

READING

Individual *Component* *Checklist*

ENGLISH VERSION



INTRODUCTION

This checklist has been designed for use as a practical tool for describing **ONE VERSION** of a particular component of a language test, for the purpose of evaluation or comparison.

General Notes

In this checklist the following terminology is used:

- **Component**
One subtest in an examination. Usually an examination is made up of subtests in the different skills, and components are commonly called by the names of skills. This checklist concerns the listening component of an examination. Components are also often referred to as 'papers'.
- **Input**
The material provided by the candidate for use in order to produce an appropriate response. In a test of listening it is likely to take the form of a recorded oral text plus written items.
- **Item**
Each testing point which is given a separate mark or marks. It may consist of, for example, one gap in a written text, or one multiple choice question with three or four options.
- **Response**
The candidate's written or spoken response to a task. The term 'answer' is often used in this context. However, for reasons of precision, it is not used here.
- **Rubric**
The instructions given to a candidate on how to respond to a particular input. An example, for a multiple choice cloze test, might be: *Read the text below and choose the correct word for each space. Mark the letter next to the correct word – A, B, C or D – on your answer sheet.*

- **Section**
Parts of the component can be subdivided into. Each may be testing a different area of skill or usage.
- **Task**
A task is defined precisely as a combination of rubric, input and response. For example, a reading text with several multiple choice items, all of which can be answered by referring to a single rubric, can be classified as a task. If another set of items relates to the same text, but requires a different rubric in order for a response to be produced, then that combination of text, rubric and items constitutes a different task. Thus the same text can form part of the same input for one or more tasks.

The term 'question' which is often used when referring to tasks, whether or not they are presented as grammatical questions, is avoided here because of its ambiguity.

- **Text**
In the context of a reading component of an examination, a text is a piece of written language, used as input to a task.

Please note

Some of the questions in this checklist are to be answered with a couple of words or numbers, and some have boxes to tick 'yes' or 'no'. Others, which involve making some qualitative judgement, ask for an assessment on a scale of 1 – 4, where 1 represents the most negative judgement and 4 the most positive.

Instructions for Individual Questions

A GENERAL DESCRIPTION

11 Weighting

Sometimes one section of a component is given more or less importance than others by weighting it differently from the others – assigning a higher or lower percentage of the total mark to it.

B PRESENTATION AND LAYOUT

7 How realistic is the presentation of the text?

If, for example, a task used in an examination paper is taken from an original magazine or newspaper article, an attempt may be made to present it in such a way as to make this source clear to the candidate, by means of headlines, setting out the text in columns etc.

D READING TEXTS AND TASKS

1 INPUT TEXTS

Most of this part of the checklist operates at the level of texts and items. As the number of texts in a test varies widely – some being composed of as few as two or three, while others consist of a large number of very short texts – text numbers have been left out of headings, and it is assumed that these pages will be photocopied when necessary, and text numbers written in.

3 Type of text

Texts for use in tests of reading are often taken from sources such as newspapers, magazines and novels. These are often adapted. In this question **box 1 = an unadapted text; box 2 = an adapted text; box 3 = specially written for the test.**

4 Writer's overall intention

It is often the case that there may be several intentions associated with any text. However, an *overall* intention should be identified.

5 Target reader (of original text)

It would, of course, be possible to break this down much further, but for the purposes of this checklist it has been decided to give only these limited categories, with the possibility of specifying more accurately under category d).

6 Topic of the text

The likely extent of the topic areas used in tests of listening is covered by the 'notions' in **Threshold Level 1990.**

2 LANGUAGE ABILITY TESTED

1 Main focus of testing

By this it is meant the **main focus** of what is being tested in language terms, although it may also touch on other areas. It is also taken as understood that there is a great deal of ambiguity in this area. This area of the checklist operates at item level. Again, it is assumed that this page will be photocopied and the text and item numbers written in.

