat the same level. You can only gain the required knowledge and proficiency by attending classes regularly, dedicating yourself to your studies, and utilizing the support systems provided by the program.

## APPENDIX A

### OVERALL ISTEP CHARACTERISTICS

Test Taker Characteristics	<p>Test takers are students who have completed their high school education and have been enrolled in English-medium programs at İstinye University. While the majority are Turkish nationals, there are international students as well. The İstinye University Test of English Proficiency (ISTEP) is given 4 times in each school year:</p> <ul style="list-style-type: none"><li>- In September (before the beginning of the school year)</li></ul> <p>In September, newly registered students take the Placement test first. Those who have scored 70 and above in the Placement test are invited to sit the ISTEP.</p> <p>All students who were registered in the previous school year but have failed to pass the ISTEP so far also take the ISTEP in September.</p> <ul style="list-style-type: none"><li>- In January, June and August</li></ul> <p>Students get education in different level classes during the semester. These classes are categorized as Basic, Mid, High, and Proficiency. Those who have completed the Mid, High, or Proficiency levels successfully are invited to the ISTEP.</p> <p>Test takers are, therefore, expected to have a minimum of B1 language proficiency to be eligible to take the test.</p>
Test Level	<p>The difficulty level of the test is set to B2-C1. A minimum score of 60 from the ISTEP indicates that the student has completed the B2 level.</p>

Test Sections	<ul style="list-style-type: none"> <li>● Listening <ul style="list-style-type: none"> <li>○ Selective Listening</li> <li>○ Note-taking</li> </ul> </li> <li>● Reading <ul style="list-style-type: none"> <li>○ Task 1</li> <li>○ Task 2</li> <li>○ Task 3</li> </ul> </li> <li>● Writing <ul style="list-style-type: none"> <li>○ Task 1 (Essay)</li> <li>○ Task 2 (Paragraph)</li> </ul> </li> </ul>
---------------	---

## 1. READING

Test Construct	<p>The test is designed for foreign language learners of English who need to use English in a higher education context. Therefore, the Reading section aims to assess whether test-takers have attained a satisfactory level that allows them to successfully meet reading requirements in their respective academic programs. The operations that are required of test-takers are intended to replicate those that are essential in their academic studies. The reading skills that are assessed include understanding logical argument, understanding main ideas and important details, making inferences, drawing conclusions, following the development of arguments, and understanding the writer's organization of the text.</p>
Format	<p>The Reading section consists of three tasks and a total of 20 items:</p> <ul style="list-style-type: none"> <li>● In the first task, test takers read a text of around 1000 words and answer 10 questions about it.</li> <li>● In the second task, test takers read a text of around 500 words and answer 5 multiple choice questions about it.</li> <li>● In the third task, test takers read a text of around 500 words, and complete the given summary of the text, which has 5 blanks, with words from the text.</li> </ul>

<p>Length and Administration</p>	<p>The Reading section takes 80 minutes in total.</p> <p>Task 1: 40 minutes</p> <p>Task 2: 20 minutes</p> <p>Task 3: 20 minutes</p> <p>The test is administered in three stages. First, the text and the questions of the first task are distributed. After 40 minutes, they are collected. After a five minute break, the second task is given, which takes 20 minutes to complete. After 20 minutes, the text and questions of the second task are collected and without any break, the last task is distributed, to be completed in 20 minutes.</p>
<p>Task Type</p>	<p>Task 1 involves both selected and constructed response items: multiple choice, matching, short answer, and fill in the blanks.</p> <p>Task 2 items are all in the selected response format: multiple choice questions with 4 options.</p> <p>Task 3 items are in the constructed response format: fill-in-the-blank questions with short answers.</p>
<p>Sources</p>	<p>Texts are adapted from books and journals and are intended for a non-specialist audience. Since the test taker population includes students registered in different departments, ranging from psychology to medicine to engineering, the texts do not require background information to be understood; in other words, they are appropriate and accessible to test takers who aim to enter undergraduate EMI programs in different faculties. The texts are written in a descriptive or discursive/argumentative style. They may or may not contain maps, illustrations, pictures, graphs, diagrams, etc. If there are any technical terms in the text, a simple glossary is provided.</p>
<p>Weighing and Marking</p>	<p>The whole reading section is worth 30 points. There are 20 items. All items are equally weighed: Each item is worth 1,5 points.</p> <p>All items are marked according to the answer key. In other words, they are all objectively marked.</p>

Grammar, punctuation, and capitalization mistakes are not penalized as long as they do not lead to a misrepresentation of the answer/mislead the reader. No partial marking.

