

# Minimum standards for establishing quality profiles in ALTE examinations

## TEST CONSTRUCTION

- 1 You can describe the purpose and context of use of the examination, and the population for which the examination is appropriate.
- 2 The examination is based on a theoretical construct, e.g. on a model of communicative competence.
- 3 You provide criteria for selection and training of constructors, expert judges and consultants in test development and construction.
- 4 Parallel examinations are comparable across different administrations in terms of content, stability, consistency and grade boundaries.
- 5 If you make a claim that the examination is linked to an external reference system (e.g. Common European Framework), then you can provide evidence of alignment to this system.

## ADMINISTRATION & LOGISTICS

- 6 All centres are selected to administer your examination according to clear, transparent, established procedures, and have access to regulations about how to do so.
- 7 Examination papers are delivered in excellent condition and by secure means of transport to the authorized examination centres, your examination administration system provides for secure and traceable handling of all examination documents, and confidentiality of all system procedures can be guaranteed.
- 8 The examination administration system has appropriate support systems (e.g. phone hotline, web services etc).
- 9 You adequately protect the security and confidentiality of results and certificates, and data relating to them, in line with current data protection legislation, and candidates are informed of their rights to access this data.
- 10 The examination system provides support for candidates with special needs.

## MARKING & GRADING

- 11 Marking is sufficiently accurate and reliable for purpose and type of examination.
- 12 You can document and explain how reliability is estimated for rating, and how data regarding achievement of raters of writing and speaking performances is collected and analysed.

## TEST ANALYSIS

- 13 You collect and analyse data on an adequate and representative sample of candidates and can be confident that their achievement is a result of the skills measured in the examination and not influenced by factors like L1, country of origin, gender, age and ethnic origin.
- 14 Item-level and task-level data (e.g. for computing the difficulty, discrimination, reliability and standard errors of measurement of the examination) is collected from an adequate sample of candidates and analysed.

## COMMUNICATION WITH STAKEHOLDERS

- 15 The examination administration system communicates the results of the examinations to candidates and to examination centres (e.g. schools) promptly and clearly.
- 16 You provide information to stakeholders on the appropriate context, purpose and use of the examination, on its content, and on the overall reliability of the results of the examination.
- 17 You provide suitable information to stakeholders to help them interpret results and use them appropriately.
- 18 You take action when test scores are interpreted and used for a purpose that violates the best interest of test-takers.