



Title of Project:

Assessing the Validity of CSE Self-Assessment
Scale for Listening Comprehension

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TIRF Research Topic Investigated:

Language Assessment



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Project Summary:

As the first language proficiency scale for Chinese English learners, China's Standards of English Language Ability (CSE) has garnered great research attention since its release last year. The premise for effective use is to assure its validity. The validity argument for a scale should be provided in both the priori developmental stage and posteriori applied stage (Fang & Yang, 2017; North & Schneider, 1998; Zhu, 2017). Researchers have conducted research on the preliminary validity of the CSE (He & Chen, 2017; Min, He, & Luo, 2018; Zhang & Zhao, 2017). Further attempts are needed for more validity evidence in the application process of the CSE. Extensive research has assessed the validity of language proficiency scales by utilizing Rasch analysis on scale-aligned test tasks (Dandonoli & Henning, 1990; Clifford & Cox, 2013; Cox & Clifford, 2014) or can-do statement self-assessments (SA) (Brown et al., 2014; Tigchelaar et al., 2017). However, these studies tend to lack qualitative evidence which may weaken the validity argument for a scale.

This study employs quantitative Rasch analysis and qualitative interviews to assess the validity of the CSE SA scale for listening proficiency. Concerns include whether the scale can distinguish learners at different proficiency levels and whether each can-do statement can indicate the underlying construct, as well as the correlation between SA and external tests. Findings of this study are expected to offer implications for richer validity evidence, wider use of the CSE, and the value of SA in foreign/second language learning and teaching.