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OVERVIEW OF THE ECPE

The Examination for the Certificate of Proficiency in English (ECPE) is a standardized, advanced-level English as a foreign language (EFL) examination developed and scored by Cambridge Michigan Language Assessments (CaMLA). It is administered by test centers around the world.

The ECPE is a test of general language proficiency in a variety of contexts; it assesses linguistic, discoursal, sociolinguistic, and pragmatic elements of the English language. The four component skills of listening, reading, writing, and speaking are evaluated through a combination of tasks.

The ECPE is aimed at the C2 level of the Common European Framework of Reference (CEFR) and is valid for the lifetime of the recipient. It is recognized in several countries as official documentary evidence of advanced proficiency in the English language and can be used for academic and professional purposes. It is accepted by some universities as evidence of proficiency in English if the certificate has been received within the past two years.

CaMLA is committed to excellence in its tests, which are developed in accordance with the highest standards in educational measurement. All parts of the examination are written following specified guidelines, and items are pretested to ensure that they function properly. We work closely with test centers to ensure that our tests are administered in a way that is fair and accessible to examinees and that the ECPE is open to all people who wish to take the exam, regardless of the school they attend or their participation in formal language study.

PREPARING FOR THE ECPE

We do not recommend any specific course of study to be taken in preparation for the ECPE. The best preparation is through the general study and use of English.

Examinees may find it useful to consult the sample test items at the end of this booklet in order to familiarize themselves with the format of the test items. In addition, our website has a full ECPE test for practice purposes, as well as writing prompts and sample answers demonstrating different levels of proficiency.

Some local language schools offer courses specifically for learners wishing to prepare for the ECPE, or may recommend a course of study for learners wishing to take the ECPE. Contact your local test center for information about language courses in your area.

PRELIMINARY TEST FORMAT

An ECPE Preliminary Test is available from test centers. Examinees should contact their local test center for specific information regarding the ECPE Preliminary Test in their country.

Preliminary test scores are not used in determining final ECPE results. Only results from the final ECPE will be used in determining whether or not an individual will receive a certificate.

The preliminary test does not contain speaking, writing, or listening sections. The chart below describes the format and content of the preliminary test.

### Format and Content of the ECPE Preliminary Test

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Time</th>
<th>Description</th>
<th>Number of Items</th>
</tr>
</thead>
</table>
| Grammar Cloze       | 30 minutes | **Grammar (multiple choice)**
An incomplete sentence is followed by a choice of words or phrases to complete it. Only one choice is grammatically correct. | 10              |
| Vocabulary Reading  |            | **Cloze (multiple choice)**
After reading a passage from which words have been removed, examinees must choose one of four words that best fills a missing word slot in terms of grammar and meaning. | 10              |
|                     |            | **Vocabulary (multiple choice)**
An incomplete sentence is followed by a choice of words to complete it. Examinees must choose the option that best completes the sentences in terms of meaning. | 10              |
| Reading             |            | **Reading (multiple choice)**
A reading passage is followed by comprehension questions. Examinees choose the correct answer from the printed answer choices. | 5               |
ECPE FINAL TEST FORMAT

The chart below describes the format and content of the final ECPE. This booklet also contains sample items and/or additional information for each section of the final test.

SCORING

The speaking and writing sections are graded according to scales established by CaMLA. The speaking section is conducted and assessed by two certified oral examiners. The writing section ratings are assigned by raters trained and certified according to our standards. All essays are scored by at least two raters. Scoring rubrics for the speaking and writing sections are available in this bulletin.

The listening and grammar, cloze, vocabulary, and reading sections of the ECPE are scored by computer at the University of Michigan. Each correct answer carries equal weight within each section and there are no points deducted for wrong answers. A scaled score is calculated using an advanced mathematical model based on Item Response Theory. This method ensures that the ability required to pass a section, or to receive a high score, remains the same from year to year.

Examinees who pass three sections with a Low Pass (or higher) and receive no less than a Borderline Fail in one section will be awarded an ECPE certificate. Those with Honors scores on all four sections are awarded a Certificate of Proficiency with Honors.

Format and Content of the ECPE

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Description</th>
<th>NUMBER OF ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>30–35 minutes</td>
<td>Examinees participate in a semistructured, multistage task involving two examinees and two examiners.</td>
<td>1 task</td>
</tr>
<tr>
<td>Writing</td>
<td>30 minutes</td>
<td>Examinees write an essay based upon one of two topic choices.</td>
<td>1 task</td>
</tr>
<tr>
<td>Listening</td>
<td>35–40 minutes</td>
<td><strong>Part 1 (multiple choice)</strong> A short recorded conversation is accompanied by three printed statements. Examinees choose the statement that means about the same thing as what was heard, or that is true based upon the conversation.</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part 2 (multiple choice)</strong> A recorded question is accompanied by three printed responses. Examinees choose the appropriate response to the question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part 3 (multiple choice)</strong> Three recorded talks, such as those that might be heard on the radio, are each followed by recorded comprehension questions. The questions and the answer choices are printed in the test booklet. Examinees choose the correct answer from the choices.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td><strong>Grammar (multiple choice)</strong> An incomplete sentence is followed by a choice of words or phrases to complete it. Only one choice is grammatically correct.</td>
<td>40</td>
</tr>
<tr>
<td>Cloze</td>
<td></td>
<td><strong>Cloze (multiple choice)</strong> After reading a passage from which words have been removed, examinees must choose one of four words that best fills a missing word slot in terms of grammar and meaning.</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td><strong>Vocabulary (multiple choice)</strong> An incomplete sentence is followed by a choice of words to complete it. Examinees must choose the option that best completes the sentences in terms of meaning.</td>
<td>40</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td><strong>Reading (multiple choice)</strong> Four reading passages are followed by comprehension questions. Examinees choose the correct answer from the printed answer choices.</td>
<td>20</td>
</tr>
</tbody>
</table>
**RECEIVING RESULTS**