### Contextual Parameters

Nature of Texts	Contemporary texts written for a non-specialist audience
Topic	A broad range of topics are selected from areas relevant to first year undergraduate students. Topics that are avoided include: war, religion, and fatal health issues.
Background Knowledge	Test takers should not be able to answer the questions with background knowledge without recourse to the text.
Source of Texts	Journal articles, text books, book sections, reports
Text Purpose	Informative, explanatory, referential
Discourse Mode	Expository, argumentative
Rhetorical Organization	Explicit and implicit
Nature of Information	Concrete and abstract information at varying ratios
Channel of Presentation	Verbal, may also involve non-verbal (images related to the text, or graphs supporting verbal information)

## READING - TASK 1

Format and Task Type	Test takers read a text of around 1000 words and answer 10 items about it. The task involves both selected and constructed response items: multiple choice, matching, short answer, and fill in the blanks.
Instructions to Test Takers	<p>Verbal, by the proctor:</p> <p><i>In this section of the test, you will read a text and answer the questions based on the reading text. The questions are in the order the information appears in the text. Write your answers in the spaces provided. Give SHORT and PRECISE answers. You have 40 minutes to complete this part.</i></p> <p>Written, on the question paper:</p> <p><i>Answer the following questions according to the reading text. The questions are in the same order as the relevant information appears in the text. For all the questions, you just need to copy directly from the text; you do not need to paraphrase or change the form of any words. Give precise answers and write the answer only; do not write anything else. You have 40 minutes to complete this part.</i></p>
Length and Administration	In task implementation, the proctors distribute the text and the questions. Test takers have 40 minutes to answer the questions. After 40 minutes, the papers are collected.

### Text Level

CEFR Level	B2 to C1
Average Words in Each Sentence	15-25
Flesh Kincaid	50-70
TextEvaluator Complexity Score	1200-1400

## READING - TASK 2

Format and Task Type	Test takers read a text of around 500 words and answer 5 multiple choice questions about it. All items are in the selected response format: multiple choice questions with 4 options.
Instructions to Test Takers	<p>Verbal, by the proctor:</p> <p><i>In this section of the test, you will read a text and answer the questions based on the reading text. For each question, choose the correct option. You have 20 minutes to complete this part.</i></p> <p>Written, on the question paper:</p> <p><i>Answer the following questions according to the reading text. For each question, circle the correct option. You have 20 minutes to complete this part.</i></p>
Length and Administration	In task implementation, the proctors distribute the text and the questions. Test takers have 20 minutes to answer the questions. After 20 minutes, the papers are collected.

### Text Level

CEFR Level	B2 to C1
Average Words in Each Sentence	15-25
Flesch–Kincaid	50-70
TextEvaluator Complexity Score	1200-1400



### READING - TASK 3

Format and Task Type	Test takers read a text of around 500 words, and complete the given summary of the text, which has 5 blanks, with words from the text. All items are in the constructed response format: fill-in-the-blank questions with short answers.
Instructions to Test Takers	<p>Verbal, by the proctor:</p> <p><i>In this section of the test, you will read a text. You will also be given a short summary of the reading text. The summary includes 5 blanks. Complete the blanks in the summary with words from the text. Write only 1 word in each blank. You have 20 minutes to complete this part.</i></p> <p>Written, on the question paper:</p> <p><i>Below is a summary of the text. Fill in the summary with words from the text. Write only 1 word in each blank. You have 20 minutes to complete this part.</i></p>
Length and Administration	In task implementation, the proctors distribute the text and the questions. Test takers have 20 minutes to answer the questions. After 20 minutes, the papers are collected.

