

ISLPR® Test Format



Speaking, listening and reading skills are tested in a one-to-one interview. The interview is video recorded, or audio recorded and lasts approximately 60 minutes.

For the writing test, the tester will give you two tasks to complete. You will have approximately 60 minutes to complete both tasks.



In reading and writing, as in real life, some flexibility in time is allowed.

Speaking

Speaking skills are examined throughout the entire interview. The emphasis will always be on language that is realistic, that could occur in real life and that is as relevant as possible to the candidate.

- The first part of the interview (about 15 minutes) is a conversation about topics relevant to you.
 - The tester may ask you questions about aspects of your personal experiences, previous studies and future plans.
- The tester may ask you to read something aloud, to talk about something external (e.g. a photograph) or to take part in a relevant simulation.

Listening

Listening skill are examined throughout the entire interview. In one part of the interview, however, recordings are used to give variety to the listening assessment.

- You will listen to authentic texts (generally two different types) on topics relevant to your interests and needs. After listening to a text, you will be asked to demonstrate your comprehension by talking to your tester about it.
 - You can take notes as an aid to memory but are strongly advised to keep notes short.
- Generally, you may only listen to the text once. Occasionally, a short segment may be repeated so that the tester can check the candidate's comprehension of certain details.
- The texts may be news stories, news commentaries, interviews, talk-back, documentary material, community announcements or advertisements.
- Voices will mainly be those of speakers of standard Australian English but there may be segments or whole texts with other varieties of English, especially for candidates at a high level of proficiency.
- If you are a teacher or a professional who interacts with children, testers are likely to include segments of children's speech.

Reading

In another part of the interview, you will be asked to read at least two different types of texts. You will then be asked to demonstrate your understanding of a text by talking to the tester about it.

- Texts may be selected from curriculum materials (e.g. syllabuses or text-books), research reports, material from the mass media, or professional journals (e.g. news stories, feature stories, editorials, 'letter to the editor', columnists' opinions, articles, reviews), community information, advertisements or material related to conditions of employment.
- Materials are selected to be as relevant as possible to each candidate
- Time allowed to read a text will depend on the type and length of the text though there is some flexibility allowed.
- You may refer back to the text while you talk to the tester about it.
- Dictionary use is not allowed.
- You may take some notes.

Writing

You will usually be asked to write two texts, totalling about 400 words, in approximately 60 minutes. As in real life, some minor flexibility in time may be allowed (i.e. 10-15 minutes extra to edit your work).

- One of the texts will be answered in approximately 250 words, the other in approximately 150 words.
 - The 150-word task may take the form of a letter, email, note or memo.
 - The 250-word task could be a memo, report, article, summary of a tutorial paper, a submission, open letter or handout in which you might be expected to express opinions, argue a case, describe a situation, event or phenomenon.
- All tasks will specify a relevant context, purpose and audience for the task. Your language should be appropriate for the purpose of the task.
- For teachers, for example:
 - The audience is likely to be students, parents, colleagues or other members of the immediate school community, or officers in the education system.
 - The context might be a school or class activity.
 - The purpose could be to request assistance, give notice of an event or something else relevant to teaching or a school.
- For students, for example:
 - The context could be the university library
 - The audience could be a university staff member or another student
 - The purpose could be to make an enquiry about some aspect of university life

You are not allowed to use a dictionary or any other support equipment and materials. In the face-to-face test, you must ensure your handwriting is comprehensible. While you may cross out any mistakes you make, you should still take care and ensure that what you write is neat enough for the reader to understand.

Remember: we can only mark you on your performance on the day of the test.