ALTE Quality Assurance Checklists

Unit 2

Administration and Logistics

Name(s) of people completing this checklist:

Which examination are the checklists being completed for?

At which ALTE Level is the examination at?

Date of completion:

ALTE Quality Assurance Checklist
Unit 2: Administration Logistics

Instructions for completing checklists.

1.　　　　On each sheet you will see various columns. The first one is headed 'Code of Practice' and each page includes one or sometimes two question(s) or point(s) under that column. These are about the main points from the Code of Practice.

2.　　　　In the second column are Focus Points, asking for more detailed information about the question under the Code of Practice.

3.　　　　For each focus point, please do the following:

a.　　　　If the question can be answered by Yes or No, put a cross in the appropriate column.
b.　　　　Under 'Comments and Reference' add in further **short** information. This might be a reference to certain documents or as an explanation of why you have ticked Yes or No.
c.　　　　In the final column, headed 'Self Evaluation', you will see four boxes for each Focus Point. These are headed as follows:

　　　　IMP = In need of improvement
　　　　UR = Under review
　　　　AD = Adequate
　　　　GP = Good practice

　　　　For each Focus Point you should tick one of these boxes, depending on whether i**n your opinion** this needs to be improved within your organisation (IMP), whether this porcess is being reviewed by your organisation (UR), is adequately dealt with in your organisation (AD), or is good practice (GP).

4.　　　　At the end of the Unit you will find questions from the Code of Practice column repeated in Schedule B. Here you can add any longer information there was not room for in the boxes.

Example of a completed checklist – this is to give an example of how much information should be added to this part of the checklists.
Please add longer comments in Schedule B at the end of the Unit.

Unit 2. Administration & Logistics								
Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
D. Administration D1. Describe the preconditions and responsibilities of examination centres which are authorised to register candidates and to run the examinations.	i. Do you set out specific preconditions and requirements for those who organise and administer the examinations?	X		*We produce a handbook for centres, a new version is produced every two years.*		X		
	ii. If so, how are your examination centres selected and authorised?			*Possible new centres complete an application form and have a thorough inspection.*				X
	iii. How do you ensure that the conditions are adequate and that the staff are professionally competent?	X						
	iii. Do you describe the facilities required in terms of the space and availability of qualified people?		X	*Pages 13 - 15 of the centre handbook give information on this.*		X		
	iv. Are relevant documents provided for those who organise and administer the exam at centres? For example regulations, handbooks of instructions, notices?			*This has been discussed but not yet proceeded.*	X			

Please start completing the checklists from here

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
D. Administration D1. Describe the preconditions and responsibilities of examination centres which are authorised to register candidates and to run the examinations.	i. Do you set out specific preconditions and requirements for those who organise and administer the examinations?							
	ii. If so, how are your examination centres selected and authorised?							
	iii. How do you ensure that the conditions are adequate and that the staff are professionally competent?							
	iv. Do you describe the facilities required in terms of the space and availability of qualified people?							
	v. Are relevant documents provided for those who organise and administer the exam at centres? For example regulations, handbooks of instructions, notices?							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
Which of the following do you provide?	vi. If so, how and in what format? For example, what range of documents do you provide for external stakeholders in relation to examination administration?							
	Regulations							
	Handbooks for **supervisors**							
	Instructions to **invigilators**							
	Notices to candidates etc.							
	vii. How do you handle possible conflicts of interest? For example, are teachers from the same school as candidates allowed to participate in the administration of examinations?							
	viii. If so, how is the conflict of interest avoided and fairness assured?							

Unit 2. Administration & Logistics								
Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
D2. Describe who provides the conditions and skills needed to administer examinations?	i. Is another official body, other than the ALTE member, responsible for setting out or providing the conditions and skills needed to administer the examination?							
	ii. If so, which organisation or institution?							
	iii. What is the relationship with your organisation?							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
D3. Describe the entry procedures and requirements for candidates entering the examination.	i. How do candidates register for the examination?							
	ii. Do you have explicit entry requirements for candidates registering for the examination? For example, in terms of:							
	Their educational background and the examination?							
	Their first language background (L1)							
	Their age							
	Their L2 learning experience							
	Their existing level in your language							
	Prior certification from your organisation							
	iii. How are these requirements communicated to candidates and controlled by examination centres?							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
D4. Describe the requirements and arrangements for administering the examination.	What guidelines for exam administration do you provide on:							
	Suitable venues - location, space etc							
	Seating plans for examination rooms							
	Specifications for audio or video equipment							
	Suitable rooms for oral assessment							
D5. Describe the materials needed to administer the examination.	For reading							
	For listening							
	For speaking							
	For writing							
D6. Describe the procedures for the conduct of the examination on the day.								