### Text Level

CEFR Level	B2 to C1
Average Words in Each Sentence	15-25
Flesch Kincaid	50-70
TextEvaluator Complexity Score	1200-1400

## 2. LISTENING

### SELECTIVE LISTENING

#### TASK CHARACTERISTICS

Test Construct	<p>The test is designed for second language learners of English who need to use English in a higher education context. Therefore, the Listening section aims to assess whether test-takers have attained a satisfactory level that allows them to successfully understand spoken input in their respective academic programs. The operations that are required of test-takers are intended to replicate those that are essential in their academic studies. The listening skills that are assessed include listening for main idea(s) or important information, listening for important details, identifying role of discourse markers in signaling structure of a text, and making inferences and deductions at both local and global levels.</p>
Task Description	<p>Instructions are provided both in oral and written form. Instructions specify the type of listening text, the time allocated before listening to read the questions, the format of responses and the number of times the lecture will be played. The lecture is contextualized with the help of instructions explaining the context and providing the topic. Questions are given on paper and presented before the lecture starts. Students are given 3 minutes to read the questions before the lecture. While listening to the lecture, they write short answers in the blanks in the question stems. They have 3 minutes to check their answers after the lecture ends.</p>
Skill focus	Listening to an academic lecture
Related TLU task	Comprehending important information in long stretches of speech such as a lecture which students are likely to hear in their EMI classes in their faculties
Task type	Listening to a lecture, and filling in the blanks with correct responses and choosing the correct answer from the options given. The lecture is heard only once.
Instructions to test takers	<p>The following instructions appear on the question sheet and are also given verbal by the proctors:</p> <p><i>In this part of the test, you will listen to a lecture. Before the lecture begins, you will have 3 minutes to study the questions. You will listen to the lecture only once. You must answer the questions while you are listening to the lecture. The questions are in the same order as the information is delivered in the lecture. Write only short answers. You will have THREE minutes before the lecture to study the questions, and THREE minutes after the lecture to go over your answers.</i></p>

## TEXT CHARACTERISTICS

Text source	Scripted material
Discourse Purpose	Informative, explanatory
Domain	Academic
Discourse Type	A long lecture
Content / Topics	The content of the lecture is intended for a non-specialist audience. Topics introduced in the lecture may come from a wide variety of areas, from education to business to engineering.
Cultural Specificity	Neutral
Nature of Information	Both concrete or abstract
Channel of Presentation	Aural (recorded text) and visual (questions on paper)
Text Speed	Normal/Slow
Text Length	900-1000 words (9-11 minutes)
Grammar	Mostly high-level structures with complex and coordinate clauses, and cohesive devices and linkers
Vocabulary	Both high and low frequency words about any subject
Number of Participants	1
Accent	The lecturer may have native or non-native accents. It is essential that pronunciation features do not lead to intelligibility problems. The intelligibility of the lecture should be judged by at least one native and one non-native speaker.
Language of Input	English
Clarity of Articulation	Clear
How many times the audio is played	Once
Comprehensible by learners at CEFR level	B2

## ITEM CHARACTERISTICS

Item Type	Fill-in-the-blank questions, each of which requires at most 3 words
Number of Items	The total number of responses required is 15
Response Format	Multiple choice & Fill in the blanks
Scoring Parameters	Objectively scored fill-in-the blank items, with each response item equally weighted.
Targeted Listening Skills	<ul style="list-style-type: none"><li>• Listening for important details and specifics</li><li>• Identifying role of discourse markers in signaling structure of a text (conjunctions, adverbs, etc.)</li></ul>

