

# **The Development of the GEPT Self-Assessment Statements**

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## **Abstract**

The General English Proficiency Test (GEPT), a five-level criterion-referenced test, was developed to assess the general English proficiency of Taiwanese EFL learners. Since its first administration in 2000, the GEPT has won wide recognition, with four million Taiwanese having taken the test. This paper reports on an empirical study of the relationship between self-assessment and test performance. The self-assessment tool, developed in accordance with the test construct in the GEPT, consists of 22 listening and 21 reading can-do statements. Eight thousand and six Taiwanese EFL learners were invited to take a GEPT test and respond to the self-assessment statements. The data were analyzed by Rasch model and ordinal logistic regression. Results show that the self-assessment statements have achieved acceptable accuracy (0.68 for listening; 0.65 for reading) in estimating learners' language levels. The paper concludes that the GEPT self-assessment statements can be considered a useful tool allowing learners to pre-estimate their ability before registering for a GEPT test and therefore recommends that the tool be utilized to enhance learners' awareness of their learning and proficiency, and ultimately encourage autonomous learning.

**Key Words:** GEPT, self-assessment, ordinal logistic regression, Rasch model