

GENERAL TESTS OF ENGLISH LANGUAGE PROFICIENCY

G-TELP™

**A Guide for Examinees
about the G-TELP**

A Guide for Examinees

about the G-TELP

The General Test of English Language Proficiency (G-TELP) Level Test consists of a battery of objective tests which assess the English language proficiency of young adults and adults (aged 16 and older) on five different levels of functional ability. The level ranges from Level One (highest level) to Level Five (lowest level).

The G-TELP Level Test assesses English language proficiency in the following skill areas: grammar, listening, reading and vocabulary. (Grammar section is not included at Level One.)

Features of G-TELP Test

- The G-TELP is criterion-referenced, whereas other commonly-used tests are norm-referenced. G-TELP proficiency assessments are made according to universally recognized criteria that describe the ability of the examinee in the performance of specific language tasks. In contrast, norm-referenced tests compare the examinee's test scores with those of other examinees. Those scores serve as general indicators of language proficiency relative to that of other test-takers, but provide no objective, diagnostic information.

- The G-TELP tests provide detailed, task-referenced information on the examinee's performance, contained in a profile report that is formative rather than summative. This diagnostic report indicates what individuals can do with the English language, thus making it possible to better ascertain performance levels of competence, as well as strengths and weaknesses. This information is invaluable for decision-makers in the industry and for educational purposes.

- G-TELP Levels 1 to 5 closely approximates a measure of communicative competence in grammar, listening comprehension, reading comprehension, and vocabulary, because they utilize real-world, authentic tasks, situations, and materials.

- The G-TELP provides a measure of general English language proficiency, instead of focusing on just academic or business contests such as those tests required to secure university admission or a position in an English-speaking country.

- The G-TELP evaluates the skills of examinees at five different levels of competence. By

focusing on a specific level of proficiency, each test achieves more extensive sampling of performance than a single test which assesses multiple levels.

- The G-TELP is primarily designed for in-country use in environments where English is not the primary language, and is available from duly licensed and qualified agents in many countries.

Test Format

Level	Skill Area	Number of Questions	Time (min.)	
Level 1	Listening	30	30	100
	Reading and Vocabulary	60	70	
Level 2	Grammar	26	20	90
	Listening	26	30	
	Reading and Vocabulary	28	40	
Level 3	Grammar	22	20	80
	Listening	22	20	
	Reading and Vocabulary	24	40	
Level 4	Grammar	20	20	60
	Listening	20	15	
	Reading and Vocabulary	20	25	
Level 5	Grammar	16	15	55
	Listening	16	15	
	Reading and Vocabulary	18	15	

Who takes the G-TELP Test?

Both non-native and native English speakers may take the test.

For non-native English speakers, G-TELP Test assesses an examinee's English language proficiency. The test also reveals the examinee's strengths and weaknesses in the different aspects of the English language such as Comprehension, Grammar, Vocabulary, Pronunciation and Fluency.

For native English speakers, the G-TELP Test assesses a native speaker's ability to converse in special and particular situations particularly in the business setting or academic setting.

What does the G-TELP assess?

In the G-TELP, the emphasis is on determining functional ability to carry out well-defined language tasks as well as knowledge of the language. The grammar section involves ample context and realistic situations. In the listening section, a variety of speakers are presented. In the listening and reading sections, two types of questions assess the examinee's ability to understand explicitly stated information and to draw inferences from explicitly and implicitly stated information. Reading comprehensions include an appropriate proportion of selected vocabulary in the context of the specific reading tasks.

How long does the G-TELP take to administer?

The time duration for the G-TELP subtests vary with examinee ability levels. Levels Five and Four take approximately one hour to administer, plus additional time for instructions. Levels Three through One take approximately one and one half hours to administer, plus additional time for instructions.

What kinds of scores are reported?

Examinees' scores are interpreted in relation to degree of mastery of clearly defined learning tasks or objectives. Several different scores are reported on a score report that presents a profile of detailed diagnostic information. Scores are also summarized by class or group, and provide individual and summary data.

Where is the G-TELP scored?

The G-TELP is scored at the International Testing Services Center (ITSC). Local scoring of the G-TELP is conducted in certain country locations by special arrangement and under ITSC guidelines.

G-TELP Results

Release of test results

With some exceptions, depending on local conditions, test results will be posted via the Internet on the designated day, and the score report will be mailed within two weeks from the testing date.

