

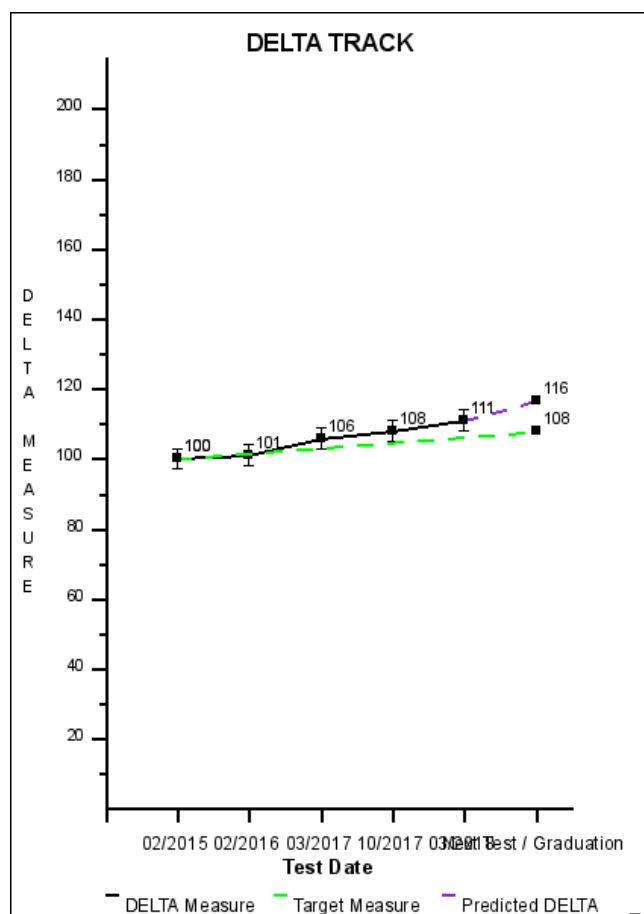
## Diagnostic English Language Tracking Assessment Candidate Report

**Name:** Demo Student

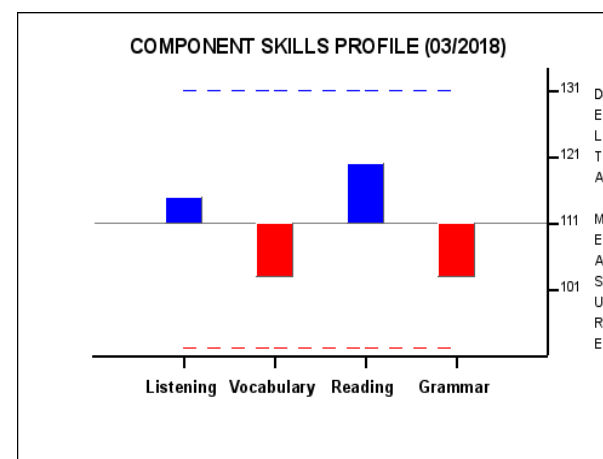
**Student No:** 1800001D

**Date:** 25 April 2018

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. Click on each component for more details.

## Component Diagnostic Report

The four reports below show your performance on each of the four components 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. Click on each subskill to learn more about it.

### Listening

	Subskills tested	Text Type	Theme	DELTA 111
More ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑ ↑	√ Interpreting a word or phrase as used by the speaker			
	√ Interpreting an attitude or intention of the speaker			
	√ Interpreting a word or phrase as used by the speaker			
	√ Identifying specific information			
	√ Identifying specific information			
	√ Understanding information and making an inference			
	√ Identifying specific information			
	× <b>Inferring the speaker's reasoning</b>	Personal reflections	Daily life	
	√ Understanding information and making an inference			
	√ Identifying specific information			
Difficulty	√ Understanding main ideas and supporting ideas			
	× <b>Identifying specific information</b>	TV/Radio interviews	Business and marketing	
	× <b>Understanding main ideas and supporting ideas</b>	TV/Radio interviews	Business and marketing	
	× <b>Understanding main ideas and supporting ideas</b>	TV/Radio interviews	Business and marketing	
	√ Identifying specific information			
	× <b>Identifying specific information</b>	Personal reflections	Daily life	
Less	× <b>Interpreting an attitude or intention of the speaker</b>	Personal reflections	Daily life	

The report for Listening above indicates subskills to work on. The online version of the report provides links to specific learning resources. You can find resources for improving your listening skills in general at <http://elc.polyu.edu.hk/cill/listening/>.