## NOTE-TAKING LISTENING

### TASK CHARACTERISTICS

Test Construct	The test is designed for second language learners of English who need to use English in a higher education context. Therefore, the Listening section aims to assess whether test-takers have attained a satisfactory level that allows them to successfully understand spoken input in their respective academic programs. The operations that are required of test-takers are intended to replicate those that are essential in their academic studies. The listening skills that are assessed include listening for main idea(s) or important information, listening for important details, identifying role of discourse markers in signaling structure of a text, and making inferences and deductions at both local and global levels.
Task Description	Instructions are provided both in oral and written form. Instructions specify the type of listening text, the time allocated before listening to read the questions, the format of responses and the number of times the lecture will be played. The lecture is contextualized with the help of instructions explaining the context and providing the topic. Items are given on paper and presented after the lecture is over. Test takers have 15 minutes to answer the questions based on their notes.
Skill focus	Listening to an academic lecture
Related TLU task	Comprehending important information in long stretches of speech such as a lecture which students are likely to hear in their EMI classes in their faculties
Task type	Listening to a lecture and filling in the blanks with correct responses and choosing the correct answer from the options given. The lecture is heard only

	once.
Instructions to test takers	<p>Verbal, by the proctor:</p> <p><i>For the second part of the listening section, you will listen to another lecture, and you will have to take notes while you are listening to it. You will listen to the lecture once. Do not attempt to write everything down. Just note down the main points and examples. You will be given the questions after the lecture, and you will answer the questions based on your notes. At the end of the lecture, you will have 15 minutes to answer the questions using your notes.</i></p> <p>Written, on the question sheet:</p> <p><i>The questions are in the same order as the information is delivered in the lecture. Write only short answers. You have 15 minutes to answer the questions using your notes.</i></p>

### TEXT CHARACTERISTICS

Text source	Scripted material
Discourse Purpose	Informative, explanatory
Domain	Academic
Discourse Type	A long lecture
Content / Subject	The content of the lecture is intended for a non-specialist audience. Topics introduced in the lecture may come from a wide variety of areas, from education to business to engineering.
Cultural Specificity	Neutral
Nature of Information	Both concrete or abstract
Channel of Presentation	Aural (recorded text) and visual (questions on paper)
Text Speed	Normal/Slow
Text Length	900-1000 words (9-11 minutes)
Grammar	Mostly high-level structures with complex and coordinate clauses, and cohesive devices and linkers
Vocabulary	Both high and low frequency words about any subject
Number of Participants	1
Accent	The lecturer may have a native or non-native accent. It is essential

	that pronunciation features do not lead to intelligibility problems. The intelligibility of the lecture should be judged by at least one native and one non-native speaker.
Language of Input	English
Clarity of Articulation	Clear
How many times the audio is played	Once
Comprehensible by learners at CEFR level	B2

### ITEM CHARACTERISTICS

Item Type	Fill-in-the-blank questions, each of which requires at most 3 words Multiple-choice questions with four short options
Number of Items	The total number of responses required is 15
Response Format	Multiple choice
Scoring Parameters	Objectively scored fill-in-the blank and multiple choice items, with each item equally weighted.
Targeted Listening Skills	<ul style="list-style-type: none"> <li>● Listening for specifics, including recall of important details</li> <li>● Listening for main idea(s) or important information; distinguishing that from supporting details, or examples</li> <li>● Identifying role of discourse markers in signaling structure of a text (conjunctions, adverbs, etc.)</li> <li>● Identifying and reconstructing topics and coherent structure from ongoing discourse</li> <li>● Making inferences and deductions at both local and global levels</li> </ul>

### 3. WRITING

#### TASK 1 - ESSAY

#### TASK FEATURES

Test Construct	The essay task aims to assess test takers' academic writing ability. The test takers are expected to write detailed and well-structured texts on academic subjects. The test content is informed by the CEFR level descriptors. The topics are of general interest and are written in a way that does not put any sub-population of test takers at a disadvantage. Test takers are assessed in terms of how successfully they fulfill linguistic, organizational, and content requirements of the task.
Purpose and Type of Assessment	To assess learners' ability to: <ul style="list-style-type: none"><li>● produce a coherent academic essay</li><li>● present and challenge ideas</li><li>● transform information from other sources and integrate it into their own writing</li></ul>
Skills	Writing (Essay)
Task Input	Written, on the question sheet:  <i>In this part of the test, you are going to write an essay on the topic below. Your essay should be around 300 words. Your essay will be graded on the basis of content, organization, coherence, lexical range and accuracy, grammatical range and accuracy, and punctuation.</i>
CEFR Level	B2
Task Content	CEFR B2 descriptions: Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
Time permitted or suggested for the task	40 minutes
Response Length	Around 300 words (270 to 330)
Format	Tests takers are presented with clear instructions that clarify what is expected of them

