



MICHIGAN LANGUAGE ASSESSMENT



ECPE 2018 Test Report

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1. Description of the Test

1.1 General Description

The Examination for the Certificate of Proficiency in English (ECPE) is a standardized advanced level English-as-a-foreign language examination designed by Michigan Language Assessment. It is a test of general language

proficiency in a variety of contexts. The four component skills of speaking, writing, listening, and reading are evaluated through a combination of tasks.

The ECPE is aimed at the C2 level of the Common European Framework of Reference (CEFR; Council of Europe, 2001) and is valid for the lifetime of the recipient. An ECPE certificate is recognized internationally as official

Table 1: Format and Content of the ECPE

Section	Time	Description	Number of Items
Speaking	30 – 35 minutes	Test takers participate in a structured, multistage task with one examiner.	5 stages
Writing	30 minutes	Test takers write an essay responding to one of two topic choices	1 task
Listening	35 – 40 minutes	Part 1 (multiple choice) A short recorded conversation is accompanied by three printed statements. Test takers choose the statement that conveys the same meaning as what was heard, or that is true based upon the conversation.	50 items
		Part 2 (multiple choice) A recorded question is accompanied by three printed responses. Test takers choose the appropriate response to the question.	
		Part 3 (multiple choice) Three recorded talks, such as those that might be heard on the radio, are each followed by recorded comprehension questions. The questions and the answer choices are printed in the test booklet. Test takers choose the correct answer from the choices.	
Grammar Cloze Vocabulary Reading (GCVR)	75 minutes	Grammar (multiple choice) An incomplete sentence is followed by a choice of words or phrases to complete it. Only one choice is grammatically correct.	40 items
		Cloze (multiple choice) Two passages with 10 deletions each are followed by choices of words and phrases to complete the text. Test takers must choose the option that best fills each blank in terms of grammar and meaning.	20 items
		Vocabulary (multiple choice) An incomplete sentence is followed by a choice of words to complete it. Only one word has the correct meaning in that context.	40 items
		Reading (multiple choice) Four reading passages are followed by comprehension questions. Test takers choose the correct answer from the printed answer choices.	20 items

documentary evidence of advanced proficiency in English, and is accepted by some universities as evidence of proficiency in English.

Michigan Language Assessment is committed to the excellence of its tests, which are developed in accordance with the highest standards in educational measurement. All parts of the examination are written following specified guidelines, and items are pretested to ensure that they function properly. Michigan Language Assessment works closely with test centers to ensure that its tests are administered following set procedures, in a way that is fair and accessible to test takers and that the ECPE is open to all people who wish to take the exam. Test preparation resources are available on the Michigan Language Assessment website.

1.2 Test Format

The ECPE tests all four skill areas: speaking, writing, listening, and reading. Table 1 describes the format and content of the ECPE.

2. Scoring and Reporting of Results

2.1 Explanation of Scoring

The speaking and writing sections are graded according to scales established by Michigan Language Assessment (see our website for the rating scales). The speaking section is conducted and assessed by two Michigan Language Assessment certified speaking examiners, and the writing section is assessed by at least two Michigan Language Assessment certified raters.

The listening and grammar, cloze, vocabulary, and reading (GCVR) sections of the ECPE are scored by computer at Michigan Language Assessment. Each correct answer contributes to the final score for each section, and there are no points deducted for wrong answers. A scaled score, ranging from 0 to 1000, is calculated using Item Response Theory. This method ensures that scores are comparable across different administrations, and that the ability required to pass a section or to receive a high score remains the same from year to year.

ECPE test takers who achieve an average score of 650 or higher are awarded a Certificate

of Proficiency. Additionally, those who achieve a score of 840 or higher in all four sections are awarded a Certificate of Proficiency with Honors.

2.2 Procedures for Reporting Scores

All test takers receive an Examination Report that provides the overall result for the ECPE (Honors/Pass/Fail) and section results with a brief description of the test taker's performance. ECPE section scores are reported in five bands. The score report also provides a numeric score for each section.

Table 2: ECPE Performance Range

Score Band	Scaled Score
Honors (H)	840–1000
Pass (P)	750–835
Low Pass (LP)	650–745
Borderline Fail (BF)	610–645
Fail (F)	0–605

Test takers are given these results so that they will know the areas in which they have done well and those areas in which they need to improve. The numeric score provides test takers with more precise information on their performance. For example, a test taker who receives a band score of Pass (P) in the listening section of the ECPE will be able to see if his or her score is at the top of the band – close to an Honors (H) – or if it is closer to a Low Pass (LP).