## Vocabulary

	Academic Word Sublist	Words for revision
More ↑	× AWL Sublist 3	minor
	× AWL Sublist 9	unattainable
Difficulty ↑	√ AWL Sublist 1	
	× AWL Sublist 8	arbitrariness
	× AWL Sublist 7	ultimate
	√ AWL Sublist 9	
	× AWL Sublist 9	confined
	× AWL Sublist 4	adequate
	× AWL Sublist 7	unique
	√ AWL Sublist 3	
	× AWL Sublist 6	preceding
	√ AWL Sublist 9	
	× AWL Sublist 9	restraints
	× AWL Sublist 7	indefinite
	√ AWL Sublist 9	
	√ AWL Sublist 9	
Less ↓	× AWL Sublist 7	foundation
	√ AWL Sublist 2	
	√ AWL Sublist 8	
	× AWL Sublist 4	internalise
	× AWL Sublist 7	inferred
	× AWL Sublist 3	technique
	√ AWL Sublist 4	

DELTA 111

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. The online version of the report provides links to specific learning resources. You can find more information about the AWL at <http://elc.polyu.edu.hk/cill/vocabulary/>.

# Reading

	Subskills tested	Text type	Theme
More ↑	√ Identifying specific information		
	√ Interpreting a word or phrase as used by the writer		
	√ Understanding main ideas and supporting ideas		
	√ Identifying specific information		
	√ identifying specific information		
	√ Interpreting a word or phrase as used by the writer		
	√ Understanding main ideas and supporting ideas		
	√ Understanding main ideas and supporting ideas		
	× <b>Understanding main ideas and supporting ideas</b>	<b>Feature articles</b>	<b>Health sciences</b>
	√ Understanding grammatical relationships of words/phrases across the text		
Difficulty	√ Understanding main ideas and supporting ideas		
	√ Identifying specific information		
	√ Understanding grammatical relationships of words/phrases across the text		
	√ Understanding information and making an inference		
	√ Identifying specific information		
	√ Interpreting an attitude or intention of the writer		
	× <b>Identifying specific information</b>	<b>Commentary</b>	<b>Politics and society</b>
	√ Understanding main ideas and supporting ideas		
	√ Understanding main ideas and supporting ideas		
	√ Understanding grammatical relationships of words/phrases across the text		
Less ↓	√ Understanding main ideas and supporting ideas		
	× <b>Identifying specific information</b>	<b>News articles</b>	<b>Environmental issues</b>
	× <b>Understanding grammatical relationships of words/phrases across the text</b>	<b>Commentary</b>	<b>Politics and society</b>
	× <b>Understanding information and making an inference</b>	<b>News articles</b>	<b>Environmental issues</b>

The report for Reading above indicates subskills to work on. The online version of the report provides links to specific learning resources. You can find resources for improving your reading skills in general at <http://elc.polyu.edu.hk/cill/reading/>.

## Grammar

	Subskills tested	Example
More ↑ Difficulty ↑	√ Negation	
	√ Infinitive	
	√ Conditional	
	√ Infinitive	
	√ Discourse marker	
	√ Connective	
	√ Determiner	
	√ Relative clause	
	× Modal	... One way to stop overcrowding in large cities (should) <b>MIGHT</b> be to have a resident quota.
	√ Participle	
Less ↓	× Word form	It is a very (comforting) <b>COMFORTABLE</b> chair.
	× Verb formation	Most people have been (support) <b>SUPPORTING</b> the idea for some time.
	× Word form	It is a very (comforting) <b>COMFORTABLE</b> chair.

DELTA 111

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. The online version of the report provides links to specific learning resources. You can find resources for improving your grammar skills in general at <http://elc.polyu.edu.hk/cill/grammar/>.

## Overall Performance

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

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

You should aim to improve your proficiency by focusing in particular on those areas in which you have shown weakness, making use of the links provided to relevant learning resources. You may also seek the advice and/or guidance of an EES Mentor or English Language Centre teacher to make the best use of this report.

The next time you take the DELTA, it 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