

# **Providing Individualized Learning-Oriented Feedback on Standardized Tests: The case of Dr. GEPT**

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Standardized tests have long been criticized for their inability to provide individualized feedback to help learners perform better. Since 2021, the General English Proficiency Test (GEPT), a standardized test tailored to learners of English in Taiwan, has added learning features, via a service named Dr. GEPT, to its score reporting service. In addition to sub-test scores, Dr. GEPT provides each test-taker with personalized feedback and offers learning resources and guidance on how to bridge the gap between current test performance and subsequent learning objectives. The introduction of the new service intends to reflect the concept of Learning Oriented Assessment (LOA) in line with the core competency of “learner autonomy” outlined in Taiwan’s new curriculum implemented in 2019 for the 12-year basic education.

In my presentation, I will cover the following:

- the key features of Dr. GEPT
- the perceived usefulness of the new practice as reported by a recent survey
- details of a longitudinal study exploring the usefulness of the new score reporting service