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Università per Stranieri di Perugia - CVCL

**Bridging Distances with Test Takers:
the Impact of the ALTE Audit on CELI exams**

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CELI exams:

- Administered since 1987
- Addressed to general public
- 6 levels tested from A1 to C2 (CELI 5) of the CEFR
- 5 levels audited (A2-C2)



CELI exams and ALTE Audits

- 2007: 1° ALTE Audit on CELI exams (CELI 3 – B2)
- 2011: ALTE Audit on CELI 1, CELI 2, CELI 4, CELI 5
- 2013: ALTE Audit on CELI 3
- 2017: ALTE Audit on CELI 1-5



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- 2013 ALTE Audit: Resolved with Recommendations For Improvement (among others):
- MS 16: COMMUNICATION WITH STAKEHOLDERS (lack of systematic collection of feedback from test takers and examiners)
- Before 2017 Audit actions were taken to compensate



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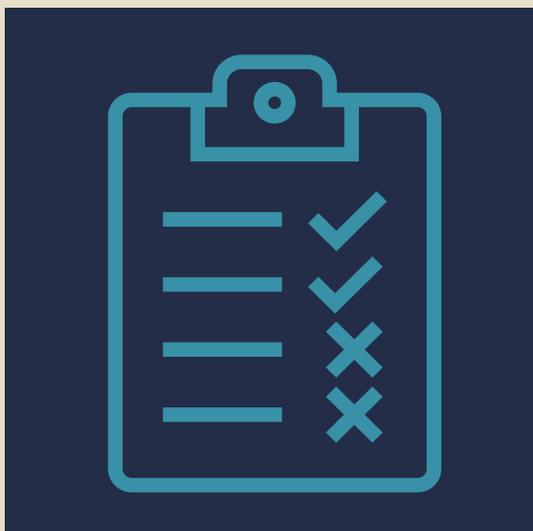


Questionnaires (P.B.) to candidates and examiners: broad structure 1

- Candidates:
 1. Personal info
 2. Reasons for taking the exam
 3. Info on written part
 4. Info on oral part
 5. Comments



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CELI EXAMS JUNE SESSION 2019

DATA REPORT



Some figures:

- 630 CANDIDATES;
- 27 EXAMINATION CENTRES;
- 20 COUNTRIES;
- 4 CONTINENTS.



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Centres selected

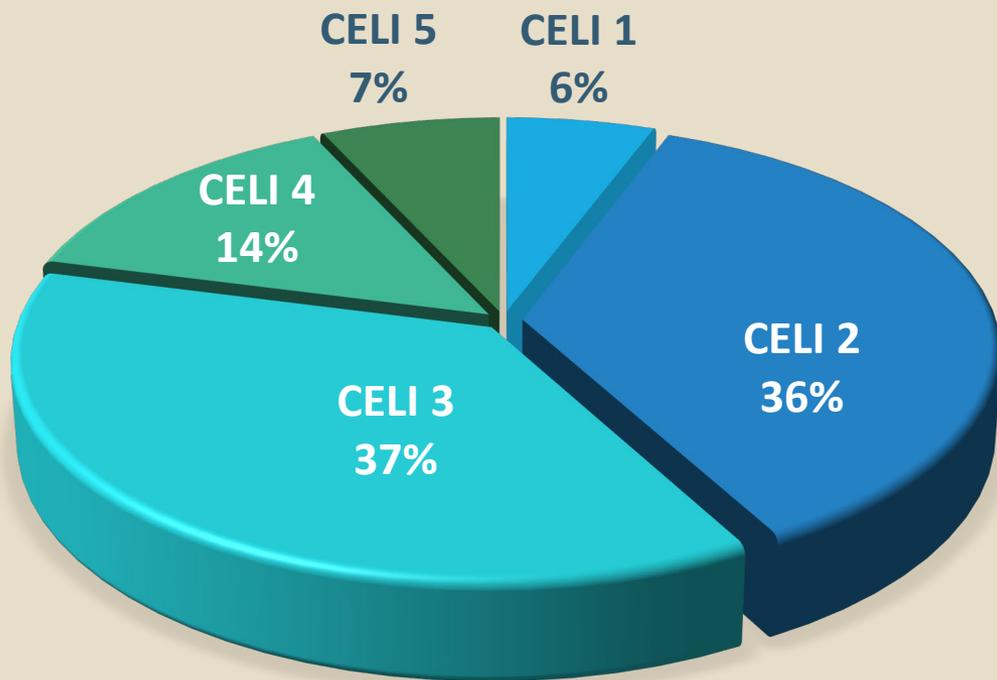
IIC Kiev, CIC Mosca, IIC Cracovia, ECAP Basilea, CPSI Losanna, IIC Colonia, Universidad de Malaga, Instituto de Idiomas Siviglia, Universitat de Valencia, IIC Budapest, IIC Atene, IIC Parigi, IIC Lione, IIC Strasburgo, IIC Tirana, IIC Tokyo, IIC Istanbul, IIC Tel Aviv, Centro Italiano Yaounde, IIC Tunisi, IIC Buenos Aires, IIC Città del Messico, IIC San Paolo, BTS Chong Quing, Comunità S.Egidio Roma, Padova Unica Terra, CPIA Cuneo.



