



e-TEP

ASSESSMENT FRAMEWORK

2025



Üniversiteler Mahallesi İhsan Doğramacı Bulvarı
No: 4D 06800 Bilkent Cankaya/ANKARA



4446796 (OSYM) (Çağrı Merkezi)



www.osym.gov.tr

1. e-TEP Reading and Listening Modules

The e-TEP Reading and Listening Modules consist of 30 questions.

You will have a total of 60 minutes to complete the Reading Module.

You will have a total of 30-33 minutes to complete the Listening Module (the variation in time may be due to differences in the length of the audio recordings).

You may complete the Reading Module before the allotted time ends; however, any remaining time cannot be transferred to the next module. You are expected to stay for the full duration of the Listening Module, as the recordings will play automatically and cannot be paused or skipped.

Sections

The Reading and Listening Modules of the exam are each divided into five separate sections. Each section contains a text or an audio recording and related questions.

The texts and questions become progressively more challenging from one section to the next.

Marking and Scoring

How will your Reading and Listening be assessed?

Your answers will be automatically scored by the e-TEP system.

Each correct answer will be awarded one point.

Both the Reading and Listening Modules are scored out of 30 points each.

There is no penalty for incorrect answers.

2. e-TEP Speaking Module

The e-TEP Speaking Module consists of four separate tasks. You will have a total of approximately 15 minutes to complete this section.

Before you begin speaking, you will be given time to read the task instructions and prepare your response. You may take notes during the preparation time.

Task 0

Task 0 is a warm-up task designed to help you feel comfortable.

You will answer a general question on a familiar topic.

This task will not be scored.

Tasks 1-2

You will complete different speaking tasks that require you to respond to questions or prompts. An independent speaking rating scale will be used for these tasks.

Task 3

You will watch a short video and then respond to a related prompt by speaking about the topic presented in the video.

You may take notes while watching the video and during your preparation time. An integrated speaking rating scale will be used for this task.

Marking and Scoring

How will your Speaking be assessed?

All tasks will be assessed by two independent raters, using a 20-point analytic rubric for each task.

If the two raters' scores for any task differ considerably, a third expert rater will review and score the task.

The total scores from all three scored tasks will then be converted into a final score out of 30 points for the Speaking Module.

3. e-TEP Writing Module

The e-TEP Writing Module consists of two separate tasks.

You will have a total of 45-50 minutes to complete this module (the variation in time may be due to differences in the length of the audio recordings). It is recommended that you spend 15 minutes on Task 1 and 30 minutes on Task 2.

Before you start writing, you will be given time to read the task instructions, listen to any accompanying audio, and examine any related visuals provided for each task.

The minimum word count required for each task will be clearly stated in the instructions.

For Task 2, candidates must use headphones to listen to the relevant audio input before starting their written response.

Task 1

In Task 1, you will be asked to produce a written response based on a written input.

You must write a minimum number of words as specified in the task instructions. Your answer should be presented as a coherent piece of continuous text, not in bullet points or note form. An independent writing rating scale will be used for this task.

Task 2

In Task 2, you will first study a graph, then you will listen to an audio input using headphones. You can take notes if you wish. Then you will be asked to produce a text based on the visual and the audio.

You must write at least the minimum number of words stated for this task. Your answer should be in the form of a connected and logically structured piece of writing. An integrated writing rating scale will be used for this task.

Marking and Scoring

How will your writing be assessed?

Both tasks will be assessed by two independent raters, using a 20-point analytic rubric for each task.

If the two raters' scores for any task differ considerably, a third expert rater will review and score the task.