CaMLA does not report results directly to examinees. After all exams in an administration period have been administered and scored, we report examination results to the test centers. The local test center notifies examinees of their results.

After results have been reported, we send certificates to the test centers for distribution to successful candidates. We also send an Examination Report for each candidate to the test centers for distribution, regardless of the result.

**EXAMINATION REPORTS**

All examinees will receive an Examination Report that shows their overall performance in one of three categories (Honors/Pass/Fail).

Additionally, examinees are provided with their results for each section. The five levels of performance, from highest to lowest, are presented in the following table:

<table>
<thead>
<tr>
<th>ECPE Five Levels of Performance</th>
<th>Writing &amp; Speaking</th>
<th>Listening &amp; GCVR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors (H)</td>
<td>A</td>
<td>840–1000</td>
</tr>
<tr>
<td>Pass (P)</td>
<td>B</td>
<td>750–835</td>
</tr>
<tr>
<td>Low Pass (LP)</td>
<td>C</td>
<td>650–745</td>
</tr>
<tr>
<td>Borderline Fail (BF)</td>
<td>D</td>
<td>610–645</td>
</tr>
<tr>
<td>Fail (F)</td>
<td>E</td>
<td>0–605</td>
</tr>
</tbody>
</table>

**RESCORING**

Examinees may request to have the writing and/or listening/GCVR sections of the exam rescored. Those who wish to have their exam rescored can get a Rescore Request form from the test center where they took the test. They will return the form to their test center, along with the corresponding fee.

- Examinees have up to one month after test results have been issued by CaMLA to request a rescore.
- Examinees receive rescore results after we have processed the request and returned the information to the test center.
- Contact your local test center for the rescore fee.

**DECLINING OR INVALIDATING SCORES**

The ECPE is a secure test. CaMLA reserves the right to decline to score the ECPE or to invalidate scores under the circumstances listed below. No exam fees will be refunded and the examinee will not be allowed to take the exam again.

- An examinee misrepresents her/himself; for example, examinee appearance or signature does not match picture or signature on the ID.
- There is sufficient evidence that the handwriting on the composition does not match the examinee’s signature.
- The examiner discovers evidence of examinee misconduct during the administration, including, but not limited to, copying answers from another examinee, talking with another examinee during the test administration, transferring test information to any external media, referring to previously prepared notes or aids (test preparation books, study guides, dictionaries, etc., are not allowed), creating a disturbance, or neglecting to follow the examiner’s instructions.
- There is an unusual discrepancy in the examinee’s performance and/or pattern of answers across test sections.

**TEST TAKERS WITH DISABILITIES**

CaMLA is committed to ensuring that every examinee be able to demonstrate his or her language ability under circumstances that are fair and equitable. For this reason, we allow exam applicants with disabilities to request special accommodations. These accommodations may include changes in the format or the administration of the test.

Types of disabilities usually granted accommodations:

- visual impairment or blindness
- hearing impairment or deafness
- motor impairment
- psychological and learning disabilities

Arrangements that can be requested:

- wheelchair access
- extended testing time
- additional rest breaks
- reader
- scribe
- recorder to mark answers
- headphones
- alternate test formats (e.g., Braille, large print)
- alternate response formats (e.g., computer for writing section)
How and When to Apply
Examinees should apply directly to the local test center as far in advance as possible from the test date. For special materials, such as Braille or large-print exams, the examinee should apply at least three months before the test date. For administrative modifications, such as extended time, reader, or scribe, the examinee should apply at least one month before the test date. The test center representative will inform the examinee before the exam about what accommodations have been granted.

Required Documentation
Documentation from a licensed or certified professional who is qualified to evaluate the examinee’s disability should be submitted to the examination center in advance of the actual test date, at the time when the examinee registers to take the exam. Individuals with disabilities are defined by the American Psychological Association as persons possessing a physical, mental, or developmental impairment that substantially limits one or more of their major life activities. Qualified professionals include physicians, school psychologists, psychometricians, and psychiatrists. Classroom teachers or parents are not considered to be qualified to make a disability determination.

Score Reporting and Certificate Modifications
When there is credible evidence that the scores from a modified examination are comparable to scores from a standard administration, no special indicator is placed on the certificate. When such evidence is lacking, information about the nature of the modification will be provided, if permitted by law, to help test users interpret test results accurately.