Some of the categories used here need no explanation, but the following notes on some of them may be useful.

a) Skimming for overall gist

The text is read at speed, probably in order to respond to a question placed before the text, which demands an understanding of the topic and the author's attitude to it.

b) Demonstrating understanding of text as a whole

This may be done, for example, by writing a short summary of the main events or points discussed in the text.

c) Identifying the topic of the text

A short text, possibly a fragment taken from a longer text, is given. There are no titles or clues of that kind. An example would be part of a description of an object, which does not mention the object itself. The candidate then has to identify the object.

d) Identifying the function of the text

An example of a text consisting of a letter of apology from a travel agent, followed by an item which asks:

What is the writer trying to do:

- a) write a complaint
- b) offer an apology
- c) check travel arrangements
- d) blame a member of staff

f) Retrieving information by scanning text

Some questions related to specific points in the text may be placed before the text, so that the candidate responds by searching the text for the answer to each one..

g) Locating and selecting relevant factual information to perform task

An example would be a task consisting of ticking boxes on a customer satisfaction survey sheet related to a holiday. The information required is found in the diary entries and a postcard written during the holiday which are given as input to the task.

j) Deducting meaning from context

An example is a reading text which discusses the problems a company had in retaining reliable shop staff, using vocabulary such as ‘suffering from very high staff turnover rates’ and ‘absenteeism’. The reader who is not familiar with this vocabulary can deduce the meaning of ‘turnover rates’ and ‘absenteeism’ in the context of a text which describes how the problem was solved by recruiting older workers, who ‘stayed in their jobs longer’ and ‘were more reliable’.

l) Making inferences from information given in text

A set of items dealing with factual aspects of a text sometimes includes one ‘global’ item, which may begin ‘This article gives the impression that...’ or ‘This article shows young people as...’ to test the overall conclusions the reader is expected to draw from the information given.

m) Recognising numbers, letters etc.

This might occur in a test of reading at a low level, probably designed for a particular target group who are also learners of a different script from that of their first language.

n) Making use of clues such as subtitles, illustrations, typography

An example occurs in an item from a test at a low level, where public notices are photographed in situ. For example, a notice saying, ‘Watch your luggage at all times’ is shown above bags and cases at an airport.

4 EXPECTED RESPONSE

11 To what extent are non-linguistic skills being tested?

This question attempts to gauge the extent to which skills other than language ability are required in order to provide a response. An example of this would be an item which demands some type of mathematical calculation in order to get the correct answer, or an item which involves the candidate reading a map or interpreting a plan or diagram.

12 To what extent is there an overlap with testing another area of linguistic skill?

This question attempts to gauge the extent to which testing one area of language skill also involves the candidate’s ability in another area of skill. It is difficult to separate the skills completely from one another. For example, it is likely that any test of listening will also involve candidate reading instruction and rubrics, and in writing responses, and tests of structural competence and reading will also involve candidates in writing.

5 MARKING

5 What type of marking is used?

These can characterised as follows:

a) Examiner marking: marking carried out by experts, who are often referred to as examiners. They are required to make use of professional judgement in awarding marks.

b) Clerical marking: marking carried out by non-experts, who have to deal with letters, numbers or words. They are generally required to exercise only very limited judgement, of a non-expert type.

c) Computerised marking: marking carried out by a machine such as an optical mark reader. Multiple choice tests are often marked in this way.

The term ‘marking’ as it is used here refers to the process of assigning a mark to an item, and not to the way in which the mark is recorded or read. Computerised marking mean that the candidate’s response goes directly to the computer for the mark to be assigned, and no human marker is involved.

GENERAL DESCRIPTION

NAME OF EXAMINATION

NAME OF COMPONENT

NAME / NUMBER OF TASK

A GENERAL DESCRIPTION

	Section 1	Section 2	Section 3	Total for component
1 Name of section (if any)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 Number of tasks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 Number of items	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 Suggested time allocated for section	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 Preparation time allocated (if any)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 Total number of marks achievable (as percentage)	<input type="text"/>	<input type="text"/>	<input type="text"/>	100%
7 Is percentage of marks available for section indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
8 Is percentage of marks available for each task indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
9 Is suggested time allocation for each section indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
10 Is suggested time allocation for each task indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
11 Weighting	<input type="text"/>	<input type="text"/>	<input type="text"/>	100%

