**Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR): A Manual**

**FORMS FOR DESCRIBING AN EXAMINATION**

*General Examination Description (Forms A1-A8)*

Form A1: General Examination Description

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| **GENERAL INFORMATION** | |  | | | |
| 1. **General Information:**   Name of examination  Language tested  Examining institution  Versions analysed (date)  Type of examination  Purpose  Target population  No. of test takers per year | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **🖵** International **🖵** National **🖵** Regional **🖵** Institutional  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **🖵** Lower Sec **🖵** Upper Sec **🖵** Uni/College Students **🖵** Adult  \_\_\_\_\_\_\_\_\_\_ | | | |
| 1. What is the overall aim? | | | | | |
| 1. What are the more specific objectives? If available describe the needs of the intended users on which this examination is based. | | | | | |
| 1. What is/are the principal domain(s)? | **🖵** Public  **🖵** Personal  **🖵** Occupational  **🖵** Educational | | | | |
| 1. Which   communicative activities are tested? | **🖵 1** Listening comprehension  **🖵 2** Reading comprehension  **🖵 3** Spoken interaction  **🖵 4** Written interaction  **🖵 5** Spoken production  **🖵 6** Written production  **🖵 7** Integrated skills  **🖵 8** Spoken mediation of text  **🖵 9** Written mediation of text  **🖵 10** Language usage  **🖵 11** Other: (specify): \_\_\_\_\_\_\_\_\_\_\_ | | Name of Subtest(s) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | Duration **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 1. What is the weighting of the different subtests in the global result? |  | | | | |
| 1. Describe briefly the structure of each subtest |  | | | | |
| 1. What type(s) of responses are required? | **🖵** Multiple-choice  **🖵** True/False  **🖵** Matching  **🖵** Ordering  **🖵** Gap fill sentence  **🖵** Sentence completion  🖵 Gapped text / cloze, selected response  **🖵** Open gapped  text / cloze  **🖵** Short answer to open question(s)  **🖵** Extended answer (text / monologue)  **🖵** Interaction with examiner  **🖵** Interaction with peers  **🖵** Other | | | Subtests used in (Write numbers above)  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵**  **🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵 🖵** | |
| 1. What information is published for candidates and teachers? | **🖵** Overall aim  **🖵** Principal domain(s)  **🖵**  Test subtests  **🖵**  Test tasks  **🖵** Sample test papers  **🖵** Video of format of oral | | | **🖵** Sample answer papers  **🖵** Marking schemes  **🖵** Grading schemes  **🖵** Standardised performance  samples showing pass level  **🖵**  Sample certificate | |
| 1. Where is this accessible? | **🖵** On the website  **🖵** From bookshops  **🖵**  In test centres  **🖵**  On request from the institution  **🖵**  Other | | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| 1. What is reported? | **🖵** Global grade  **🖵**  Grade per subtest | | | **🖵** Global grade plus graphic profile  **🖵** Profile per subtest | |

Form A2: Test Development

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| **Test development** | **Short description and/or references** |
| 1. What organisation decided that the examination was required? | **🖵** Own organisation/school  **🖵** A cultural institute  **🖵** Ministry of Education  **🖵** Ministry of Justice  **🖵** Other: specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. If an external organisation is involved, what influence do they have on design and development? | **🖵** Determine the overall aims  **🖵** Determine level of language proficiency  **🖵** Determine examination domain or content  **🖵** Determine exam format and type of test tasks  **🖵** Other: specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. If no external organisation was involved, what other factors determined design and development of examination? | **🖵** A needs analysis  **🖵** Internal description of examination aims  **🖵** Internal description of language level  **🖵** A syllabus or curriculum  **🖵** Profile of candidates |
| 1. In producing test tasks are specific features of candidates taken into account? | **🖵** Linguistic background (L1)  **🖵** Language learning background  **🖵** Age  **🖵** Educational level  **🖵** Socio-economic background  **🖵** Social-cultural factors  **🖵** Ethnic background  **🖵** Gender |
| 1. Who writes the items or develops the test tasks? |  |
| 1. Have test writers guidance to ensure quality? | **🖵** Training  **🖵** Guidelines  **🖵** Checklists  **🖵** Examples of valid, reliable, appropriate tasks:  **🖵** Calibrated to CEFR level description  **🖵** Calibrated to other level description:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Is training for test writers provided? | **🖵** Yes  **🖵** No |
| 1. Are test tasks discussed before use? | **🖵** Yes  **🖵** No |
| 1. If yes, by whom? | **🖵** Individual colleagues  **🖵** Internal group discussion  **🖵** External examination committee  **🖵** Internal stakeholders  **🖵** External stakeholders |
| 1. Are test tasks pretested? | **🖵** Yes  **🖵** No |
| 1. If yes, how? |  |
| 1. If no, why not? |  |
| 1. Is the reliability of the test estimated? | **🖵** Yes  **🖵** No |
| 1. If yes, how? | **🖵** Data collection and psychometric procedures  **🖵** Other: specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Are different aspects of validity estimated? | **🖵** Face validity  **🖵** Content validity  **🖵** Concurrent validity  **🖵** Predictive validity  **🖵** Construct validity |
| 1. If yes, describe how. |  |