In cases where a section of the examination is not given (e.g., the listening section is not administered because the examinee is profoundly deaf), CaMLA will issue a modified certificate. The modified certificate will indicate which sections of the exam were taken and passed.

Further information
Please visit our website for more information as well as a copy of the manual for test takers with disabilities:

www.CambridgeMichigan.org/exams/general/special-accommodations

ADMINISTRATION AND TEST CENTERS
The ECPE is administered twice a year, in June and in November. The fee is paid directly to the test center. For specific information about registration procedures, test dates, and fees contact your local test center.

Visit our website for a list of all test centers. Contact the center nearest you to find out if and when the ECPE is offered in your area. You may take the ECPE only in the country in which you are a resident.

FREQUENTLY ASKED QUESTIONS

How often can I take the ECPE?
Examinees may take the ECPE twice a year. Test centers offer the ECPE in June and November.

Do I have to be a student at the test center in order to take the ECPE there?
No. Test centers are required to offer the ECPE to all interested persons, regardless of whether they are students at the test center.

Can I use a pen or pencil on the writing section?
Examinees must use a pencil on the writing section.

May I use a dictionary during the exam?
No. Examinees are not allowed to use any aids during the exam.

May I make notes in my test booklet?
In Part 3 of the listening section of the ECPE, examinees are encouraged to take notes in the test booklet as they listen. Otherwise, it is not necessary. Examinees should mark their answers on the separate answer sheet.

If I don't know the answer to a question, should I guess or leave the answer blank?
If you don't know the answer to a question, you should make an educated guess. There is no penalty for wrong answers.

What happens if I mark more than one answer to a question?
The question will be marked wrong, even if one of the marked answer choices is correct.

If I use alternate English accents or spellings in the speaking or writing sections, will I be penalized?
No.

Who scores the speaking section?
The speaking section is conducted and assessed by two certified oral examiners.

Who scores the writing section?
The writing section is scored by raters trained and certified according to University of Michigan standards.

How long does it take to receive test results?
Examinees typically receive their results within two months after taking the exam.

How do I receive my results?
The test center where you took the exam will notify you of your results.

Can I replace a missing or lost certificate?
Once certificates have been sent to test centers, the University of Michigan will not issue duplicate certificates or copies of Exam Reports. You may contact your center to request a letter specifying the test you took, when you took it, and the final result.
How does the ECPE relate to the Common European Framework of Reference?
The content and difficulty of the ECPE is aimed at the C2 (Proficient User, Mastery) level.

<table>
<thead>
<tr>
<th>Proficient</th>
<th>C2</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Effective Operational Proficiency</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent</th>
<th>B2</th>
<th>Vantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Threshold</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic</th>
<th>A2</th>
<th>Waystage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Breakthrough</td>
<td></td>
</tr>
</tbody>
</table>


How can I get more information about University of Michigan exams?
Additional information about the ECPE and other University of Michigan exams can be found on our website.

For specific information about test dates, registration procedures, and test fees in your area, contact your local test center.

ECPE CONTENT AND SAMPLES
The samples in this bulletin are provided to help familiarize you with the format, content, and general difficulty of the ECPE. They are samples only. The ability to successfully complete the sample sections does not necessarily indicate success on the ECPE.

SPEAKING
In the speaking section of the ECPE, the examinee participates in a semistructured task with another examinee and two examiners. The test has five stages, which are designed so that each candidate is provided ample opportunity to speak individually as well as to engage in discussion with others.

- In Stage 3 the candidates then compare and contrast the options they have individually chosen and discuss the advantages and disadvantages of each option. The goal of Stage 3 is for the two candidates to come to an agreement on one single option.
- In Stage 4, candidates are given two to three minutes to collaborate and plan a short, formal presentation to Examiner 2. The goal of Stage 4 is for the candidates to present and to convince Examiner 2 that the option they have chosen is the best.
- In Stage 5, Examiner 2 questions the candidates about the decision they have made and about the reasons for that decision. The goal of Stage 5 is for each candidate to address Examiner 2’s challenges and to justify and defend the reasons for the decision.

The ECPE speaking test section may be scheduled before or after the written test administration (writing, listening, GCVR). The two oral examiners enter each examinee’s oral rating on the registration form immediately after the interview. The chart on pages 7 and 8 shows criteria used by raters to determine a score on the speaking section.

WRITING
The writing section consists of a form with a choice of two topics. The examinee must choose one topic on which to write a 250- to 300-word essay. The response may be in the form of an argument or exposition, depending on the topic. The response should develop the topic in an organized way, with some acknowledgment of the topic’s complexity. The ideas should be communicated clearly and with accuracy of form. Examinees should use varied syntactic structures and appropriate vocabulary. Here is a sample writing topic.

Some psychologists believe that there is more to intelligence than what traditional intelligence tests measure (mathematical and verbal ability). They say there are many kinds of intelligence and many ways to be smart. Besides mathematical and linguistic intelligence, in what other ways do you think people are smart? Be specific in your discussion and provide concrete examples.

