

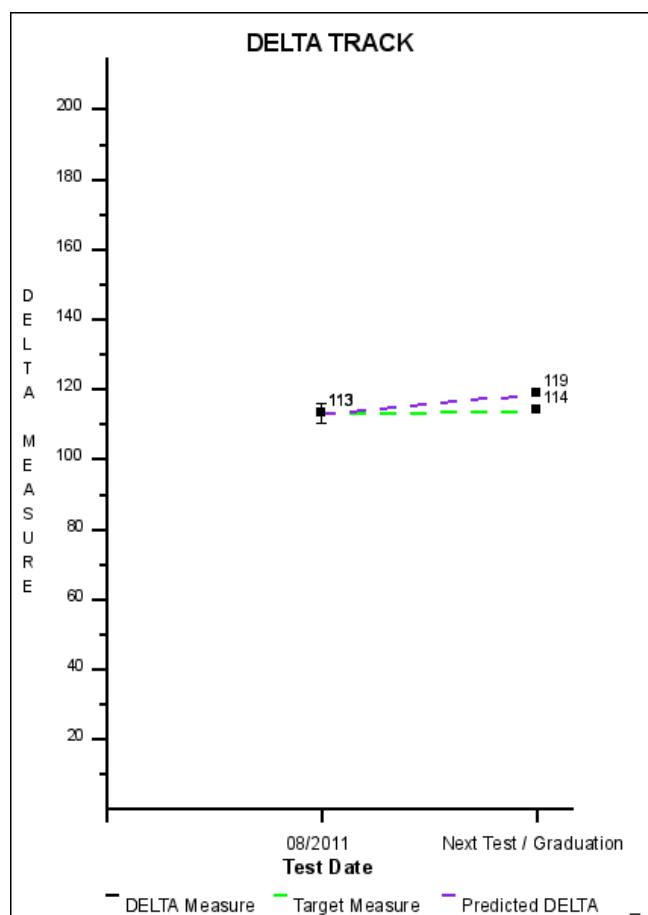
Diagnostic English Language Tracking Assessment Candidate Report

Name: Demo Candidate

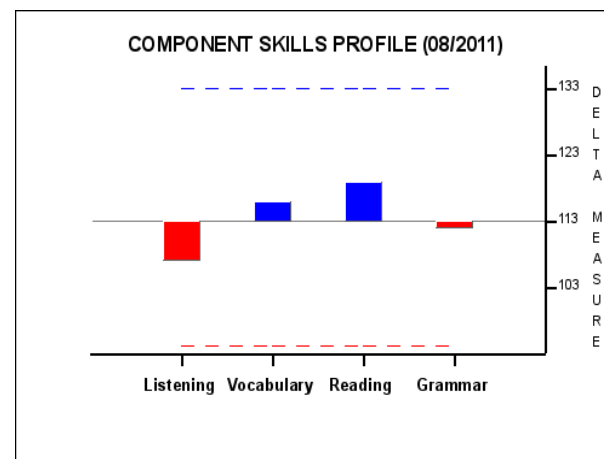
Candidate No: 11000001D

4 September 2017

This is a report of your performance in the Diagnostic English Language Tracking Assessment (DELTA). Each time you take the DELTA, you will receive a DELTA Measure and a diagnostic report. The reports are cumulative, so that you can track your progress in improving your English.



The DELTA Track shows your English proficiency calculated from your performance on the DELTA tests. Each time you take the tests, your Delta Measure is plotted to show your progress.



The Component Skills Profile above shows the contribution that the scores that you attained on each component has made to your DELTA Measure. Components below the line indicate areas of relative weakness.

Component Diagnostic Report

The four reports below show your performance on each of the four tests in the DELTA. They show a description of the subskills tested by each of the items you did, in descending order of difficulty. Your proficiency level as indicated by your DELTA Measure is also shown. Items below the line of your proficiency level are those that you would be expected to answer correctly. The items that are highlighted indicate the subskills that you should focus on in your English language learning.

Listening

More ↑ Difficulty ↓	Subskills tested	Text Type	Theme
	<ul style="list-style-type: none"> × Understanding information and making an inference × Understanding main ideas and supporting ideas √ Identifying specific information 	<ul style="list-style-type: none"> TV/Radio interviews TV/Radio interviews 	<ul style="list-style-type: none"> Media and communication Business and marketing
	DELTA 113		
	<ul style="list-style-type: none"> × Interpreting a word or phrase as used by the speaker × Identifying specific information × Understanding main ideas and supporting ideas × Inferring a speaker's reasoning √ Interpreting an attitude or intention of the speaker √ Interpreting a word or phrase as used by the speaker × Identifying specific information × Identifying specific information √ Identifying specific information 	<ul style="list-style-type: none"> TV/Radio interviews TV/Radio interviews TV/Radio interviews TV/Radio interviews 	<ul style="list-style-type: none"> Business and marketing Business and marketing Business and marketing Media and communication
	<ul style="list-style-type: none"> √ Understanding main ideas and supporting ideas √ Inferring a speaker's reasoning √ Understanding main ideas and supporting ideas × Identifying specific information 	<ul style="list-style-type: none"> Dialogues and conversations 	<ul style="list-style-type: none"> Travel
	<ul style="list-style-type: none"> √ Identifying specific information × Identifying specific information √ Identifying specific information √ Identifying specific information 	<ul style="list-style-type: none"> TV/Radio interviews 	<ul style="list-style-type: none"> Media and communication
	<ul style="list-style-type: none"> √ Identifying specific information 		
	<ul style="list-style-type: none"> × Interpreting a word or phrase as used by the speaker √ Identifying specific information 	<ul style="list-style-type: none"> TV/Radio interviews 	<ul style="list-style-type: none"> Media and communication
	<ul style="list-style-type: none"> × Identifying specific information 	<ul style="list-style-type: none"> Dialogues and conversations 	<ul style="list-style-type: none"> Travel

Less	√ Understanding main ideas and supporting ideas
	√ Identifying specific information

The report for Listening above indicates subskills to work on. You can find resources for improving your listening skills in general at <http://elc.polyu.edu.hk/CILL/listenin.htm>. Please view the online version of this report to access more resources.

