**Support Materials for a Description of a Test/Examination**

**Towards a description of the test/examination**

The rationale of the proposed changes is that the consultants thus hope to:

* increase the validity of the exam by focussing more on the competences that we wish to test;
* increase validity by keeping the function of the examination in mind;
* increase reliability by reducing marker errors, among others;
* increase possibilities for linking to the CEFR by focussing on relevant CEFR- descriptors;
* make steps towards linking the exam to X level in the CEFR.

**A General information**

* This test/exam has been developed by {name institution}
* Reference to the law
* Purpose of the test/exam: This test/exam is aimed at measuring the …. language competences of candidates {provide details}
* The test/examination is based on a theoretical model: (e.g. model of communicative competence)
* The context/use of the test/examination: {end of course, entry requirement}
* Target population : {mention age, their L1, their school education etc}
* Test/Exam grid: example of grid representing the exam

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Paper** | **Test focus/purpose** | **Text type** | **Task type** | **Time allowed** | **Mark** |
| Reading |  |  |  |  |  |
| Listening |  |  |  |  |  |
| Writing |  |  |  |  |  |
| Speaking |  |  |  |  |  |

**B. Language specifications (general)**

* Level: general CEFR descriptors for B2/ Domains/ Topics/Unsuitable topics/Texts (sources)

**C. Language specifications (specific)**

1. Writing tasks

• Level descriptors, domains, topics, texts ( articles, reports, letters..), tasks (MCQ, matching…)

1. Reading tasks

* Level descriptors, domains, topics, texts, tasks Also see Manual page 62.

1. Use of English/French/German

* Level descriptors(?), texts, tasks

1. Listening tasks

* Level descriptors, domains, topics, texts, tasks