B PRESENTATION & LAYOUT

Name of component								
1 How is the component presented?	As a separate booklet	<input type="checkbox"/>	As part of a booklet					<input type="checkbox"/>
2 How is the beginning of the component indicated?	by a front page	<input type="checkbox"/>	by a title page in a booklet					<input type="checkbox"/>
	by a title	<input type="checkbox"/>						<input type="checkbox"/>
3 What information is given at the beginning of the component?	title of component	<input type="checkbox"/>	candidate name					<input type="checkbox"/>
	candidate number	<input type="checkbox"/>	sex of candidate					<input type="checkbox"/>
	name of institution	<input type="checkbox"/>	date of examination					<input type="checkbox"/>
	total number of marks for component	<input type="checkbox"/>	time allocated					<input type="checkbox"/>
	instructions to examiner	<input type="checkbox"/>	instructions to candidate					<input type="checkbox"/>
4 How many pages long is the component?								
5 How well is the text in the booklet spaced out?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
6 How much space is allowed for the responses?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
7 How realistic is presentation of the text?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
8 What size is the booklet? (A4, A5 etc.)								
9 Is colour printing used?	Yes	<input type="checkbox"/>	No					<input type="checkbox"/>
10 Are drawings used?	Yes	<input type="checkbox"/>	No					<input type="checkbox"/>
11 Are photographs used?	Yes	<input type="checkbox"/>	No					<input type="checkbox"/>

C GUIDANCE TO CANDIDATES (INSTRUCTIONS AND RUBRICS)

Name of component									
1	How clear are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
2	How easy to understand are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
3	How adequate are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
4	How relevant are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
5	How consistent are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
6	How clear are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
7	How easy to understand are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
8	How adequate are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
9	How relevant are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
10	How consistent are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>

D READING TEXTS AND TASKS

Name of examination	<input type="text"/>
Number of texts in listening component	<input type="text"/>

1. INPUT - TEXTS

	Section 1	Section 2	Section 3	Section 4
1 Number of texts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1. INPUT - TEXTS

		Text <input type="text"/>	Text <input type="text"/>	Text <input type="text"/>
2	Number of words in text	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	Type of text			
		1 2 3	1 2 3	1 2 3
a)	(from) book written for young adults	a <input type="text"/> <input type="text"/> <input type="text"/>	a <input type="text"/> <input type="text"/> <input type="text"/>	a <input type="text"/> <input type="text"/> <input type="text"/>
b)	newspaper article	b <input type="text"/> <input type="text"/> <input type="text"/>	b <input type="text"/> <input type="text"/> <input type="text"/>	b <input type="text"/> <input type="text"/> <input type="text"/>
c)	magazine article	c <input type="text"/> <input type="text"/> <input type="text"/>	c <input type="text"/> <input type="text"/> <input type="text"/>	c <input type="text"/> <input type="text"/> <input type="text"/>
d)	advertisement	d <input type="text"/> <input type="text"/> <input type="text"/>	d <input type="text"/> <input type="text"/> <input type="text"/>	d <input type="text"/> <input type="text"/> <input type="text"/>
e)	novel	e <input type="text"/> <input type="text"/> <input type="text"/>	e <input type="text"/> <input type="text"/> <input type="text"/>	e <input type="text"/> <input type="text"/> <input type="text"/>
f)	technical manual	f <input type="text"/> <input type="text"/> <input type="text"/>	f <input type="text"/> <input type="text"/> <input type="text"/>	f <input type="text"/> <input type="text"/> <input type="text"/>
g)	textbook	g <input type="text"/> <input type="text"/> <input type="text"/>	g <input type="text"/> <input type="text"/> <input type="text"/>	g <input type="text"/> <input type="text"/> <input type="text"/>
h)	bureaucratic document	h <input type="text"/> <input type="text"/> <input type="text"/>	h <input type="text"/> <input type="text"/> <input type="text"/>	h <input type="text"/> <input type="text"/> <input type="text"/>
i)	instruction leaflet	i <input type="text"/> <input type="text"/> <input type="text"/>	i <input type="text"/> <input type="text"/> <input type="text"/>	i <input type="text"/> <input type="text"/> <input type="text"/>
j)	unknown	j <input type="text"/> <input type="text"/> <input type="text"/>	j <input type="text"/> <input type="text"/> <input type="text"/>	j <input type="text"/> <input type="text"/> <input type="text"/>
k)	other (please specify)	k <input type="text"/> <input type="text"/> <input type="text"/>	k <input type="text"/> <input type="text"/> <input type="text"/>	k <input type="text"/> <input type="text"/> <input type="text"/>
	<input type="text"/>			