Vocabulary

	Academic Word Sublist	Words for revision
More ↑	√ AWL Sublist 8	
	× AWL Sublist 10	intrinsic
	× AWL Sublist 7	inferred
	× AWL Sublist 8	ambiguity
	√ AWL Sublist 9	
	√ AWL Sublist 9	
Difficulty	DELTA 113	
	× AWL Sublist 5	sustain
	√ AWL Sublist 10	
	√ AWL Sublist 9	
	× AWL Sublist 2	distinction
	√ AWL Sublist 6	
	× AWL Sublist 1	variables
	√ AWL Sublist 8	
	√ AWL Sublist 9	
	√ AWL Sublist 7	
	√ AWL Sublist 8	
	√ AWL Sublist 3	
	√ AWL Sublist 5	
	√ AWL Sublist 3	
	√ AWL Sublist 6	
	× AWL Sublist 3	minor
Less ↓	√ AWL Sublist 5	
	√ AWL Sublist 2	
	√ AWL Sublist 2	

In the report for Vocabulary above, the items are drawn from the Academic Word List (AWL). The AWL is divided into 10 sublists of words used in academic English. Sublist 1 consists of the most frequent words. Sublist 2 contains the next most frequent and so on. You can find more information about the AWL at <http://elc.polyu.edu.hk/CILL/eap/wordlists.htm>. Please view the online version of this report to access more resources.

Reading

	Subskills tested	Text type	Theme
More ↑	√ Interpreting an attitude or intention of the writer	Feature articles	Health and bodycare
	× Interpreting a word or phrase as used by the writer		
	√ Interpreting a word or phrase as used by the writer	Feature articles	Language
	√ Interpreting a word or phrase as used by the writer		
	× Interpreting a word or phrase as used by the writer		
Difficulty ↑	× Understanding main ideas and supporting ideas	Feature articles	Language
	× Interpreting an attitude or intention of the writer	Feature articles	Language
	√ Interpreting a word or phrase as used by the writer		
	√ Understanding information and making an inference		
	√ Interpreting a word or phrase as used by the writer		
	√ Identifying specific information		
	√ Interpreting an attitude or intention of the writer		
	√ Understanding main ideas and supporting ideas		
	√ Identifying specific information		
	× Identifying specific information	Feature articles	Language
	√ Interpreting a word or phrase as used by the writer		
	√ Identifying specific information		
	√ Understanding main ideas and supporting ideas		
Less ↓	√ Understanding main ideas and supporting ideas		
	√ Understanding main ideas and supporting ideas		
	√ Identifying specific information		
	√ Understanding main ideas and supporting ideas		
	√ Identifying specific information		

DELTA 113

The report for Reading above indicates subskills to work on. You can find resources for improving your reading skills in general at <http://elc.polyu.edu.hk/CILL/reading.htm>. Please view the online version of this report to access more resources.

Grammar

Difficulty		Subskills tested	Example
More	↑	× Voice	The law should (amend) BE AMENDED immediately.
		√ Determiner	
Difficulty		√ Present perfect tense	
		× Determiner	She had a long holiday in (the Asia) ASIA last year.
		× Preposition	It was late so he came home (on) IN a taxi.
		√ Voice	
		× Simple present tense	It always (rained) RAINS at this time of year.
		√ Subject and verb agreement	
		√ Gerund	
		√ Present perfect tense	
		× Conditional	If I (will have) HAVE a day off from work, I will go to the beach.
		√ Relative pronoun	
		× Possessive	It is important to abide by the (universities) UNIVERSITY'S regulations.
		√ Phrasal verb	
		√ Word order	
		√ Gerund	
		√ Determiner	
		√ Gerund	
		√ Verb formation	
		√ Connective	
		√ Adjective	
Less		√ Modal	
		√ Word form	
		√ Voice	
		√ Word form	

DELTA 113

The report for Grammar above indicates subskills to work on. In the second column, examples are provided for the incorrect items. The error is in brackets and the correct form is in capital letters. You can find resources for improving your grammar skills in general at <http://elc.polyu.edu.hk/CILL/grammar.htm>. Please view the online version of this report to access more resources.

Overall Performance

Your Component Skills Profile suggests that you should priorities your English language learning as follows:

1. Listening
2. Grammar
3. Vocabulary
4. Reading

You should study the diagnostic information relating to your performance on each test component to gain an idea of your areas of strength and weakness. You should aim to improve your proficiency by focusing in particular on those areas in which you have shown weakness.

The next time you take the DELTA, the tests will be targeted to your proficiency level, enabling you to demonstrate the progress that you have made.

Thank you for taking the DELTA and good luck in your English language learning.

Language Testing Unit
English Language Centre