The total scores from both tasks will then be converted into a final score out of 30 points for the Writing Module

e-TEP - INDEPENDENT SPEAKING RATING SCALE

Score Level	Task Completion	Grammar	Vocabulary	Fluency & Pronunciation
5	<p>Responds to the task to the fullest extent by</p> <ul style="list-style-type: none"> Developing content beyond personal experiences by including abstract ideas, diverse perspectives, and detailed examples that are well elaborated. Avoiding repeating ideas Produces well-organized spoken discourse, using a variety of cohesive devices to link complex ideas. 	<p>Shows full control of a wide range of complex structures (both clausal and phrasal) with rare/minor errors.</p>	<p>Has a wide range of vocabulary, including idiomatic expressions and colloquialism.</p> <p>Lexical accuracy is consistently high, with only occasional minor slips.</p>	<p>Is fluent throughout, almost effortlessly.</p> <p>Has a high degree of control on pronunciation features with only occasional lapses.</p>
4	<p>Responds to the task to a large extent by</p> <ul style="list-style-type: none"> Developing content beyond personal experiences with a balance of general ideas and supporting details with sufficient elaboration. Rarely repeating ideas. Produces generally organized spoken discourse, using a range of cohesive devices to link ideas, though there maybe jumpiness. 	<p>Shows good control of a range of simple and complex structures (clausal and some phrasal), though complex structures might have inaccuracy.</p> <p>Corrects most of their mistakes.</p>	<p>Has a relatively wide range of vocabulary related to both familiar and unfamiliar topics (including abstract topics).</p> <p>Lexical accuracy is generally high, though some incorrect word choices may occur.</p>	<p>Is mostly fluent with a few hesitations and pauses.</p> <p>Has a good degree of control on pronunciation features (e.g. word-blending) despite a few minor mispronunciations.</p>
3	<p>Responds to the task to an adequate extent by</p> <ul style="list-style-type: none"> Developing some content beyond personal experiences, primarily relying on simple details with some elaboration. Occasionally repeating ideas. Produces somewhat organized spoken discourse, using a limited number of cohesive devices to form longer sentences. The ideas are loosely connected. 	<p>Shows adequate control of a range of simple structures with some errors that do not hinder communication.</p> <p>Attempts to use complex structures with frequent errors that could result in vagueness.</p>	<p>Has a sufficient range of vocabulary about familiar topics.</p> <p>Lexical accuracy is fairly high, especially on familiar topics, but major errors may occur when discussing unfamiliar topics.</p>	<p>Is fluent to some extent with some hesitation and pauses due to linguistic reformulation.</p> <p>Is generally intelligible despite some pronunciation or intonation problems (e.g. no word-blending).</p>

2	Responds to the task to a limited extent by <ul style="list-style-type: none">Developing content mainly through personal experiences, with limited details and minimal elaboration.Repeating ideas frequently.Produces partially organized spoken discourse, linking groups of words with simple connectors (e.g., and, but, because), and the discourse lacks a clear organization.	Shows limited control of a range of simple structures with some errors. Produces structures with errors that may occasionally hinder meaning.	Has a limited range of vocabulary to deal with concrete everyday needs. Lexical accuracy is somewhat low; major errors may occur even when talking about concrete everyday needs.	Lacks fluency due to noticeable hesitations, long pauses, false starts, reformulations, and repetitions. May be unintelligible due to pronunciation and intonation problems, or choppy rhythm/pace, too fast or too slow speech, causing strain on the listener.
1	Responds to the task to a minimal extent by <ul style="list-style-type: none">Developing content through basic personal experiences, with little or no elaborationRelying heavily on repetition.Produces spoken discourse with minimal organization, linking words or groups of words with very basic linear connectors.	Shows very limited control of simple structures (e.g., even “to be” can be used inaccurately). Produces mostly phrases with frequent errors that could hinder meaning.	Has a very limited range of vocabulary to talk about personal, concrete topics. Lexical accuracy is low; major errors may frequently occur even when talking about personal, concrete topics.	Uses isolated sentences and phrases with too many long pauses. May have consistent pronunciation, stress and intonation difficulties causing considerable strain on the listener.
0	Off topic – Memorized speech – Not sufficient speech to rate – Inaudible speech – Technical issues – No response			
The test-taker must fully fit the features of the descriptor at a particular level.				