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		Yes	No		INP	UR	AD	GP
D7. Describe how you guarantee confidentiality and secrecy of materials between the central office and the examination centre.	How is security and confidentiality maintained at examination centres:							
	Before the examination?							
	During the examination?							
	Immediately after the examination?							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
D8. Describe how you communicate with examination centres to guarantee a high quality of service?	i. How do you communicate with centres on administrative matters?							
	ii. Which members of your staff have this responsibility and what training do they receive to do this?							
	iii. Do you use email or electronic forms of data transfer?							
	iv. Do you have a telephone helpline to deal with problems as they occur?							

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		Yes	No		INP	UR	AD	GP
D9. Describe the post-examination arrangements.	i. Do examination centres have any responsibility for processing the examination? For example: is the examination or any component of the examination marked at the centres?							
	ii. If so, how is the quality of the processing, e.g. marking, controlled?							
	iii. Is the examination returned to central office for marking?							
	iv. What procedures are in place to handle the arrangements for return and receipt of materials? At centres? At central office?							
	v. How are materials returned to the central office to ensure that they arrive safely?							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
D10. Describe the procedures and restrictions on provision of results and certificates to candidates.	i. What information is given to candidates on the format and timing of results> For example, the time between examination and reporting results. Is information given to candidates on how and when they will get results?							
	ii. Do candidates have information about the publication of results of the examination before they take it? For example: when the results will be issued and where they get them from.							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
E. **Quality of service**. E1. Describe how you provide examination materials to the external stakeholders at examination centres on time and in good condition.	i. How long before the examination are materials packed and sent to centres?							
	ii. How do you deal with delays, lost materials etc?							
	iii. How is secure delivery ensured? For example: do you use registered delivery or couriers?							
	iv. How do you ensure materials are delivered in good condition?							
E2. Describe your delivery commitments and how you meet these.	i. What procedures do you have for centres to pack up and send back materials to the central office? For example: do you provide special envelopes with address labels or bar codes?							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
E3. Describe the quality controls you have to ensure that products and services are of suitable quality.	i. How do you ensure that your external stakeholders get a high quality of service from your administration staff? For example: in dealing with entries, despatch of materials, issue of results, other enquiries.							
	ii. Do you monitor the performance of staff who are responsible for dealing with centres to ensure that the quality of service is appropriate?							
	iii. How do you ensure that the candidates receive a high quality of service from your examination centre?							
	iv. Do you have a monitoring or inspection system for centres?							
	v. If so, how does it work? For example: who inspects and how often?							
	vi. What procedures do you have for dealing with centres which do not meet your regulations?							

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Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
E4. Describe the quality controls you have to ensure that products and services are provided within the time spans promised.	I. How do you ensure that deadlines are met by your staff for despatch of materials and issue of results to centres and candidates?							

Unit 2. Administration & Logistics								
Code of Practice	**Focus Points**			**Explanations and / or references**	**Self evaluation**			
		Yes	No		INP	UR	AD	GP
F. Special Circumstances. F1. Describe the special arrangements which are provided for specific candidates.	i. Do you make special arrangements for candidates with special requirements?							
	ii. Do you have specific forms of the examination or modified administration procedures for the following:							
	For candidates with temporary or permanent handicaps							
	For candidates under confinement, for example, in hospital, in prison or in religious orders							
	iii. Do you make provision for the unexpected administrative problems which occur during the examination, for example, power cuts etc?							
	iv. If so, how are these dealt with to ensure future fairness?							

Unit 2. Administration & Logistics								
Code of Practice	**Focus Points**	**Yes**	**No**	**Explanations and / or references**	**INP**	**UR**	**AD**	**GP**
F2. Describe how you deal with cases of malpractice (cheating).	i. What procedures do you have for dealing with cheating during the examination?							
	ii. What procedures do you have for monitoring the examination conduct in general?							

C. Communication with External Stakeholders.

C1. Describe how you provide examination users and takers with information to help them judge whether a particular examination should be taken.

