Assessing Advanced-Level English Writing—
A Report on the Case of the GEPT

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Abstract

This paper reports on the results of two trial administrations of the General English Proficiency Test Advanced-Level Writing (GEPT-AW) Test, part of an EFL testing system developed by the Language Training and Testing Center (LTTC) under the auspices of the Ministry of Education in Taiwan. The GEPT-AW is an integrated test incorporating reading comprehension and writing production processes. Candidates are to complete two knowledge transforming tasks: first, to process input of two texts, to produce a summary of information provided and express opinion; second, to process input of two graphs/figures, to produce a summary of information provided and offer solutions.

The two trials were conducted in 2001 and 2002. Test statistics and candidates' feedback showed that test design was appropriate in terms of format, task difficulty and topic selection. Both descriptive statistics and Multi-faceted Rasch Measurement Analysis were employed to investigate consistency in raters’ rating and relative severity, task difficulty, and rating scale applicability. Bias analyses were carried out for rater-criterion and rater-candidate interactions. With a relatively low percentage of misfitting cases and significantly biased interactions, the results suggest that the rating scales can be applied by trained raters in a consistent manner.