e-TEP - INTEGRATED SPEAKING RATING SCALE

Score Level	Task Completion	Grammar	Vocabulary	Fluency & Pronunciation
5	<p>Addresses the task to the fullest extent by incorporating all of the rhetorical moves.</p> <ul style="list-style-type: none"> The summary is comprehensive, capturing all key aspects of the video accurately without unnecessary detail. The discussion is deeply elaborated, demonstrating critical thinking and reflection. It not only builds on the content of the video but also integrates multiple new insights, perspectives, or examples that extend beyond the scope of the video. 	<p>Shows full control of a wide range of complex structures (both clausal and phrasal) with rare/minor errors.</p>	<p>Has a wide range of vocabulary, including idiomatic expressions and colloquialism.</p> <p>Lexical accuracy is consistently high, with only occasional minor slips.</p> <p>Words from the video are used appropriately, and vocabulary extends beyond the video, including abstract words.</p>	<p>Is fluent throughout, almost effortlessly.</p> <p>Has a high degree of control on pronunciation features with only occasional lapses.</p>
4	<p>Addresses the task to a large extent by incorporating most of the rhetorical moves.</p> <ul style="list-style-type: none"> The summary is well-developed, though there might be minor omissions. The discussion, while possibly including ideas from the video, goes beyond simply restating the content. It is elaborated and connected to new insights or perspectives. The evaluation could either cover two ideas with sufficient elaboration or one well-developed idea. 	<p>Shows good control of a range of simple and complex structures (clausal and some phrasal), though complex structures might have inaccuracy.</p> <p>Corrects most of their mistakes.</p>	<p>Has a relatively wide range of vocabulary related to both familiar and unfamiliar topics.</p> <p>Lexical accuracy is generally high, though some incorrect word choices may occur.</p> <p>Words from the video are used appropriately, and vocabulary beyond the video is evident, including abstract words.</p>	<p>Is mostly fluent with a few hesitations and pauses.</p> <p>Has a good degree of control on pronunciation features (e.g., word-blending) despite a few minor mispronunciations.</p>
3	<p>Addresses the task to an adequate extent by incorporating some of the rhetorical moves.</p> <ul style="list-style-type: none"> The summary could be missing or incomplete (some omissions, irrelevance, and/or inaccuracies). 	<p>Shows adequate control of a range of simple structures with some errors that do not hinder communication.</p>	<p>Has a sufficient range of vocabulary about familiar topics.</p> <p>Lexical accuracy is fairly high, especially on familiar topics, but major errors may occur when discussing unfamiliar topics.</p>	<p>Is fluent to some extent with some hesitation and pauses due to linguistic reformulation.</p>

	<ul style="list-style-type: none">The discussion includes some content from the video, but it also introduces some new perspectives with some elaboration.	Attempts to use complex structures with frequent errors that could result in vagueness.	Words from the video are used generally appropriately , with occasional inaccuracies. Some vocabulary beyond the video is evident.	Is generally intelligible despite some pronunciation or intonation problems (e.g., no word-blending).
2	Addresses the task to a limited extent by incorporating a few rhetorical moves. <ul style="list-style-type: none">The summary could be missing or incomplete (major omissions, irrelevance, and/or inaccuracies).The discussion could be missing or very limited (e.g., restatement of ideas from the video).The summary could be well-developed without any discussion.	Shows limited control of a range of simple structures with some errors. Produces structures with errors that may occasionally hinder meaning.	Has a limited range of vocabulary to deal with concrete everyday needs . Lexical accuracy is somewhat low ; major errors may occur even when talking about concrete everyday needs. Words from the video are used repetitively and inaccurately . Vocabulary beyond the video is minimal .	Lacks fluency due to noticeable hesitations, long pauses, false starts, reformulations, and repetitions. May be unintelligible due to pronunciation and intonation problems, or choppy rhythm/pace, too fast or too slow speech, causing strain on the listener.
1	Addresses the task to a minimal extent by touching upon only one or two rhetorical moves or having none of the necessary moves. <ul style="list-style-type: none">The response may be off focus (e.g., general opinions).	Shows very limited control of simple structures (e.g., even “to be” can be used inaccurately). Produces mostly phrases with frequent errors that may hinder meaning.	Has a very limited range of vocabulary to talk about personal, concrete topics . Lexical accuracy is low ; major errors may frequently occur even when talking about personal, concrete topics. Very few words from the video are used, often inaccurately or out of context .	Uses isolated sentences and phrases with too many long pauses. May have consistent pronunciation, stress and intonation difficulties causing considerable strain on the listener.
0	Off topic – Memorized speech – Not sufficient speech to rate – Inaudible speech – Technical issues – No response			
The test-taker must fully fit the features of the descriptor at a particular level.				