Form A3: Marking

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| **Marking: Subtest** | **Complete a copy of this form for each subtest.**  **Short description and/or reference** |
| 1. How are the test tasks marked? | For receptive test tasks:  🖵Optical mark reader  🖵Clerical marking for productive  For integrated test tasks:  🖵Trained examiners  🖵Teachers |
| 1. Where are the test tasks marked? | 🖵 Centrally  🖵 Locally:  🖵 By local teams  🖵 By individual examiners |
| 1. What criteria are used to select markers? |  |
| 1. How is accuracy of marking promoted? | 🖵 Regular checks by co-ordinator  🖵 Training of markers/raters  🖵 Moderating sessions to standardise judgments  🖵 Using standardised examples of test tasks:  🖵 Calibrated to CEFR  🖵 Calibrated to another level description  🖵 Not calibrated to CEFR or other description |
| 1. Describe the specifications of the rating criteria of productive and/or integrative test tasks. | 🖵One holistic score for each task  🖵 Marks for different aspects for each task  🖵Rating scale for overall performance in test  🖵 Rating Grid for aspects of test performance  🖵Rating scale for each task  🖵 Rating Grid for aspects of each task  🖵Rating scale bands are defined, but not to CEFR  🖵Rating scale bands are defined in relation to CEFR |
| 1. Are productive or integrated test tasks single or double rated? | 🖵Single rater  🖵Two simultaneous raters  🖵 Double marking of scripts / recordings  🖵Other: specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. If double rated, what procedures are used when differences between raters occur? | 🖵Use of third rater and that score holds  🖵Use of third marker and two closest marks used  🖵Average of two marks  🖵Two markers discuss and reach agreement  🖵Other: specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Is inter-rater agreement calculated? | 🖵Yes  🖵No |
| 1. Is intra-rater agreement calculated? | 🖵Yes  🖵No |

Form A4: Grading

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| **Grading: Subtest \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Complete a copy of this form for each Subtest.**  **Short description and/or reference** |
| 1. Are pass marks and/or grades given? | 🖵 Pass marks  🖵 Grades |
| 1. Describe the procedures used to establish pass marks and/or grades and cut scores |  |
| 1. If only pass/fail is reported, how are the cut-off scores for pass/fail set? |  |
| 1. If grades are given, how are the grade boundaries decided? |  |
| 1. How is consistency in these standards maintained? |  |

Form A5: Reporting Results

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| **Results** | **Short description and/or reference** |
| 1. What results are reported to candidates? | 🖵 Global grade or pass/fail  🖵 Grade or pass/fail per subtest  🖵 Global grade plus profile across subtests  🖵 Profile of aspects of performance per subtest |
| 1. In what form are results reported? | 🖵 Raw scores  🖵 Undefined grades (e.g. “C”)  🖵 Level on a defined scale  🖵 Diagnostic profiles |
| 1. On what document are results reported? | 🖵 Letter or email  🖵 Report card  🖵 Certificate / Diploma  🖵 On-line |
| 1. Is information provided to help candidates to interpret results? Give details. |  |
| 1. Do candidates have the right to see the corrected and scored examination papers? |  |
| 1. Do candidates have the right to ask for remarking? |  |

**Form A6: Data Analysis**

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| **Data analysis** | **Short description and/or reference** |
| 1. Is feedback gathered on the examinations? | 🖵 Yes  🖵 No |
| 1. If yes, by whom? | 🖵 Internal experts (colleagues)  🖵 External experts  🖵 Local examination institutes  🖵 Test administrators  🖵 Teachers  🖵 Candidates |
| 1. Is the feedback incorporated in revised versions of the examinations? | 🖵 Yes  🖵 No |
| 1. Is data collected to do analysis on the tests? | 🖵 On all tests  🖵 On a sample of test takers:  How large?: \_\_\_\_\_\_\_\_. How often?:\_\_\_\_\_\_\_\_  🖵 No |
| 1. If yes, indicate how data are collected? | 🖵 During pretesting  🖵 During live examinations  🖵 After live examinations |
| 1. For which features is analysis on the data gathered carried out? | 🖵 Difficulty  🖵 Discrimination  🖵 Reliability  🖵 Validity |
| 1. State which analytic methods have been used (e.g. in terms of psychometric procedures). |  |
| 1. Are performances of candidates from different groups analysed? If so, describe how. |  |
| 1. Describe the procedures to protect the confidentiality of data. |  |
| 1. Are relevant measurement concepts explained for test users? If so, describe how. |  |

Form A7: Rationale for Decisions

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| **Rationale for decisions (and revisions)** | **Short description and/or reference** |
| Give the rationale for the decisions that have been made in relation to the examination or the test tasks in question.  Is there a review cycle for the examination? (How often? Who by? Procedures for revising decisions) |  |

Form A8: Initial Estimation of Overall Examination Level

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| **Initial Estimation of Overall CEFR Level** | | |
| 🖵 A1  🖵  **🖵 A2**  **🖵** | **🖵 B1**  **🖵**  **🖵 B2**  **🖵** | **🖵 C1**  **🖵**  **🖵 C2**  **🖵** |
| **Short rationale, reference to documentation** | | |