C2. Describe how you make such information equally available to *all* candidates.

C3. Describe how you provide candidates with information they need in order to be familiar with coverage of the examination, they type of task formats, the rubrics and other instructions and appropriate examination-taking strategies.

C4. Describe which samples or complete copies of relevant documents you provide.

C5. Describe how and for whom you provide them.

Schedule B

Please add below any further information you have in answer to the questions:

D   Administration

D1   Describe the preconditions and responsibilities of examination centres which are authorised to

D2   Describe who provides the conditions and skills needed to administer the tests.

D3   Describe the entry procedures and requirements for candidates entering the examination.

D4   Describe the requirements and arrangements for administering the examination.

D5   Describe the materials needed to administer the examination.

D6   Describe the procedures for the conduct of the examination (on the day).

D7   Describe how you guarantee confidentiality and secrecy of materials between the central office
         and the examination centre.

D8   Describe how you communicate with the examination centres to guarantee a high quality of
         service.
D9   Describe the post examination arrangements.

D10 Describe the procedures and the restrictions on provision of results and certificates to candidates.

E   Quality of Service

E1   Describe how you provide examination materials to the external stakeholders at examination
         centres on time and in good condition.

E2   Describe your delivery commitments and how you meet these.

E3   Describe the quality controls you have to ensure that products and services are of suitable quality.

E4   Describe the quality controls you have to that products and services are provided within the time spans promised.

F   **Special Circumstances**

F1   Describe the special arrangements which are provided for specific candidates.

F2   Describe how you deal with cases of malpractice (cheating).

Term	Definition
Assessment	In language testing, the measurement of one or more aspects of language proficiency, by means of some for of test or procedure.
Bias	A test or item can be considered to be biased if one particular section of the candidates population is disadvantaged by some particular aspect of the test or item which is not relevant to what is being measured. Sources of bias may be connected with
Calibrate	In item response theory, to estimate the difficulty of a set of test items
Certificates	A document stating that a names person has taken a test or component of a test and had achieved a particular grade, usually at least a pass. See also *Diploma*
Clerical markers	A method of marking in which markers do not need to exercise any special expertise or subjective judgement. The mark by following a mark scheme which specifies all acceptable responses to each test item.
Communicative competence	The ability to use language appropriately in a variety of situations and settings.
Construct	A hypothesized ability or mental trait which cannot necessarily be directly observed or measured, for example, in language testing, listening ability. Language tests attempt to measure different constructs which underlie language ability. In addition to language ability itself, motivation, attitude and acculturation are all relevant constructs.
Construct validity	A test is said to have construct validity of the scores can be shown to reflect the theory about the nature of a construct or its relation to other constructs. It could be predicted, for example, that two valid tests of listening comprehension would rank learners in the same way, but each would have a weaker relationship with the scores on a test of grammatical competence.
Constructed response	A form of written response to a test item that involves active production, rather than just choosing from a number of options.

Content validity	A test is said to have content validity if the items or tasks of which it is made up constitute a representative sample of items for the area of knowledge or ability to be tested. These are often related to a syllabus or course.
Co-ordination session	For the assessment of Speaking and Writing human markers (raters / examiners)are required. Six aspects of the process of ensuring that the markers can mark in a reliable and valid way can be identified: RITCME - **R**ecruitment; **I**nduction and Initial Training; **T**raining for the specific exam; **C**o-ordination (before each exam takes place or at least regularly); **M**onitoring of their conduct; **E**valuation of their conduct. A co-ordination session is the event to ensure that all examiners have been co-ordinated effectively before they examine.
Criterion-related validity	A test is said to have criterion-related validity if a relationship can be established between test scores and some external criterion which is believed to be a measure of the same ability. Information on criterion-relatedness is also used in determining how well a test predicts future behaviour.
Cronbach's alpha	A reliability estimate, measuring the internal consistency of a test. It ranges in value from 0 to 1. It is often used for tests with rating scales as opposed to tests with dichotomous items, although it may be used for both. Also referred to as coefficient
Curriculum	An overall description of the aims, content, organisation, methods and evaluation of an educational course.
Cut score	The minimum score a candidate has to achieve in order to get a given grade in a test or examination. In mastery testing, the score on a test which is considered to be the level required in order to be considered minimally competent or at 'mastery' level.
Difficulty (index)	In classical test theory, the difficulty of an item is the proportion (p) of candidates responding to it correctly. This means that the difficulty estimate of an item is sample dependent, and changes according the level of ability of candidates.