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Distribution on exams

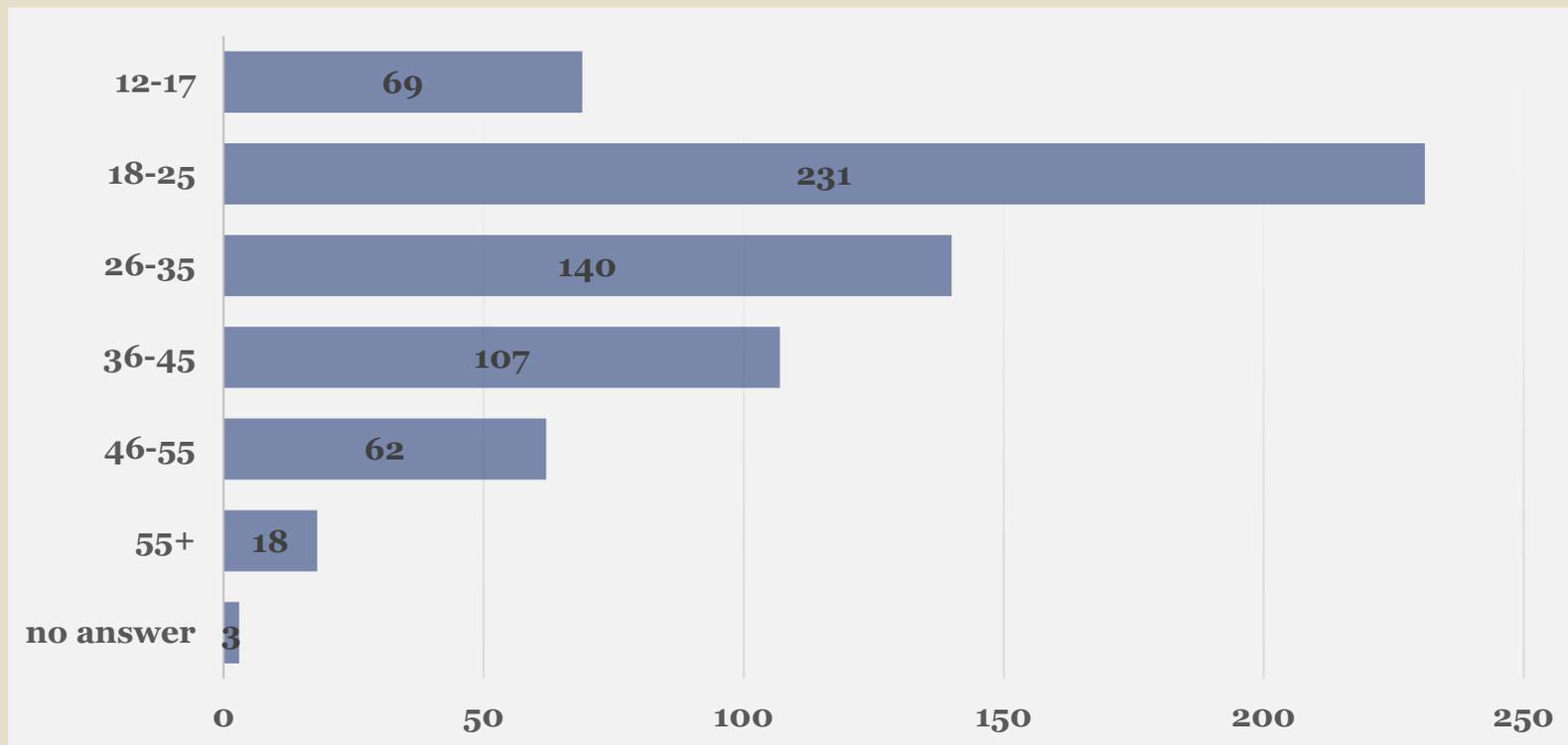


- 34 CELI1 (A2) candidates;
- 217 CELI2 (B1) candidates;
- 221 CELI3 (B2) candidates;
- 84 CELI4 (C1) candidates;
- 41 CELI5 (C2) candidates.