Writing Section Scoring
The writing section is scored by specialized evaluators trained by the University of Michigan. The ECPE writing score levels on the next page show the criteria used by raters to determine a score on the writing section.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Rhetoric</th>
<th>Grammar/Syntax</th>
<th>Vocabulary</th>
<th>Mechanics</th>
</tr>
</thead>
</table>
| A Honors | • Topic richly, fully, complexly developed  
• Organization well-controlled, appropriate to the material  
• Connection is smooth | • Flexible use of a wide range of syntactic (sentence level) structures; morphological (word forms) control nearly always accurate | • Broad range, appropriately used | • Spelling and punctuation errors are rare and insignificant |
| B | • Topic clearly and completely developed, with acknowledgment of its complexity  
• Organization is controlled and shows appropriateness to the material  
• Few problems with connection | • Both simple and complex syntax adequately used; good morphological control | • Vocabulary use shows flexibility, is usually appropriate  
• Any inappropriate vocabulary does not confuse meaning | • Spelling and punctuation errors are infrequent and not distracting |
| C | • Topic clearly developed, but not always completely or with acknowledgment of its complexity  
• Organization generally controlled; connection sometimes absent or unsuccessful | • Both simple and complex syntax present  
• For some, syntax is cautious but accurate, while others are more fluent but less accurate  
• Inconsistent morphological control | • Adequate vocabulary, but may sometimes be inappropriately used | • Spelling and punctuation errors sometimes distracting |
| D | • Topic development usually clear but simple and may be repetitive  
• Attempts to address different perspectives on the topic are often unsuccessful  
• Overreliance on prefabricated language and/or language from the prompt  
• Organization partially controlled | • Morphological errors are frequent  
• Simple sentences tend to be accurate; more complex ones tend to be inaccurate | • Vocabulary may be limited in range, and is sometimes inappropriately used to the point that it causes confusion | • Spelling and punctuation errors are frequently distracting |
| E | • Topic development may be unclear and/or limited by incompleteness or lack of focus  
• Might not be relevant to topic  
• Connection of ideas often absent or unsuccessful | • Pervasive and basic errors in sentence structure and word order cause confusion  
• Problems with subject-verb agreement, tense formation or word formation  
• Even basic sentences are filled with errors | • Incorrect use of vocabulary causes confusion  
• Even basic words may be misused  
• May show interference from other languages | • Basic vocabulary words regularly misspelled  
• Little or no control over sentence boundaries  
• Spelling and punctuation errors regularly cause confusion |
<table>
<thead>
<tr>
<th>Discourse and Interaction (Development, Functional Range, and Listening Comprehension)</th>
<th>Linguistic Resources (Range and Accuracy)</th>
<th>Delivery And Intelligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A LEVEL EXPERT</strong></td>
<td><strong>Production of Independent, Spontaneous Speech</strong></td>
<td>Uses broad range of vocabulary and collocations, colloquial language, idiomatic expressions used accurately and appropriately</td>
</tr>
<tr>
<td></td>
<td>• Summarizes concisely and accurately; little to no reliance on written material</td>
<td>• Uses a variety of basic and complex grammatical structures accurately and effectively</td>
</tr>
<tr>
<td></td>
<td>• Provides coherent explanations without prompting on all topics</td>
<td>• Uses a range of grammatical structures that are pragmatically appropriate</td>
</tr>
<tr>
<td></td>
<td>• Presents decisions persuasively and appropriately for varying contexts</td>
<td>• Fluent and articulate delivery</td>
</tr>
<tr>
<td></td>
<td><strong>Contribution to Extended Interaction</strong></td>
<td>• “Slips of the tongue” may occur, often self-corrected; (fossilized) errors may be present throughout discourse but do not impede interaction</td>
</tr>
<tr>
<td></td>
<td>• Consistently contributes appropriately to development of interaction; very aware of listener</td>
<td>• Often uses rate of speech and/or prosodic features to add meaning, aid listener, and/or to shift style/register appropriately</td>
</tr>
<tr>
<td></td>
<td>• Recommendations are appropriate and supported with explanations</td>
<td>• Communication breakdowns are rare</td>
</tr>
<tr>
<td></td>
<td>• Justifies position, regularly paraphrasing and elaborating to explain and/or clarify</td>
<td><strong>B LEVEL CONSISTENT</strong></td>
</tr>
<tr>
<td></td>
<td>• Communication breakdowns are rare</td>
<td><strong>Production of Independent, Spontaneous Speech</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Listening Comprehension</strong></td>
<td>Uses a broad range of vocabulary and collocations, colloquial language, idiomatic expressions are often used and are usually accurate and appropriate</td>
</tr>
<tr>
<td></td>
<td>• Understands linguistic, sociolinguistic, and pragmatic information in order to engage in extended, spontaneous interaction</td>
<td>• Usually uses a variety of basic and complex grammatical structures accurately and usually effectively</td>
</tr>
<tr>
<td></td>
<td><strong>Contribution to Extended Interaction</strong></td>
<td>• Uses grammatical structures that are pragmatically appropriate</td>
</tr>
<tr>
<td></td>
<td>• Usually contributes appropriately to development of the interaction; very aware of listener</td>
<td>• Errors in vocabulary and/or grammar do not cause miscommunication or interrupt the flow of discourse</td>
</tr>
<tr>
<td></td>
<td>• Provides recommendations that are almost always supported with explanations and are appropriate to the context</td>
<td>• Accuracy in vocabulary and/or grammar may decline with more challenging speech events</td>
</tr>
<tr>
<td></td>
<td>• Justifies position, frequently paraphrasing and elaborating to explain and/or clarify statements</td>
<td><strong>C LEVEL EFFECTIVE</strong></td>
</tr>
<tr>
<td></td>
<td>• Communication breakdowns usually do not occur</td>
<td><strong>Production of Independent, Spontaneous Speech</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Listening Comprehension</strong></td>
<td>Often uses moderate range of vocabulary accurately and appropriately</td>
</tr>
<tr>
<td></td>
<td>• Almost always understands linguistic, sociolinguistic, and pragmatic information in order to engage in extended, spontaneous interaction</td>
<td>• Often uses a variety of basic and complex grammatical structures accurately and effectively</td>
</tr>
<tr>
<td></td>
<td><strong>Contribution to Extended Interaction</strong></td>
<td>• Often uses a variety of grammatical structures that are pragmatically appropriate</td>
</tr>
<tr>
<td></td>