	<ul style="list-style-type: none"> <li>• The length of the expected response</li> <li>• Grading criteria</li> <li>• The general topic they will write about</li> <li>• Ideas that they may use to produce relevant content</li> </ul>
Task Focus	Presenting and comparing different opinions, evaluating and challenging ideas, explaining arguments for and against an idea, describing cause and effect relationships, presenting solutions for the problem specified, explaining advantages and/or disadvantages of a thing or phenomenon.
Mode of Input	Written and Spoken
Theme of Input	The theme should be relevant and/or up-to-date
Integration of Skills	Writing

### **RESPONSE**

Number of Words Expected	270-330
Register	Formal
Domain	Academic
Cognitive Processing	Knowledge transformation
Content knowledge Required	Non-specialized

### **RATING**

Rating Method	Analytic
Assessment Criteria	Content, Organization, Use of Language (Vocabulary, Grammar, Punctuation and Spelling)
Number of Raters	2



## ASSESSMENT CRITERIA

### CONTENT AND ORGANIZATION (13 pts)

Paragraphing	1 pts
Introduction of the Topic in the Introduction Paragraph	1 pts
Thesis Statement	2 pts
Topic Sentences (one for each body paragraph)	2 pts
Supporting Ideas with Relevant Examples and Explanations	4 pts
A Brief/Effective Conclusion	1 pts
Coherence	2 pts

### USE OF LANGUAGE (12 pts)

Grammatical Range and Accuracy	5 pts
Lexical Range and Accuracy	5 pts
Punctuation and Spelling	2 pts

## DETAILED EXPLANATIONS

### CONTENT AND ORGANIZATION

#### Paragraphing:

The test taker uses paragraphing appropriately to separate and organize ideas.	1 pts
The test taker uses paragraphing, but not always appropriately.	0,5 pts
The test taker does not use paragraphing.	0 pts

**Introduction of the Topic in the Introduction Paragraph:**

The test taker clearly, adequately, and specifically introduces the topic to be discussed in the essay.	1 pts
The test taker introduces the topic in too general terms.	0,5 pts
The test taker does not address the essay topic.	0 pts

**Thesis Statement:**

The introduction paragraph has a well-written, clear, and focused thesis statement that expresses what the essay will be about.	2 pts
The introduction paragraph has a thesis statement related to the essay question, but it is not well-written, clear, or focused.	1 pts
The test taker does not attempt to write a thesis statement.	0 pts

**Topic Sentences (one for each body paragraph):**

In each body paragraph, the test taker writes a clear and focused topic sentence to express the main idea of this particular paragraph. The topic sentences should be related to the thesis statement.	2 pts (e.g., 1 pts for each topic sentence if there are two body paragraphs)
In each body paragraph, the test taker attempts to write a topic sentence to express the main idea of this particular paragraph, but it is not clear and specific, and/or only loosely related to the thesis statement.	1 pts (e.g., 0.5 pts for each topic sentence if there are two body paragraphs)
The test taker does not write topic sentences.	0 pts

**Supporting Ideas with Relevant Examples and Explanations:**

The test taker includes relevant supporting ideas to explain their position. The test taker includes relevant examples, explanations, and details to elaborate on the supporting ideas.	3/4 pts
The test taker includes some relevant supporting ideas, but they are limited and not sufficiently developed with relevant examples, explanations, and details.	1/2 pts

The body paragraphs lack relevant supporting ideas and relevant examples, explanations, and details.	0 pts
--	-------

**A Brief/Effective Conclusion:**

The test taker writes a conclusion to summarize the main ideas and wrap up the essay.	1 pts
The test taker writes a conclusion, but it does not summarize the main ideas or introduces new ideas.	0.5 pts
The test taker does not write a conclusion or writes one that is ineffective/inadequate with irrelevant details.	0 pts