Diploma	A document stating that a names person has taken a test or component of a test and had achieved a particular grade, usually at least a pass. Often interpreted as being of a higher level qualification than a certificate. See also *Certificate*
Examiner	Someone who assigns a score to a candidate's responses in a test, using subjective judgement to do so. Examiners are usually qualified in the relevant field and are required to undergo a process of training and standardization. In oral testing the roles of examiner and interlocutor are sometimes distinguished. Also referred to as assessor or rater.
Grading	The process of converting test scores or marks into grades.
Impact	The effect created by a test, both in terms of influence on general education process, and in terms of the individuals who are affected by the results.
Internal consistency (sample / estimate)	A feature of a test, represented by the degree to which candidates' scores on individual items in a test are consistent with their total score. Estimates of internal consistent can be used as indices of test reliability, various indices can be computed, for example KR-20 alpha. See also *Cronbach's alpha*
Invigilator	A person of authority employed at an examination centre to ensure that the exam is conducted according to the established procedures.
Marker	Someone who assigns a score to a candidate's responses to a written test. This may involve the use of expert judgement, or in the case of a clerical marker, the relatively unskilled application of a mark scheme.
Marking	Assigning a mark to a candidate's responses to a test. This may involve professional judgement, or application of a mark scheme which lists all acceptable responses.
Optical mark reader (OMR)	An electronic device used for reading information directly from answer sheets or mark sheets. Candidates or examiners can mark item responses or tasks on a mark sheet and this information can be read directly into a computer. Also referred to as scanner.

Performance	The act of producing language by speaking or writing. Performance, in terms of language actually produced by people, is often contrasted with competence, which is the underlying knowledge of a language.
Population sample	A selection of a sub-set of elements from a population.
Pretesting	A stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty. Following statistical analysis, those items that are considered to be satisfactory can be used in live tests.
Proficiency	Knowledge of a language and a degree of skill in using it.
Rater	See definition for examiner
Rater agreement	The degree of agreement between two assessments of the same sample of performance made at different times by the same assessor. This has particular relevance to the assessment of speaking and writing skills in tests where subjective judgements by examiners are required.
Regulations	An official document provided by the examination board which states the conditions under which enrolment for the exams, the conduct of the exams and the issue of results will be made. Candidates need to be aware of the regulations before the take the exam, including the rights and obligations they are signing up to.
Reliability	The consistency or stability of measures from a test. The more reliable a test is, the less random error it contains. A test which contains systematic error, e.g. bias against a certain group, may be reliable, but not valid. See also *Test - Retest*
Results	The outcome of a test, as reported to a test taker or test user.
Rubrics	The instructions given to candidates to guide their responses to a particular test task.
Score	A) The total number of points someone achieves in a test, either before scaling (raw score) or after scaling (scaled score). B) To assign numerical values to observed performance.

Standard error of measurement (SEM)	In classical true score test theory, the SEM is an indication of the imprecision of a measurement. The size of the standard error of measurement depends of the reliability and the standard deviation of the test scores.
Standardisation	The process of ensuring that assessor adhere to an agreed procedure and applying rating scales in an appropriate way.
Supervisor	A senior invigilator who is responsible for the conduct of an examination at an examination centre or in the examination room.
Test-retest	An estimate of reliability obtained by administering the same test to the same candidates in the same conditions, and correlating the scores on two sittings. It is concerned with the stability of scores over time, and is also appropriately used where estimates of internal consistency are not possible.
Validity	The extent to which scores on a test enable inferences to be made which are appropriate, meaningful and useful, given the purpose of a test. Different aspects of validity are identified, such as content, criterion and construct validity; these provide different kinds of evidence for judging the overall validity of a test for a given purpose. See also: *Construct validity, content validity, criterion related validity*
Discrimination	The power of an item to discriminate between weaker and stronger candidate. Various indices of discrimination are used. Some (e.g. biserial, point-biserial) are based on the correlation between the score on the item and a criterion, such as the total score on the test or some external measure of proficiency. Others are based on the difference in the item's difficulty for high and low ability groups. In item response theory the 2, and 3,

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Question (e.g. C2i)	Answer