3. Interpreting ECPE Results

The ECPE is aimed at the C2 level of the CEFR (Council of Europe, 2001). Language users at this proficiency level:

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express [themselves] spontaneously, very fluently and precisely, differentiating finer

shades of meaning even in more complex situations.

(Council of Europe, 2001, p. 24)

Therefore, ECPE certificate holders are expected to be comfortable engaging with abstract ideas and concepts. They are interactive oral English speakers; they contribute to the development of discussion, can generally understand conversational questions, can grasp both the gist and details of a conversation delivered in Standard American English, and can understand extended spoken discourse. They also have a wide-ranging and flexible vocabulary as well as a strong grasp of English grammar. They can understand written materials that are encountered in both general and specialized professional contexts as well as in university-level reading. Additionally, they are able to communicate in standard written English with good expression and accuracy.

When interpreting an ECPE score report, it is important to remember that the ECPE estimates a test taker's true proficiency by approximating the kinds of tasks that they may encounter in real life. Also, temporary factors unrelated to a test taker's proficiency, such as fatigue, anxiety, or illness, may affect exam results.

When using test scores for decision-making, it may be worth checking the date the test was taken. While the certificate is valid for the holder's lifetime, language ability changes over time. This ability can improve with active use and further study of the language, or it may diminish if the holder does not continue to study or use English on a regular basis. It is also important to remember that test performance is

only one aspect to be considered.

Communicative language ability consists of both knowledge of language and knowledge of the world. Therefore, one would need to consider how factors other than language affect how well someone can communicate. For example, in the general context of using English in business, the ability to function effectively involves not only knowledge of English, but also other knowledge and skills such as content knowledge and business skills.

4. Test-Taking Population

This section presents an overview of the test takers who took the ECPE in 2018, providing demographic information for the test population. Every test taker completed a registration form which asked for their gender, date of birth, first language, and purpose for taking the test. Cases where information was not given or was not correctly given were treated as missing data.

Table 3 lists the first language backgrounds of the test takers. The test takers represented 23 different first language backgrounds, but it should be noted that the test population primarily consisted of test takers whose first language was Albanian, Arabic, Greek, Portuguese, or Spanish.

Table 3: List of First Language Backgrounds

Afrikaans	Estonian	Polish
Albanian	Finnish	Portuguese
Arabic	Georgian	Romanian
Armenian	German	Russian
Bulgarian	Greek	Shona
Cambodian	Hindi	Spanish
Chinese (Cantonese/Mandarin)	Hungarian	Turkish
English	Italian	

Tables 4 and 5 present the distribution of test takers by age and gender. Table 4 shows that the majority of the ECPE test takers were under 20 years old (71.73%). This suggests that test takers tend to take the ECPE while still in formal schooling and before they attend university. Additionally, Table 5 shows that majority of the test takers who took the ECPE were female. These distributions are similar to previous administrations of the exam.

Table 4: Distribution (in %) of ECPE Test Takers by Age

Age	% of Test Population
≤12	0.18
13 - 16	62.59
17 - 19	8.96
20 - 22	10.79
23 - 25	6.98
26 - 29	4.50
30 - 39	3.88
≥40	1.98
Missing Data	0.13

Table 5: Distribution (in %) of ECPE Test Takers by Gender

Gender	% of Test Population
Male	42.81
Female	57.12
Missing Data	0.07

Table 6 presents the distribution of test takers by their reported purpose for taking the test. It shows that the largest group of test takers reported that they took the exam for educational purposes (33.84%), such as educational program admissions, language course requirements, or scholarship, followed by employment (31.34%), and personal interest (29.81%). The table also shows that many of the test takers who took the test for educational purposes took it for admission to an educational program, and that many of the test takers who took it for employment purposes took it to improve their employment circumstances.

Table 6: Distribution (in %) of ECPE Test Takers by Purpose for Taking the Test

Purpose	% of Test Population
Educational Program Admission	14.31
Language Course Requirement	13.15
Scholarship	6.38
Obtain Employment	13.96
Improve Employment	17.38
Personal Interest	29.81
Other	2.35
Missing Data	2.66

5. Test Statistics

5.1 Distribution of Results for the Exam as a Whole

Table 7 shows the percentage of test takers who received an Honors, Pass, or Fail for the ECPE. It shows that the pass rate for the 2018 ECPE was 75.62%.