**Coherence:**

The test taker presents information logically and clearly and uses a range of cohesive devices appropriately (to connect both paragraphs and sentences to each other).	2 pts
The test taker presents information with some organization, but there may be a lack of overall progression. The test taker makes inadequate, inaccurate, or excessive use of cohesive devices.	1 pts
The test taker has no control of organizational features and cohesive devices.	0 pts

**USE OF LANGUAGE**

**Grammatical Range and Accuracy:**

The test taker uses a full range of simple and complex structures correctly. The test taker shows flexibility and resource in the use of grammar.	5 pts
The test taker uses a wide range of simple and complex structures correctly. The test taker makes only minor errors, which do not reduce communication.	4 pts
The test taker uses a mix of simple and complex sentence forms. The test taker makes some errors in grammar, especially when attempting to form complex sentences, and this sometimes reduces communication.	3 pts
The test taker uses a limited range of structures. The test taker makes frequent grammatical errors which impede communication.	2 pts

The test taker only attempts to use basic sentence forms, but almost all of them include grammatical errors.	1 pts
The test taker cannot use sentence forms at all.	0 pts

**Lexical Range and Accuracy:**

The test taker uses a wide range of vocabulary correctly and appropriately. The test taker avoids inaccuracies and/or misunderstandings by using precise wording.	5 pts
The test taker uses an adequate range of vocabulary for the task. The test taker attempts to use advanced vocabulary but with some inaccuracy.	3/4 pts
The test taker uses a limited range of vocabulary for the task. The test taker uses only basic vocabulary which may be used repetitively or which may be inappropriate/inadequate for the task.	1/2 pts
The test taker uses an extremely limited range of vocabulary, and/or most words are used inaccurately/inappropriately.	0 pts

**Punctuation and Spelling:**

The test taker has good control of punctuation and spelling.	2 pts
The test taker makes some errors in punctuation and spelling.	1 pts
The test taker makes many errors in punctuation or has no control of punctuation and spelling.	0 pts

## WRITING

### TASK 2

#### TASK FEATURES

Purpose and Type of Assessment	To assess learners' ability to: <ul style="list-style-type: none"><li>● produce a coherent academic paragraph</li><li>● present ideas</li><li>● transform information from other sources and integrate it into their own writing</li></ul>
Skills	Writing (Paragraph)
Task Input	Written, on the question sheet:  <i>Imagine that you are writing a paper on migration. Using the following figure and text, write one or two paragraphs in which you provide information about the increase in the rate of rural-to-urban migration and its causes. Do not copy and paste from the source text; instead, you need to paraphrase relevant information. You should write around 150 words.</i>
CEFR Level	B2
Task Content	CEFR B2 descriptions: Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
Time permitted or suggested for the task	30 minutes
Response Length	130-170 words
Format	(1) Tests takers are presented with clear instructions that clarify what is expected of them <ul style="list-style-type: none"><li>● The general topic they will write about</li><li>● Reading a text about the topic</li><li>● Describe a graph/chart/table/map about the topic</li><li>● Writing a paragraph on the topic given</li></ul> (2) Test takers are presented with the reading text and a graph/chart/table/map on paper  (3) The test takers can access the text and the

	graph/chart/table/map throughout the test
Task Focus	Describing information shown on a graph/chart/table/map, selecting and paraphrasing important information from the source text, explaining arguments for and against an idea, describing cause and effect relationships, presenting solutions for the problem specified, explaining advantages and/or disadvantages of a thing or phenomenon.
Mode of Input	Written and Spoken
Theme of Input	Gender Discrimination (Gender Pay Gap)
Integration of Skills	Reading, Listening & Writing

### **RESPONSE**

Number of Words Expected	130-170
Register	Formal
Domain	Academic
Cognitive Processing	Knowledge transformation
Content knowledge Required	Non-specialized

### **RATING**

Rating Method	Analytic
Assessment Criteria	Content, Organization and Coherence, Paraphrasing, Language Use, Vocabulary Use
Number of Raters	2

