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 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 _____
2. What is the overall aim?	
3. What are the more specific objectives? If available describe the needs of the intended users on which this examination is based.	
4. What is/are the principal domain(s)?	☐ Public ☐ Personal ☐ Occupational ☐ Educational

		Name of Subtest(s)	Duration
5. 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): _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
6. What is the weighting of the different subtests in the global result?			
7. Describe briefly the structure of each subtest			

8. 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) ☐
9. 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
10. Where is this accessible?	☐ On the website ☐ From bookshops ☐ In test centres ☐ On request from the institution ☐ Other	_____
11. 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: _____
2. 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: _____
3. 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
4. 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
5. Who writes the items or develops the test tasks?	
6. 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: _____
7. Is training for test writers provided?	☐ Yes ☐ No
8. Are test tasks discussed before use?	☐ Yes ☐ No
9. If yes, by whom?	☐ Individual colleagues

	☐ Internal group discussion ☐ External examination committee ☐ Internal stakeholders ☐ External stakeholders
10. Are test tasks pretested?	☐ Yes ☐ No
11. If yes, how?	
12. If no, why not?	
13. Is the reliability of the test estimated?	☐ Yes ☐ No
14. If yes, how?	☐ Data collection and psychometric procedures ☐ Other: specify: _____
15. Are different aspects of validity estimated?	☐ Face validity ☐ Content validity ☐ Concurrent validity ☐ Predictive validity ☐ Construct validity
16. 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
2. Where are the test tasks marked?	☐ Centrally ☐ Locally: 　☐ By local teams 　☐ By individual examiners
3. What criteria are used to select markers?	
4. 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
5. 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
6. Are productive or integrated test tasks single or double rated?	☐ Single rater ☐ Two simultaneous raters ☐ Double marking of scripts / recordings ☐ Other: specify:_____
7. 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:_____

8. Is inter-rater agreement calculated?	☐ Yes ☐ No
9. 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
2. Describe the procedures used to establish pass marks and/or grades and cut scores	
3. If only pass/fail is reported, how are the cut-off scores for pass/fail set?	
4. If grades are given, how are the grade boundaries decided?	
5. How is consistency in these standards maintained?	

Form A5: Reporting Results

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
2. In what form are results reported?	☐ Raw scores ☐ Undefined grades (e.g. "C") ☐ Level on a defined scale ☐ Diagnostic profiles
3. On what document are results reported?	☐ Letter or email ☐ Report card ☐ Certificate / Diploma ☐ On-line
4. Is information provided to help candidates to interpret results? Give details.	
5. Do candidates have the right to see the corrected and scored examination papers?	
6. Do candidates have the right to ask for remarking?	

Form A6: Data Analysis

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

10. 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

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