Table 7: Percentage of ECPE Test Takers Who Received an Honors, Pass, or Fail

Honors	Pass	Fail
0.22	75.40	24.38

5.2 Distribution of Results by Section

Table 8 shows the percentage of test takers in each band for every section of the ECPE. The data indicates that a typical ECPE test taker will perform better on the writing and speaking sections and that the listening and GCVR sections are more challenging.

Table 8: Percentage of Test Takers in Each Score Band for the Four Sections of the ECPE

Section	Honors	Pass	Low Pass	Borderline Fail	Fail
Speaking	6.96	23.60	59.52	9.14	0.78
Writing	0.92	12.92	69.79	15.65	0.72
Listening	13.91	20.77	32.78	10.59	21.94
GCVR	17.04	18.28	31.86	11.67	21.15

5.3 Reliability Figures for Listening and Reading

Test scores are a numerical measure of a test taker’s ability. *Reliability* refers to the consistency of the measurement. In theory, a test taker’s test score should be the same each time the test is taken or across different forms of the same test. In practice, even when the test conditions are carefully controlled, an individual’s performance on a set of test items will vary from one administration to another due to variation in the items across different forms of the same test or due to variability in individual performance. Among the reasons for this are temporary factors unrelated to a test taker’s proficiency, such as fatigue, anxiety, or illness. As a result, test scores always contain a small amount of measurement error. The aim, however, is to keep this error to a minimum. For high-stakes exams such as the ECPE, a reliability figure of 0.80 and above is expected and acceptable. In addition to monitoring reliability, the estimated variability in test taker performance is also monitored through the standard error of measurement (SEM) estimate.

Reliability and SEM estimates are obtained for each administration of the ECPE. The reliability estimates are calculated in Winsteps using the KR-20 (Kuder-Richardson Formula 20) method. The SEM estimates are calculated using the reliability estimates and the scaled scores. In this report, the reliability and SEM estimates are summarized as averages across the different 2018 ECPE administrations. For the listening section, the average reliability estimate was 0.82, and the average SEM estimate was 52.20. For the GCVR section, the average reliability estimate was 0.92, and the average SEM estimate was 36.77. These values demonstrate that the reliability figures for both exam sections are above the minimally acceptable value of 0.80.

Additionally, the SEM estimates as a proportion of the 1000-point scale are very small. These values suggest excellent consistency of measurement for the ECPE listening and GCVR sections.

5.4 Rater Agreement Figures for Writing

The raters for the writing section are highly proficient speakers of English who are trained and certified according to standards set by Michigan Language Assessment. Each essay is rated separately by two accredited raters using an analytic rating scale, and an essay is evaluated by a third rater if the original two raters have non-adjacent scores for any of the analytic scoring categories.

For quality control purposes, Michigan Language Assessment also monitors overall rater performance by looking at the percentage of within tolerance agreement and pass/fail agreement between raters. Within tolerance agreement is defined here as being within ± 1 score points of each other, and pass/fail agreement is defined as agreement on whether an essay should be awarded a passing grade or a failing grade. In this report, these two rater agreement figures are summarized across the different 2018 ECPE administrations. The overall within tolerance agreement percentage was 72.64%, and the overall pass/fail agreement percentage was 86.35%. Both of these values are reasonably high, which suggests excellent agreement among raters.

5.5 Rater Agreement Figures for Speaking

The examiners for the speaking test are highly proficient speakers of English who are trained and certified according to standards set by Michigan Language Assessment. Each speaking performance is rated separately by two accredited examiners using an analytic rating

scale. The final score awarded is the sum of the examiners' scores.

For quality control purposes, Michigan Language Assessment also monitors overall examiner performance by looking at the percentage of within tolerance agreement and pass/fail agreement between examiners. Within tolerance agreement is defined here as being within ± 2 score points of each other, and pass/fail agreement is defined as agreement on whether a speaking performance should be awarded a passing grade or a failing grade. In this report, these two agreement figures are summarized across the different 2018 ECPE administrations. The overall within tolerance agreement percentage was 92.81%, and the overall pass/fail agreement percentage was 96.36%. Both of these values are reasonably high, which suggests excellent agreement among examiners.

6. References

Council of Europe (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.