**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

|  |  |
| --- | --- |
| **GENERAL INFORMATION** |  |
| 1. **General Information:**

Name of examinationLanguage testedExamining institutionVersions analysed (date)Type of examinationPurposeTarget populationNo. 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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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** |