<td>• Usually contributes appropriately to the development of interaction; aware of listener; may occasionally rely on interlocutors for continuation of discussion</td>
<td>• Range of vocabulary and grammatical structures extends beyond what has been provided orally and/or in writing</td>
</tr>
<tr>
<td></td>
<td>• Recommendations may require minor prompting for supporting explanations; may occasionally be awkwardness to appropriateness of word choices/phrasing</td>
<td>• Gaps and/or errors in vocabulary and/or grammar, sometimes self-corrected, frequently do not hinder communication, but may rarely cause interruptions in communication flow</td>
</tr>
<tr>
<td></td>
<td>• Justifies position adequately; usually able to paraphrase; clarity of meaning may occasionally be lacking when providing supporting details</td>
<td>• Accuracy in vocabulary and/or grammar often declines with an increase in rate of speech and/or with more challenging speech events</td>
</tr>
<tr>
<td></td>
<td>• Communication breakdowns may occur during challenging speech events; usually repaired</td>
<td>• Often fluent, usually articulate; may require some listener effort</td>
</tr>
<tr>
<td></td>
<td><strong>Listening Comprehension</strong></td>
<td>Pace usually consistent; may occasionally be relatively slow</td>
</tr>
<tr>
<td></td>
<td>• Usually understands linguistic and sociolinguistic information and often understands the pragmatic information in order to engage in extended, spontaneous interaction</td>
<td>• Occasionally uses rate of speech, and/or prosodic features to add meaning, aid listener, and/or to shift style/register appropriately</td>
</tr>
<tr>
<td></td>
<td><strong>Contribution to Extended Interaction</strong></td>
<td>An increase in rate of delivery may occasionally lead to a decrease in clarity of speech or comprehensibility</td>
</tr>
<tr>
<td></td>
<td>• Often uses decisions clearly, appropriately; may occasionally show some limitations in ability to extend discourse and to provide convincing explanations</td>
<td>• Fluency may decline with more challenging speech events but this does not stop the flow of discourse</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Discourse and Interaction</strong> (Development, Functional Range, and Listening Comprehension)</th>
<th><strong>Linguistic Resources (Range and Accuracy)</strong></th>
<th><strong>Delivery And Intelligibility</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level Dependent</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td><strong>Production of Independent, Spontaneous Speech</strong></td>
<td>• Limited range of vocabulary</td>
<td>• Frequent use of basic structures (i.e., lack of complex sentences) that often contain errors</td>
</tr>
<tr>
<td>• Usually summarizes by repeating language already provided</td>
<td>• Frequently uses vague and/or inaccurate vocabulary</td>
<td>• Pausing and phrasing are often incorrect, negatively affecting intelligibility</td>
</tr>
<tr>
<td>• Occasionally able, when prompted, to elaborate and provide explanations on most concrete topics; explanations frequently lack coherence and organization</td>
<td>• Uses only basic structures that regularly contain errors</td>
<td>• Production may be word by word, resulting in a lack of sentence rhythm and flat intonation</td>
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<tr>
<td>• Usually presents decisions by repeating language already produced</td>
<td>• Regular gaps and/or errors in vocabulary, grammar, and/or delivery</td>
<td>• L1 influence may disrupt intelligibility</td>
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<tr>
<td><strong>Contribution to Extended Interaction</strong></td>
<td>• Vocabulary and grammar structures used are typically repetitions of what has been provided orally or in writing</td>
<td>•<strong>Gaps and/or errors in vocabulary and grammar may disrupt effective communication</strong></td>
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<tr>
<td>• Frequently relies on other participants to initiate, develop, maintain discourse; rarely offers feedback or commentary</td>
<td>• Gaps and/or errors in vocabulary and grammar may disrupt effective communication</td>
<td><strong>Level Limited</strong></td>
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<tr>
<td>• Usually able to recommend; occasionally able, when prompted, to provide supporting explanations</td>
<td><strong>Production of Independent, Spontaneous Speech</strong></td>
<td><strong>L1 influence may disrupt intelligibility</strong></td>
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<tr>
<td>• Communication breakdowns may occur during any speech event and often are not repaired</td>
<td>• Unable to summarize; merely reads information provided</td>
<td><strong>Delivery and Intelligibility</strong></td>
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<td><strong>Listening Comprehension</strong></td>
<td>• Limitations in comprehension may often result in interruptions in exchange and in communication breakdowns</td>
<td><strong>Production of Independent, Spontaneous Speech</strong></td>
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<tr>
<td>• Limitations in comprehension may often result in interruptions in exchange and in communication breakdowns</td>
<td>• Uses only basic structures that regularly contain errors</td>
<td>• Usually able to present basic position on concrete topic; very little elaboration; usually repeats language already produced</td>
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<td><strong>Level Limited</strong></td>
<td><strong>Contribution to Extended Interaction</strong></td>
<td><strong>Production of Independent, Spontaneous Speech</strong></td>
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<td>• Frequently unable to contribute to the development of discourse on topics that have been provided; considerable reliance on interlocutors</td>
<td>• Very limited vocabulary</td>
<td>• Almost always unable to repair communication breakdowns</td>
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<td>• Usually able to state a recommendation or opinion but unable to provide supporting explanation</td>
<td>• Regularly searches for words</td>
<td>• Extreme limitations in comprehension result in an inability to engage in extended discourse</td>
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<td>• Rarely able to justify and defend; attempts are almost always unclear and repetitive</td>
<td>• Frequently uses vague expressions</td>
<td>• Regular gaps and/or errors in vocabulary, grammar, and/or delivery</td>
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<td>• Almost always unable to repair communication breakdowns</td>
<td><strong>Listening Comprehension</strong></td>
<td><strong>Gaps and/or errors frequently prevent communication</strong></td>
</tr>
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<td>• Extreme limitations in comprehension result in an inability to engage in extended discourse</td>
<td><strong>Vocabulary</strong></td>
<td><strong>Grammar</strong></td>
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LISTENING