e-TEP - INTEGRATED WRITING RATING SCALE - TASK 1				
Score Level	Content	Grammar	Vocabulary	Coherence & Cohesion
5	addresses the prompt to the fullest extent by doing the following: <ul style="list-style-type: none"> refers explicitly to both the post and the comment in their own words - effectively expresses personal opinion with well-supported ideas 	consistently shows a high degree of grammatical accuracy with/without minor/rare errors shows consistent control of a wide range of complex structures	shows consistent control of a broad range of sophisticated vocabulary with/without minor/rare errors has a good command of collocational (and/or idiomatic) expressions	flows smoothly with well-connected ideas throughout the text , with/without minimal lapses can be followed without effort contains a good variety of cohesive devices
4	addresses the prompt to a large extent by doing the following: <ul style="list-style-type: none"> EITHER refers explicitly to both the post and the comment to a large extent in their own words OR refers explicitly to either the post or the comment to the fullest extent in their own words expresses personal opinion with ideas developed to a good extent 	shows a relatively high degree of grammatical accuracy with/without occasional errors which do not hinder meaning shows control of a good range of complex structures	shows control of a good range of vocabulary on general topics with/without occasional errors contains appropriate collocational expressions	flows generally smoothly with connected ideas in the text , with/without few lapses can be followed with little effort contains a variety of cohesive devices but may be with minimal overuse/misuse
3	addresses the prompt to an adequate extent by doing <u>one</u> of the following: <ul style="list-style-type: none"> EITHER refers to both the post and the comment to some extent in their own words OR refers to either the post or the comment to a large extent mostly in their own words expresses personal opinion with ideas developed to some extent 	shows adequate control of grammatical accuracy with some errors that can be interpreted from context shows control of some complex structures	shows control of an adequate range of vocabulary on familiar topics with/ without some errors that can be interpreted from context contains some collocational expressions with/without some errors that can be interpreted from context	flows adequately with shorter elements connected within the text can be followed, but requires some effort contains some cohesive devices but may be with misuse or overuse

	<ul style="list-style-type: none">• <u>OR</u>• effectively expresses personal opinion with well-supported ideas with no clear/explicit reference to the post and/or the comment			
2	addresses the prompt to a limited extent by doing <u>one</u> of the following: <ul style="list-style-type: none">• refers to the post or the comment to a limited extent with/without some lifting• expresses personal opinion to a limited extent• <u>OR</u>• expresses personal opinion with ideas developed to some extent with no clear/explicit reference to the post and/or the comment	shows limited grammatical accuracy with frequent errors that may hinder meaning <u>OR</u> shows consistent control of simple structures	shows control of a limited range of vocabulary on everyday topics with/ without frequent errors that may hinder meaning contains few collocational expressions with/without some errors that can be interpreted from context	is hard to follow <u>OR</u> contains basic connectors with/without misuse or overuse
1	attempts to address the prompt by doing <u>one</u> of the following: <ul style="list-style-type: none">• refers to the post or the comment to a very limited extent with/without heavy lifting• expresses very limited or no personal opinion• <u>OR</u> generates mostly irrelevant ideas	shows very limited grammatical accuracy with frequent errors that hinder meaning shows limited control of simple structures	shows control of a very limited range of vocabulary on personal topics with frequent errors that hinder meaning	is very hard to follow
0	*Insufficient response receives 1 out of 20. ** Completely lifted and completely irrelevant response receives 0 out of 20.			
The test-taker must fully fit the features of the descriptor at a particular level.				

