

The challenge

“The design of test tasks that are capable of both measuring grammatical ability and providing authentic and engaging measures of grammatical performance”

James E. Purpura (2004: 264) *Assessing grammar*. Cambridge University Press

Operationalization

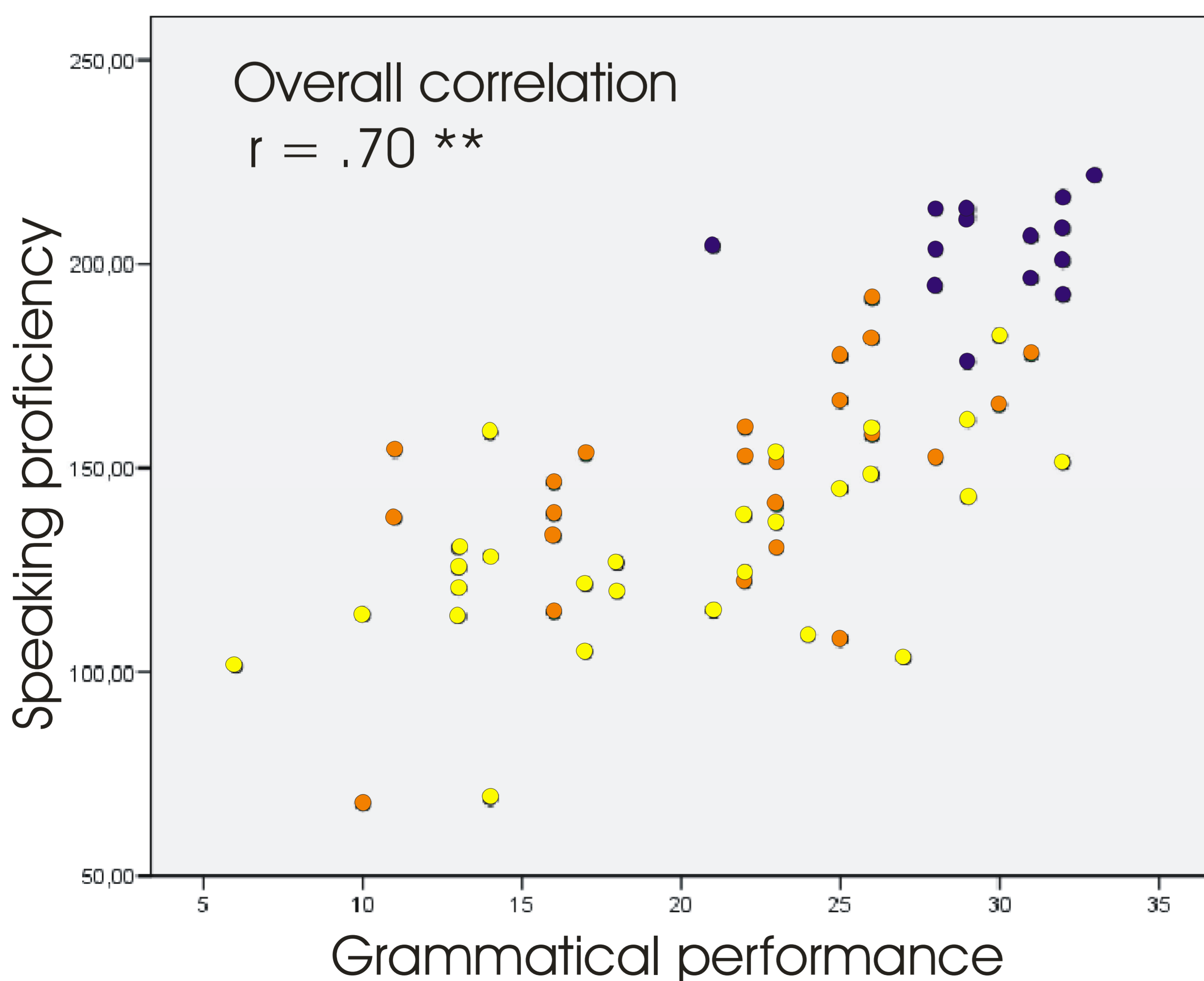
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|----------------------------|---|-----------------------------|
| Automatic and fluent | → | No time to puzzle |
| Interactive | → | No extended monologues |
| Embedded in situation | → | Visually presented event |
| Affected by context ... | → | Context given aurally |
| beyond sentence boundaries | → | Answer to question recorded |

Structures:
(in)definiteness
past / perfect
verb - particle
subordinate clause
relative clause
passive

34 items
N = 64
mean = 22.56
SD = 6.98
alpha = .88



	<p>Wat gebeurt er met Piet? <i>What is happening to Piet?</i></p> <p>Wat ziet Tom? <i>What does Tom see?</i></p>	<p>Piet wordt omgeduwd. [Passive]</p> <p>Tom ziet dat iemand Piet omverduwt. [Embedded sentence]</p>
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Mother tongue

- Dutch (n=14)
 $r = .14$ n.s.
- English (n=24)
 $r = .60^{**}$
- Turkish (n=26)
 $r = .58^{**}$

Research project:
Unraveling language proficiency
‘What Is Speaking Proficiency?’
Nivja de Jong, Arjen Florijn,
Rob Schoonen, Jan Hulstijn, Margarita Steinel



<http://www.hum.uva.nl/wisp>

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Try out with **Dutch children**: alpha = .90 (N=28)
12-14 years old - adult-like responses mean=34.14 SD=1.98 (n=14)
8-10 years old - significantly lower score mean=24.89 SD=7.87 (n=14)