The listening section of the ECPE is delivered via audio recording. It has three parts for a total of 50 questions. Examinees hear segments and questions only once.

Part 1

In Part 1 of the listening section, examinees hear short conversations. From the three printed answer choices, they choose the answer that means about the same thing as what was heard or that is true based upon what was heard.

<table>
<thead>
<tr>
<th>Male Voice:</th>
<th>Have you been to this restaurant before?</th>
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</thead>
<tbody>
<tr>
<td>Female Voice:</td>
<td>No, but I've heard the food is very good.</td>
</tr>
<tr>
<td>Male Voice:</td>
<td>Yeah, I've also heard the service is amazing.</td>
</tr>
</tbody>
</table>

1. a. They have been there before.  
   b. They like the food.  
   c. This is their first visit.

<table>
<thead>
<tr>
<th>Female Voice:</th>
<th>Oh, that's such a cute dress! I'm going to buy it right away!</th>
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<tbody>
<tr>
<td>Male Voice:</td>
<td>Hadn't you better try it on first? Dress sizes do vary.</td>
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</table>

2. a. He thinks she should buy it.  
   b. It might not fit.  
   c. He likes it, too.

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<tr>
<th>Male Voice:</th>
<th>I can't believe it's only two o'clock. I wish I could go home now.</th>
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<tbody>
<tr>
<td>Female Voice:</td>
<td>I know how you feel, but we've still got three more hours to go.</td>
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</table>

3. a. They'll leave at three.  
   b. They'll both go home at two.  
   c. They're both tired of work.

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<tr>
<th>Female Voice:</th>
<th>Where have you been? I've been waiting here for half an hour.</th>
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<tbody>
<tr>
<td>Male Voice:</td>
<td>You didn't get my message? I told John to tell you I had an appointment.</td>
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4. a. She met John thirty minutes ago.  
   b. John didn't give her the message.  
   c. John gave her the message.

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<th>Male Voice:</th>
<th>Are you an English teacher at this school?</th>
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<td>Female Voice:</td>
<td>Years ago, I'm visiting today.</td>
</tr>
<tr>
<td>Male Voice:</td>
<td>Oh . . . d'you think you can help me find my class?</td>
</tr>
</tbody>
</table>

5. a. She works there.  
   b. She never taught.  
   c. She doesn't work there anymore.
Part 3
In Part 3 of the listening section, examinees hear three short segments from a radio program. The program is called Learning from the Experts. Examinees hear what three different radio guests have to say about three different topics. Each talk lasts about three minutes. Examinees are encouraged to take notes in their test booklets while listening to the segments. After each segment, examinees are asked questions about what was heard. They must select, from the printed answer choices, the best answers to the questions. Here is an example of one segment.