## ASSESSMENT CRITERIA

	3	2	1	0
CONTENT	<ul style="list-style-type: none"> <li>- (For each paragraph) The test taker presents a clear and logical main idea</li> <li>- The test taker provides all important details from the text and the graph</li> </ul>	<ul style="list-style-type: none"> <li>- (For each paragraph) The test taker presents a main idea, but it is too general</li> <li>- The test taker provides important details from the text and the graph, but some may be missing</li> </ul>	<ul style="list-style-type: none"> <li>- (For each paragraph) The test taker attempts to present a main idea, but it is not clear and specific</li> <li>- The test taker only provides some details, but many important details are missing</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker does not present a main idea</li> <li>- The test taker does not provide relevant details</li> </ul>
ORGANIZATION AND COHERENCE	<ul style="list-style-type: none"> <li>- The test taker presents information in a logical order (e.g., starts with a topic sentence, which is followed by supporting ideas)</li> <li>- The test taker uses a range of cohesive devices appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker presents information with some organization, but it may not consistently follow a logical order</li> <li>- The test taker uses a range of cohesive devices, but a few may be used inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker presents information with limited organization; progression is not clear</li> <li>- The test taker uses only a limited range of cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker has very little control of organizational features</li> <li>- The test taker does not use cohesive devices or uses them inappropriately</li> </ul>
PARAPHRASING	<ul style="list-style-type: none"> <li>- The test taker paraphrases information from the text accurately and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker paraphrases information from the text, but a few sentences may be too</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker shows a limited mastery of paraphrasing; many sentences</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker directly copies information from the text</li> <li>- The test taker does not attempt</li> </ul>

	and writes in their own words	similar to the text	are too similar to the text	to paraphrase information from the text
LANGUAGE USE	<ul style="list-style-type: none"> <li>- The test taker uses a wide range of simple and complex structures correctly</li> <li>- The test taker makes only minor errors, which do not impede communication</li> <li>- The test taker has good control of punctuation and spelling</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker uses a mix of simple and complex sentence forms</li> <li>- The test taker makes some errors in grammar, especially when attempting to form complex sentences, and this may impede communication</li> <li>- The test taker makes some errors in punctuation and spelling</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker uses a limited range of structures</li> <li>- The test taker makes frequent grammatical errors, which sometimes impedes communication</li> <li>- The test taker makes many errors in punctuation and spelling</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker cannot use sentence forms at all</li> <li>- The test taker has no control of punctuation and spelling</li> </ul>
VOCABULARY USE	<ul style="list-style-type: none"> <li>- The test taker uses a wide range of vocabulary accurately and appropriately</li> <li>- The test taker avoids inaccuracies and/or misunderstandings by using precise wording</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker uses an adequate range of vocabulary for the task</li> <li>- The test taker attempts to use advanced vocabulary but with some inaccuracy</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker uses a limited range of vocabulary for the task</li> <li>- The test taker uses only basic vocabulary which may be used repetitively, or which may be inappropriate for the task</li> </ul>	<ul style="list-style-type: none"> <li>- The test taker uses an extremely limited range of vocabulary</li> </ul>