1 = unadapted text; 2 = adapted text; 3 = specially written

1. INPUT - TEXTS

			Text		Text		Text
4	Writer's overall intention		<input style="width: 40px; height: 15px;" type="text"/>		<input style="width: 40px; height: 15px;" type="text"/>		<input style="width: 40px; height: 15px;" type="text"/>
	a) to provide information	a	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	b) to obtain information	b	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	c) to explain	c	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	d) to describe	d	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	e) to narrate	e	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	f) to complain	f	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	g) to persuade / convince	g	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	h) to argue (for / against)	h	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	i) to instruct / teach	I	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	j) to report back	j	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	k) to express feelings	k	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	l) other (please specify)	l	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	<input style="width: 300px; height: 15px;" type="text"/>						
	m) unknown	m	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	n) indeterminate	n	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
5	Target listener (to original)						
	a) general public	a	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	b) young learners	b	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	c) L2 learners	c	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	d) specialist group (please specify)	d	<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>		<input style="width: 20px; height: 20px;" type="checkbox"/>
	<input style="width: 300px; height: 15px;" type="text"/>						

1. INPUT - TEXTS

		Text	<input style="width: 100%;" type="text"/>	Text	<input style="width: 100%;" type="text"/>	Text	<input style="width: 100%;" type="text"/>	Text	<input style="width: 100%;" type="text"/>
6	Topic of text								
	a) personal identification	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
	b) house and home, environment	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
	c) daily life	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
	d) free time / entertainment	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
	e) travel	e	<input type="checkbox"/>	e	<input type="checkbox"/>	e	<input type="checkbox"/>	e	<input type="checkbox"/>
	f) relations with other people	f	<input type="checkbox"/>	f	<input type="checkbox"/>	f	<input type="checkbox"/>	f	<input type="checkbox"/>
	g) health and body care	g	<input type="checkbox"/>	g	<input type="checkbox"/>	g	<input type="checkbox"/>	g	<input type="checkbox"/>
	h) education	h	<input type="checkbox"/>	h	<input type="checkbox"/>	h	<input type="checkbox"/>	h	<input type="checkbox"/>
	i) science and scholarship	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	<input type="checkbox"/>
	j) current affairs	j	<input type="checkbox"/>	j	<input type="checkbox"/>	j	<input type="checkbox"/>	j	<input type="checkbox"/>
	k) shopping	k	<input type="checkbox"/>	k	<input type="checkbox"/>	k	<input type="checkbox"/>	k	<input type="checkbox"/>
	l) food and drink	l	<input type="checkbox"/>	l	<input type="checkbox"/>	l	<input type="checkbox"/>	l	<input type="checkbox"/>
	m) services	m	<input type="checkbox"/>	m	<input type="checkbox"/>	m	<input type="checkbox"/>	m	<input type="checkbox"/>
n) places	n	<input type="checkbox"/>	n	<input type="checkbox"/>	n	<input type="checkbox"/>	n	<input type="checkbox"/>	
o) language	o	<input type="checkbox"/>	o	<input type="checkbox"/>	o	<input type="checkbox"/>	o	<input type="checkbox"/>	
p) weather	p	<input type="checkbox"/>	p	<input type="checkbox"/>	p	<input type="checkbox"/>	p	<input type="checkbox"/>	
q) other (please specify)	q	<input type="checkbox"/>	q	<input type="checkbox"/>	q	<input type="checkbox"/>	q	<input type="checkbox"/>	
7	Is text								
	a) complete?	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
b) extract from longer text?	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	
8	What details of text source are given?								
	a) none	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
	b) type of text (e.g. radio programme)	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
	c) title, name of speaker	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
	d) date	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
9	Are paragraph / line markers (e.g. numbers) provided?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>
		No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>	No	<input type="checkbox"/>