News Anchor: Magnets are an important component in many technological inventions today. They have many uses in computers and medical devices, and you probably even have some on your refrigerator. Recently, several groups of scientists have been working on developing a new special kind of magnet. Jim Hawkins reports:

Jim Hawkins: In the past, magnets have always been made out of metal. But a few years ago, a group of American chemists was able to develop one made of plastic, instead. Unfortunately, it had one very serious drawback: it only functioned at extremely low temperatures—ones that can only be created inside of a special lab—so it wasn’t much use for everyday products. But now a British-based team has developed a plastic magnet that actually works at room temperature. Elizabeth Spenser, a materials scientist, explains the development process.

Elizabeth Spenser: Well, magnetism in metals is caused by a special alignment of electrons. In a plastic magnet, though, it is not the alignment of electrons that creates the magnetism. In plastic magnets, there are what are known as free radicals that create the magnetism. Free radicals are atoms that are usually strongly bonded to other atoms to form larger molecules, but the team has engineered these free radicals so that they are only attracted to specific kinds of metal, in the same way that a metal magnet would be. The research team had been trying for several months to get the right ingredients in the right proportions. They were just about to give up when they decided to double-check some of the earlier models that they’d made. To their great surprise, the magnets actually worked the second time around, and the researchers were able to pick up pieces of iron with their plastic magnet.

Jim Hawkins: It turns out that the team had been on the right track from the start, it was just that it took some time for the free radicals in the original samples to become magnetically aligned in a way that produced a magnetic effect.

Elizabeth Spenser: That’s right. However, there is still a long way to go before plastic magnets will have any important commercial uses. The main problem is that their power is still fairly weak, compared to conventional metal magnets. After this breakthrough, scientists now know which chemicals we need to make the plastics out of, but we’re still trying to figure out what the most ideal proportions should be. Once we have all the ratios right, the plastic magnets should become much stronger. This also means that eventually we may be able to create customized magnets, ones that are made to have a specific, precise level of strength, depending on how the magnet is going to be used.

Jim Hawkins: So scientists are excited, because plastic magnets have several important advantages over metal ones. First, they weigh less, which is important for things like portable computers. Also, many medical devices use magnets, including those implanted into the human body. Previous research has revealed that plastic components are much less likely than metal ones to be rejected by the body’s immune system.

1. What was the problem with the magnets created by the American scientists?
   a. They worked only at low temperatures.
   b. They didn’t work at low temperatures.
   c. They had to be created inside a special lab.

2. How did the British-based team modify their earlier models?
   a. They added more free radicals.
   b. They did not modify them.
   c. They changed the proportions of the ingredients.

3. What is the main disadvantage of plastic magnets so far?
   a. They don’t work at room temperature.
   b. They are not powerful enough.
   c. They lose their strength over time.

4. What do scientists still need to find out in order to improve plastic magnets?
   a. at which temperatures they work the best
   b. which chemicals to use
   c. the best chemical ratios

5. According to the speakers, what is one reason that scientists want to develop plastic magnets?
   a. They want to improve medical devices.
   b. There is a shortage of metal magnets.
   c. Plastics are inexpensive to make.
GRAMMAR

In the grammar portion of the ECPE, examinees choose the word or phrase that produces a grammatically correct sentence. There are 40 grammar questions in the ECPE.

1. The company’s proposal ______ funding for new energy technologies for the next three years will be very interesting.
   a. we increase
   b. we will increase
   c. what we increase
   d. that we increase

2. Attending every class and completing all homework assignments is important _____ in college.
   a. succeeding
   b. to be succeeding
   c. for the success
   d. for success

3. Nancy couldn’t find a phone nearby, so she asked ______ at the front desk of the hotel.
   a. for assisting
   b. for assistance
   c. to assist
   d. for an assist

4. My father said that he ought to ______ me to play the piano when I was younger.
   a. teach
   b. taught
   c. had taught
   d. have taught

5. I’m sure the students’ Spanish would improve if they ______ a semester in Spain.
   a. are to spend
   b. were to spend
   c. had spent
   d. had been spending

6. Since he started saving money for college, Sam cannot afford many of the products that he ______ regularly.
   a. used to buy
   b. was used to buy
   c. was used to buying them
   d. had used to buying

7. Dr. Fisher should be here soon because I called the airport this morning and confirmed ______ be on time.
   a. with the flight that
   b. his flight to
   c. that his flight would
   d. about his flight to

8. I wish we ______ the scenic route, but we had to get back home quickly.
   a. have taken
   b. will have taken
   c. could have taken
   d. could take

9. There were four people on the interview committee, ______ representing a different department of the entire office.
   a. each
   b. which
   c. that
   d. who

10. I came home from vacation only ______ my neighbors had moved to a new city.
    a. having found
    b. having been found
    c. finding
    d. to find that
A recent study on possible health risks of cell phone use found that when cell phones operate at radiation levels within current safety limits, they can have a physiological effect on the brain. As a result, the report recommends that children avoid (1) cellular phones for all (2) essential calls. Because of the (3) for harm, the report recommends that the mobile phone industry refrain from promoting phone use (4) children, and (5) labeling phones with information on the amount of radiation (6) emit. Since we (7) fully understand the effects of radiation from cell phones on humans, the government should adopt a precautionary approach, particularly in (8) to children. Children's nervous systems are still developing, which means they are more vulnerable to the effects of radiation than adults are. Children have less tissue and bone to (9) their brains, thus making them more vulnerable to increased levels of radiation as (10) to adults. Therefore, if phones do prove to be hazardous—which they haven't yet—it makes sense to take precautions.