APPENDIX B

ISTINYE UNIVERSITY FOREIGN  
LANGUAGES DEPARTMENT ENGLISH  
PREPARATORY PROGRAM  
STUDENT ACHIEVEMENT SCALE

ISTINYE UNIVERSITY FOREIGN LANGUAGES DEPARTMENT ENGLISH PREPARATORY PROGRAM STUDENT ACHIEVEMENT SCALE					
		RECEPTION		PRODUCTION	STRUCTURE
		Listening	Reading	Writing	Grammar
<b>BASIC LEVEL</b>	<b>A1-A2 Basic User</b>	<p>I can recognize familiar words and very basic phrases concerning my family and immediate surroundings when people speak slowly and clearly.</p> <p>I can listen to information to complete a set of notes or a table.</p> <p>I can listen to somebody's opinions about daily, basic topics and make a decision based on them.</p>	<p>I can read short texts about familiar topics such as family, jobs, and technology and answer basic comprehension questions about them.</p> <p>I can read and understand the main ideas of texts such as blogs or stories with simple vocabulary.</p> <p>I can read a text and give personal opinions based on it by using simple structures.</p>	<p>I can write simple sentences or short paragraphs about familiar topics such as myself and my family, jobs, or daily routines.</p> <p>I can write short paragraphs to describe or explain a process or to give a narrative.</p> <p>I can share my opinions as simple sentences in a paragraph.</p>	<p>I can form grammatically and lexically accurate simple sentences about current and past events; habits, and memories.</p> <p>I can use the simple forms I learned correctly or with a few mistakes in a piece of writing or during a simple conversation.</p> <p>I can give directions and instructions; ask and give permissions; and talk about ability or inability with simple sentences correctly or with only a few mistakes.</p>
<b>MID LEVEL</b>	<b>A2-B1 Basic – Independent User</b>	<p>I can listen to and understand the main points of clear standard speech on familiar matters and lectures.</p> <p>I can listen to and identify the reasons, arguments, or solutions to problems in standard speech.</p> <p>I can listen to and check information and ask follow-up questions or share my responses.</p>	<p>I can read and understand texts that consist mainly of high frequency every day or academic language.</p> <p>I can use diagrams to understand the meaning of a text.</p> <p>I can read and annotate main ideas, keywords, supporting examples, and arguments in a text.</p>	<p>I can write topic sentences and supporting ideas to arguments in paragraphs via reasons and examples.</p> <p>I can write a coherent, logical and well-developed academic and non-academic paragraph.</p> <p>I can complete parts of different essay types such as cause-effect or problem solution essays.</p>	<p>I can form grammatically and lexically accurate longer sentences about important past events or future plans.</p> <p>I can make requests, suggestions, or prohibitions in my writing or during conversations.</p> <p>I can compare and contrast different things or ideas.</p>
<b>HIGH LEVEL</b>	<b>B1 – B2 Independent User</b>	<p>I can understand extended speech and lectures and follow even complex lines of argument as long as the topic is familiar.</p> <p>Use specific strategies and techniques for effective note-taking while listening to a lecture.</p> <p>I can take a position by evaluating the arguments in a discussion.</p>	<p>I can read academic, lengthy texts with complex language and identify the directly stated or implied ideas in them.</p> <p>I can guess the meaning of vocabulary from the context.</p> <p>I can apply my real-world knowledge to make inferences about a given text.</p> <p>I can evaluate statements in a text and express my own opinions.</p>	<p>I can write clear, detailed texts and academic essays on a wide range of subjects.</p> <p>I can provide reasoning, examples, and explanations to support my arguments in a text.</p>	<p>I can form grammatically and lexically accurate, complex sentences about personal or academic topics.</p> <p>I can report and reformulate what others tell in a conversation.</p> <p>I can produce sentences by omitting the doers of the actions.</p>
<b>PROF LEVEL</b>	<b>B2-C1 Independent – Proficient User</b>	<p>I can understand extended speech and lectures and follow even complex lines of argument easily.</p> <p>I can take notes during a lecture or a presentation and assess the speakers' implications.</p> <p>I can use notes to complete an outline of a lecture and/or answer comprehension questions.</p> <p>I can critique the positions of different speakers by focusing on their motivations.</p>	<p>I can understand long and complex factual and literary texts.</p> <p>I can read and synthesize, summarize, or interpret information in different articles.</p> <p>I can apply information from an article to a discussion.</p> <p>I can read figures and interpret graphical information.</p> <p>I can evaluate the evidence of claims made in a text or chapter.</p>	<p>I can write clear, well-structured expositions of complex subjects/academic essays by expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples.</p> <p>I can write an argumentative essay with graphical support.</p>	<p>I can form grammatically and lexically accurate, complex sentences about personal or academic topics.</p> <p>I can construct real and unreal conditional sentences with present and future tenses.</p> <p>I can discuss hypothetical situations and their consequences.</p> <p>I can make use of various transition words and time signals to link ideas together or to show sequence of events.</p>