e-TEP - INTEGRATED WRITING RATING SCALE - TASK 2

Score Level	Content	Grammar	Vocabulary	Coherence & Cohesion
5	addresses the prompt to the fullest extent by doing the following: <ul style="list-style-type: none"> effectively summarizes the three main points in the podcast, making clear and accurate connections with the relevant points in the visual 	<p>consistently shows a high degree of grammatical accuracy with/without minor/rare errors</p> <p>shows consistent control of a wide range of complex structures</p>	<p>shows consistent control of a broad range of sophisticated vocabulary from the two resources with/without minor/rare errors</p> <p>has a good command of collocational (and/or idiomatic) expressions</p> <p>shows consistent control of a good range of sophisticated vocabulary from individual lexical repertoire</p>	<p>flows smoothly with well-connected ideas throughout the text, with/without minimal lapses</p> <p>can be followed without effort</p> <p>contains a good variety of cohesive devices</p>
4	addresses the prompt to a large extent by doing the following: <ul style="list-style-type: none"> effectively summarizes two of the main points in the podcast, making clear and accurate connections with the relevant points in the visual (may include a third weakly connected point) 	<p>shows a relatively high degree of grammatical accuracy with/without occasional errors which do not hinder meaning</p> <p>shows control of a good range of complex structures</p>	<p>shows control of a good range of vocabulary from the two resources with/ without occasional errors <u>with/without</u> some sophisticated vocabulary from individual lexical repertoire</p> <p>contains appropriate collocational expressions</p>	<p>flows generally smoothly with connected ideas in the text, with/without few lapses</p> <p>can be followed with little effort</p> <p>contains a variety of cohesive devices but may be with minimal overuse/misuse</p>
3	addresses the prompt to an adequate extent by doing <u>one</u> of the following: <ul style="list-style-type: none"> effectively summarizes one of the main points in the podcast, making one clear and accurate connection with the relevant point in the visual (may include a second or third weakly connected point) OR summarizes the three main points in the podcast, making weak/vague 	<p>shows adequate control of grammatical accuracy with some errors that can be interpreted from context</p> <p>shows control of some complex structures</p>	<p>shows control of an adequate range of vocabulary from the two resources with/ without some errors that can be interpreted from context</p> <p>contains some collocational expressions with/without some errors that can be interpreted from context</p>	<p>flows adequately with shorter elements connected within the text</p> <p>can be followed, but requires some effort</p> <p>contains some cohesive devices but may be with misuse or overuse</p>

	connections with the relevant points in the visual		OR shows control of an adequate range of vocabulary from the visual as well as control of a good range of sophisticated vocabulary from individual lexical repertoire (almost no audio vocabulary)	
2	addresses the prompt to a limited extent by doing <u>one</u> of the following: <ul style="list-style-type: none">summarizes one or two of the main points in the podcast, making weak/vague/inaccurate connections with the points in the visualOR makes a clear connection for one of the main points without details from the podcastOR summarizes the podcast with only an overall connection with the visual	shows limited grammatical accuracy with frequent errors that may hinder meaning <u>OR</u> shows consistent control of simple structures	shows control of a limited range of vocabulary mainly from the visual with/ without frequent errors that may hinder meaning contains few collocational expressions with/without some errors that can be interpreted from context	is hard to follow <u>OR</u> contains basic connectors with/without misuse or overuse
1	addresses the prompt to a very limited extent by doing <u>one</u> of the following: <ul style="list-style-type: none">EITHER summarizes one <u>or</u> both resourcesOR generates mostly irrelevant ideas	shows very limited grammatical accuracy with frequent errors that hinder meaning shows limited control of simple structures	shows control of a very limited range of vocabulary on personal topics with frequent errors that hinder meaning	is very hard to follow
0	*Insufficient response receives 1 out of 20. ** Completely lifted and completely irrelevant response receives 0 out of 20.			
The test-taker must fully fit the features of the descriptor at a particular level.				

CEFR Levels Corresponding to e-TEP Sections and Total Scores

Test takers are assigned individual CEFR levels based on their performance in each section of the assessment. Furthermore, the CEFR level corresponding to their overall score is indicated on the certificate. The table below presents the minimum cut-off scores and associated language proficiency levels, as determined through standard-setting studies for each section and the total score.

Table 1. e-TEP 2025/1 CEFR Levels Corresponding to e-TEP Sections and Total Scores

Skill	B1	B2	C1
Reading	9	16	23
Listening	12	18	24
Speaking	15	20	25
Writing	14	20	26
Total	50	74	98

*The maximum score for each section is 30, and the maximum total score is 120.