1. a. from b. using c. applying d. on
2. a. very b. of c. the d. but
3. a. threat b. fear c. potential d. effect
4. a. by b. from c. in d. with
5. a. supply b. by c. to d. start
6. a. that b. they c. being d. levels
7. a. don't b. can c. might d. won't
8. a. relating b. aiming c. regard d. order
9. a. support b. affect c. prevent d. protect
10. a. same b. compared c. much d. done
VOCABULARY

In the vocabulary portion of the ECPE, examinees choose the word or phrase that most appropriately completes the sentence. There are 40 vocabulary questions in the ECPE.

1. The new police chief promised to end business _______.
   a. deformation  
   b. ventilation  
   c. compilation  
   d. corruption

2. The company’s sales increased after its shoes were _______ by a famous athlete.
   a. negotiated  
   b. endorsed  
   c. activated  
   d. accelerated

3. Most packaged food today is full of _______ to keep it fresh.
   a. preservatives  
   b. conservatives  
   c. violations  
   d. adaptations

4. The president has recently _______ an increase in funding for humanitarian aid.
   a. entitled  
   b. accredited  
   c. authorized  
   d. empowered

5. When the city reduced spending, the public park system went _______.
   a. downhill  
   b. downstairs  
   c. downtown  
   d. downstream

6. Although I like Adam, I’d be _______ to let him take care of my plants while I’m abroad.
   a. redundant  
   b. reluctant  
   c. rebellious  
   d. responsible

7. The idea just _______ into my head.
   a. gathered  
   b. grasped  
   c. popped  
   d. located

8. Mary always tells her children to be _______ of strangers.
   a. shrewd  
   b. distinctive  
   c. wary  
   d. sensational

9. The manager made his _______ on the issue clear.
   a. notch  
   b. state  
   c. stance  
   d. location

10. The train went by so fast that it was just _______.
    a. a blur  
    b. a fuse  
    c. a muffle  
    d. an outburst
READING

The reading portion of the ECPE is a reading passage followed by comprehension questions. The reading passage is always more than 250 words long. There are four reading passages in the ECPE, each followed by five comprehension questions.

This passage about salmon comes from a newspaper article.

Lately, annual runs of wild coho on the Rogue River have been about 80 percent below average. In fact, most strains of Pacific salmon are in deep trouble as a result of overfishing at sea and destruction of freshwater streams where the big fish spawn and their offspring grow large enough to return to the ocean. The deteriorating condition of streams has seriously limited the ability of wild salmon, namely coho and chinook, to recover from record low numbers. To reproduce, salmon require clean beds of stones in which to lay eggs. And the hatchlings need deep pools of clean water with many nooks where they can hide from predators while waiting to seize aquatic insects, their main food.

Trees are important in creating a good environment and an ample food supply for the coho. But over the years, people have removed fallen trees from streams, transforming the deep pools into shallow channels. In addition, the cutting of trees along stream banks has deprived some aquatic insects of the leaf material on which they feed. Furthermore, tree removal, by eliminating shade, has allowed stream water to warm, reducing the number of microorganisms that other aquatic insects eat. Salmon numbers plummet under these conditions and require decades to recover after shoreline trees reappear.

Nevertheless, measures can be taken to improve the situation. Tree trunks can be reintroduced into the freshwater habitats. Within a very short period of time, the movement of water under and around the logs transforms the shallow spots into deep pools. Tests of this strategy have resulted in a thousand-fold increase in the number of young salmon that survive.

1. According to the author, what is causing the decrease in the number of wild salmon?
   a. pollution in freshwater streams
   b. too much fishing in freshwater streams
   c. a worsening of the young salmon’s environment
   d. an increase in competition between chinook and coho salmon

2. How do fallen trees affect a salmon stream?
   a. They can change deep pools into shallow channels.
   b. They become a valuable food source.
   c. They can create a good spawning bed.
   d. They can create a suitable home for young salmon.

3. What does the author say about microorganisms?
   a. They cause disease in salmon.
   b. They are a food source for insects.
   c. They are an important food source for salmon.
   d. They help keep the water clean.

4. How would cooler stream water affect the Rouge River?
   a. It would benefit the microorganisms.
   b. It would harm the young salmon.
   c. It would cause the aquatic insects to decrease.
   d. It would discourage salmon from laying eggs.

5. According to the passage, how might the salmon population be increased?
   a. by planting trees on the shoreline
   b. by putting dead trees in the streams
   c. by eliminating predators
   d. by reducing the number of microorganisms in the water
### ANSWER KEY FOR SAMPLE QUESTIONS

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