2. LANGUAGE ABILITY TESTED

<i>Text</i>				
1 Main focus of testing	Item <input type="checkbox"/>	Item <input type="checkbox"/>	Item <input type="checkbox"/>	Item <input type="checkbox"/>
a) Skimming for overall gist	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>
b) demonstrating understanding of text as a whole	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>
c) identifying topic of text	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>
d) identifying function of text	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>
e) distinguishing main points of text from subsidiary ones	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>
f) retrieving specific information by scanning text	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>
g) locating and selecting relevant factual information to perform task	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>
h) demonstrating understanding of how text structure works	h <input type="checkbox"/>	h <input type="checkbox"/>	h <input type="checkbox"/>	h <input type="checkbox"/>
i) distinguishing fact from opinion	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>
j) deducing meaning from context	j <input type="checkbox"/>	j <input type="checkbox"/>	j <input type="checkbox"/>	j <input type="checkbox"/>
k) interpreting text for author's attitude, style	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>
l) making inferences from information given in the text	l <input type="checkbox"/>	l <input type="checkbox"/>	l <input type="checkbox"/>	l <input type="checkbox"/>
m) recognising numbers, letters etc.	m <input type="checkbox"/>	m <input type="checkbox"/>	m <input type="checkbox"/>	m <input type="checkbox"/>
n) making use of clues such as subtitles, illustrations	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>
o) other (please specify)	o <input type="checkbox"/>	o <input type="checkbox"/>	o <input type="checkbox"/>	o <input type="checkbox"/>

2. LANGUAGE ABILITY TESTED

2	Text <input type="text"/>	Item <input type="checkbox"/>	Item <input type="checkbox"/>	Item <input type="checkbox"/>	Item <input type="checkbox"/>	Item <input type="checkbox"/>
a)	multiple choice (discrete)	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>
b)	multiple choice (text based)	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>
c)	gap filling	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>
d)	matching	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>
e)	short answer (word / short phrase)	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>
f)	short answer (1 – 3 sentences)	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>
g)	sentence completion	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>
h)	true / false	h <input type="checkbox"/>	h <input type="checkbox"/>	h <input type="checkbox"/>	h <input type="checkbox"/>	h <input type="checkbox"/>
i)	ordering	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>	I <input type="checkbox"/>
j)	other (please specify) <input type="text"/>	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>	k <input type="checkbox"/>

3. TASKS

<i>Task</i>				
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1 How many tasks are there in relation to the text?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 How many items are there per task?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 How clear and unambiguous are the tasks?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>
4 Is the language of the text at an appropriate level?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>
5 Is the language of the rubric(s) at an appropriate level?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>
6 Is the language of the items at an appropriate level?	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>	1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4 <input type="text"/>
7 How are the items sequenced in relation to the text?				
a) as in the text	a <input type="text"/>	a <input type="text"/>	a <input type="text"/>	a <input type="text"/>
b) in a different order from the text	b <input type="text"/>	b <input type="text"/>	b <input type="text"/>	b <input type="text"/>
c) apparently random	c <input type="text"/>	c <input type="text"/>	c <input type="text"/>	c <input type="text"/>
8 Are the items				
a) written	a <input type="text"/>	a <input type="text"/>	a <input type="text"/>	a <input type="text"/>
b) recorded on tape	b <input type="text"/>	b <input type="text"/>	b <input type="text"/>	b <input type="text"/>
9 Are items read				
a) before	a <input type="text"/>	a <input type="text"/>	a <input type="text"/>	a <input type="text"/>
b) after listening to the text?	b <input type="text"/>	b <input type="text"/>	b <input type="text"/>	b <input type="text"/>

4. EXPECTED RESPONSE

Task	Item		
1	What type of response is required?		
	a) choice from a list	a	<input type="checkbox"/>
	b) one or two word answer	b	<input type="checkbox"/>
	c) longer answer	c	<input type="checkbox"/>
2	Is the type and length of response required indicated to the candidate?	Yes	<input type="checkbox"/>
		No	<input type="checkbox"/>
3	How limited is the acceptable list of responses?	1	<input type="checkbox"/>
		2	<input type="checkbox"/>
		3	<input type="checkbox"/>
		4	<input type="checkbox"/>
4	How often is it possible to respond correctly without reference to the text?		
	a) never	a	<input type="checkbox"/>
	b) sometimes	b	<input type="checkbox"/>
	c) always	c	<input type="checkbox"/>
5	To what extent is specialist knowledge assumed?	1	<input type="checkbox"/>
		2	<input type="checkbox"/>
		3	<input type="checkbox"/>
		4	<input type="checkbox"/>