Score percentage

Section	Score	Condition to pass
Grammar	100	Each Section (Grammar, Listening and Reading & Vocabulary) should be over 75% to pass the Level.
Listening	100	
Reading & Vocabulary	100	
Total	300	
Average	100 (On the part of test result “You have answered 100% of all the question on the test correctly”)	

Level Mastery Score

Level Mastery Score is determined by the number of skill areas in which the examinee has accumulated a Skill Area Score of 75% or more. Demonstrating mastery at Level Two is prerequisite for taking the test of Level One.

Score report

G-TELP Test Result has 3 sections, i.e. Level Mastery Score, Skill Area Score and Task/Structure Score. Level Mastery Score demonstrates if he or she passes the master and Skill Area Score displays the score of 3 each section (Grammar, Listening, Reading & Vocabulary). Task/Structure Score shows the information of question tasks/structures in detail.

GENERAL TESTS OF ENGLISH LANGUAGE PROFICIENCY

Overall Proficiency reflects the number of skill areas in which you have achieved 75 percent or better.

- Mastery = a score of 75% or more in three skill areas (two for Level 1)
- Near Mastery = a score of 75% or more in two skill areas (except Level 1)
- No Mastery = a score of 75% of more in less than two skill areas

Overall Proficiency	
Level	2
No Mastery	

Your performance in each of the skill areas is shown in the profiles below.

PROFILE A : Skill and Task/Structure						
Skill Area	Task/Structure	Score	25%	50%	75%	100%
Listening 62 %	NARRATION	86 %	[Progress bar]			
	FORMAL MONOLOGUE	33 %	[Progress bar]			
	NEGOTIATION	57 %	[Progress bar]			
	PROCESS	67 %	[Progress bar]			
Reading and Vocabulary 57 %	HIST ACCOUNT	57 %	[Progress bar]			
	NON-TECH ARTICLE	57 %	[Progress bar]			
	ENCYCLOPED ENTRY	43 %	[Progress bar]			
	BUSINESS LETTER	71 %	[Progress bar]			
Grammar 54 %	PROGRESSIVE TENSE	83 %	[Progress bar]			
	PERFECT PROGRESSIVE	50 %	[Progress bar]			
	PARTICIPLES	57 %	[Progress bar]			
	MODAL AUXILIARIES	29 %	[Progress bar]			

PROFILE B : Question Information Type		
	Score (Correct/Total)	Description of Question Type
Listening		
Literal	13 / 20	Literal information questions ask the examinee about information which is explicitly stated in the passage.
Inferential	3 / 6	
Reading and Vocabulary		
Literal	10 / 13	Inferential information questions ask the examinee to deduce information which is not specifically stated, but which is implied by the passage.
Inferential	3 / 7	
Vocabulary	3 / 8	Vocabulary questions ask the examinee to select synonyms for words occurring in the context of the reading passages.

Each of the scores above shows the ratio between the number of questions you answered correctly and the total number possible for each question type.

INTERNATIONAL TESTING SERVICES CENTER

Total Score : 173

You have answered of all the question on the test correctly. 58%

G-TELP™



0002-1205415

DATE: 2013-03-19

Level Description

Level 5: Basic Classroom English

This level assesses the ability of the test taker to produce and recognize minimal amounts of English. The test taker has had limited exposure to English in the classroom, and knows only basic elements of the language.

Level 4: Basic English in simple communication

This level assesses the ability of a test taker to handle basic communicative functions. The test taker is capable of basic formulaic expressions such as those used in greetings and introductions, and is successful with basic communicative transactions. Although a test taker at this level has had only limited exposure to English outside of the classroom, he/she is able to use English in simple communication with native speakers in a narrow range of tasks.

Level 3: Modified English in simple communication

This level assesses the ability of a test taker to communicate in English on an elementary level. This person's exposure to English has been limited mainly to the classroom, with little extended contact with native speakers. It should be noted, however, that while a person at this level is not an independent user of the language and is not expected to cope with unmodified English, he/she would be able to function within a limited range of authentic English language situations.

Level 2: Authentic and Modified English in Normal Communication

This level assesses the ability of a test taker to use the language outside of classroom situations. This test taker is able to cope with some authentic English, has had contact with some authentic English, and has had contact with native speakers. Although his/her learning of the language has been classroom-based, the examinee is able to communicate with a native speaker within a wide range of tasks.

Level 1: Authentic English in Complex Communication

This level assesses the abilities of the examinee who is fully independent user of the language. This person has had extensive contact with native speakers, either through travel and/or living and working abroad.