

# VALIDATING GEPT SCORES AGAINST TEACHER AND STUDENT ASSESSMENTS

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This study explores the relationship between the scores on the General English Proficiency Test (GEPT) at the high-intermediate level and two alternative validity criteria for tests of English language proficiency, i.e., teacher assessments and student self-assessments. To accomplish this objective, teachers and students in six classes from National Taiwan University, which has implemented the use of the GEPT-High Intermediate Listening and Reading Test (GEPT-HI L&R) in its English learning program, were invited to take part in the study. A total of six teachers participated in the study, rating a total of 104 students on each of 14 can-do tasks that were adapted from the can-do descriptors of the GEPT-HI L&R. The 14-item assessment was also administered to the students for the purpose of comparing their self-assessments of English language skills in listening and reading with the assessments provided by their teachers. Students' GEPT-HI L&R scores and both of these alternative assessments were compared statistically. The results showed that the correlation between teacher and student assessments, although statistically significant, was modest. One interpretation of this finding is that teachers and students may have quite different perspectives on students' English proficiency. Further analyses found that teacher assessment correlated moderately well with students' test scores (.55 for listening and .61 for reading). Despite the limitations due to the small sample size, the results of this study provide reasonably strong evidence of the validity of the GEPT-HI listening and reading scores as an indicator of English language proficiency. The validated can-do descriptors in this study can also have implications for the development of learning-oriented assessment.

Key words: Can-do descriptors, GEPT, self-assessment, validity