4. EXPECTED RESPONSE

	Task <input style="width: 100%;" type="text"/>	Item <input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
6	To what extent is cultural knowledge assumed?	1 <input style="width: 20px; height: 20px;" type="text"/> 2 <input style="width: 20px; height: 20px;" type="text"/> 3 <input style="width: 20px; height: 20px;" type="text"/> 4 <input style="width: 20px; height: 20px;" type="text"/>	1 <input style="width: 20px; height: 20px;" type="text"/> 2 <input style="width: 20px; height: 20px;" type="text"/> 3 <input style="width: 20px; height: 20px;" type="text"/> 4 <input style="width: 20px; height: 20px;" type="text"/>
7	Is information required to answer a particular item? a) localised in only one area of text b) in several areas of the text c) spread throughout the whole text	Yes <input style="width: 20px; height: 20px;" type="text"/> No <input style="width: 20px; height: 20px;" type="text"/> a <input style="width: 20px; height: 20px;" type="text"/> b <input style="width: 20px; height: 20px;" type="text"/> c <input style="width: 20px; height: 20px;" type="text"/>	Yes <input style="width: 20px; height: 20px;" type="text"/> No <input style="width: 20px; height: 20px;" type="text"/> a <input style="width: 20px; height: 20px;" type="text"/> b <input style="width: 20px; height: 20px;" type="text"/> c <input style="width: 20px; height: 20px;" type="text"/>
8	Are candidates referred to specific areas of the text?	Yes <input style="width: 20px; height: 20px;" type="text"/> No <input style="width: 20px; height: 20px;" type="text"/>	Yes <input style="width: 20px; height: 20px;" type="text"/> No <input style="width: 20px; height: 20px;" type="text"/>
9	Do the words in the item repeat exactly the words in the text?	Yes <input style="width: 20px; height: 20px;" type="text"/> No <input style="width: 20px; height: 20px;" type="text"/>	Yes <input style="width: 20px; height: 20px;" type="text"/> No <input style="width: 20px; height: 20px;" type="text"/>
10	Can items be answered by: a) taking words and phrases directly from the text? b) modifying words in text slightly c) rephrasing text to a significant extent	a <input style="width: 20px; height: 20px;" type="text"/> b <input style="width: 20px; height: 20px;" type="text"/> c <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/> b <input style="width: 20px; height: 20px;" type="text"/> c <input style="width: 20px; height: 20px;" type="text"/>
11	To what extent are non-linguistic skills being tested?	1 <input style="width: 20px; height: 20px;" type="text"/> 2 <input style="width: 20px; height: 20px;" type="text"/> 3 <input style="width: 20px; height: 20px;" type="text"/> 4 <input style="width: 20px; height: 20px;" type="text"/>	1 <input style="width: 20px; height: 20px;" type="text"/> 2 <input style="width: 20px; height: 20px;" type="text"/> 3 <input style="width: 20px; height: 20px;" type="text"/> 4 <input style="width: 20px; height: 20px;" type="text"/>
12	To what extent is there an overlap with testing another area of linguistic skill?	1 <input style="width: 20px; height: 20px;" type="text"/> 2 <input style="width: 20px; height: 20px;" type="text"/> 3 <input style="width: 20px; height: 20px;" type="text"/> 4 <input style="width: 20px; height: 20px;" type="text"/>	1 <input style="width: 20px; height: 20px;" type="text"/> 2 <input style="width: 20px; height: 20px;" type="text"/> 3 <input style="width: 20px; height: 20px;" type="text"/> 4 <input style="width: 20px; height: 20px;" type="text"/>

5. MARKING

	Task	Item					
1	How many marks are available?		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	Is the number of marks available indicated to the candidate?	Yes No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3	What are the criteria for marking?						
	a) correct meaning	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) correct choice of option	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) accurate reproduction of phrases numbers etc.	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) accurate spelling	d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) other (please specify)	e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Are marking criteria indicated to the candidate?	Yes No	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5	What type of marking is used?						
	a) examiner marking	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) clerical marking	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) computerised marking	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>