Characteristics of the population

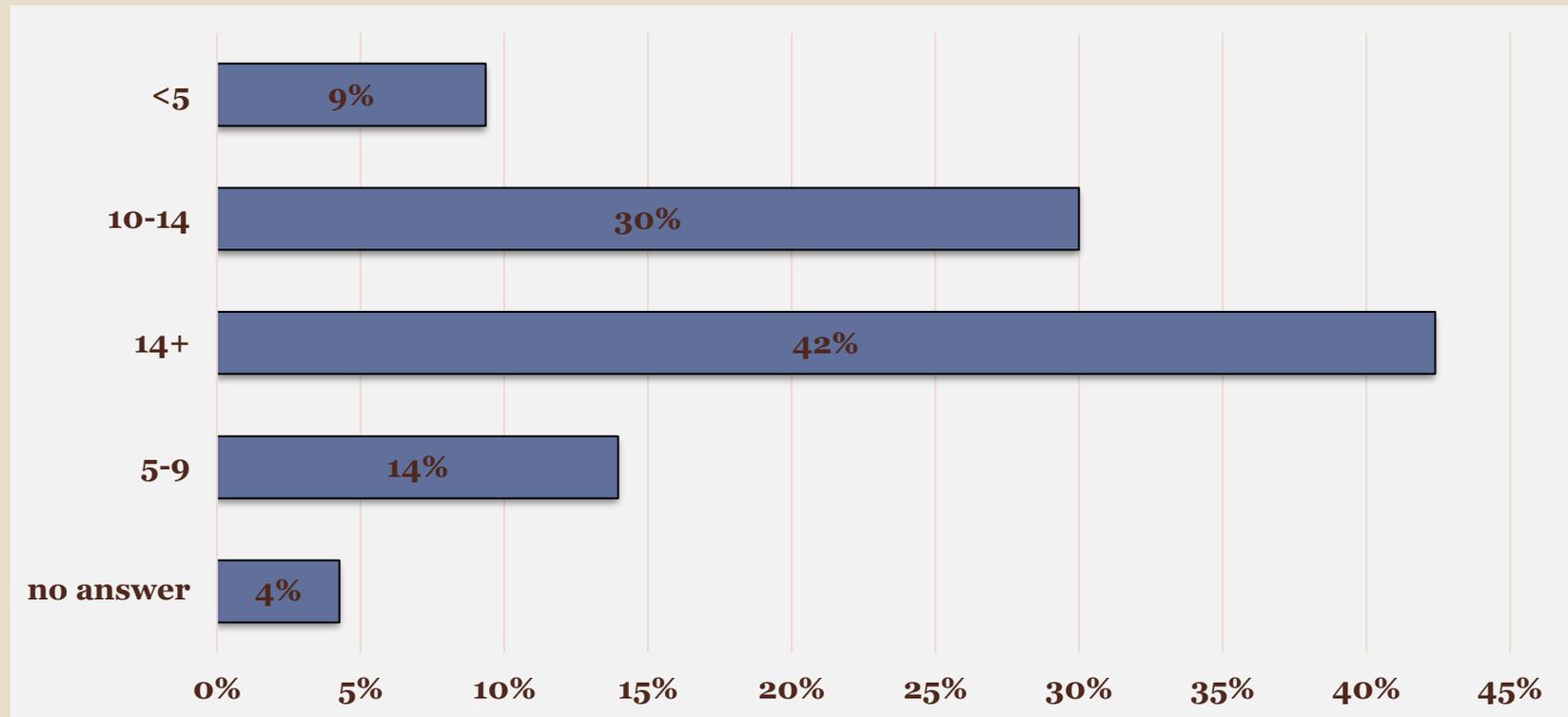
AGE





Characteristics of the population 2

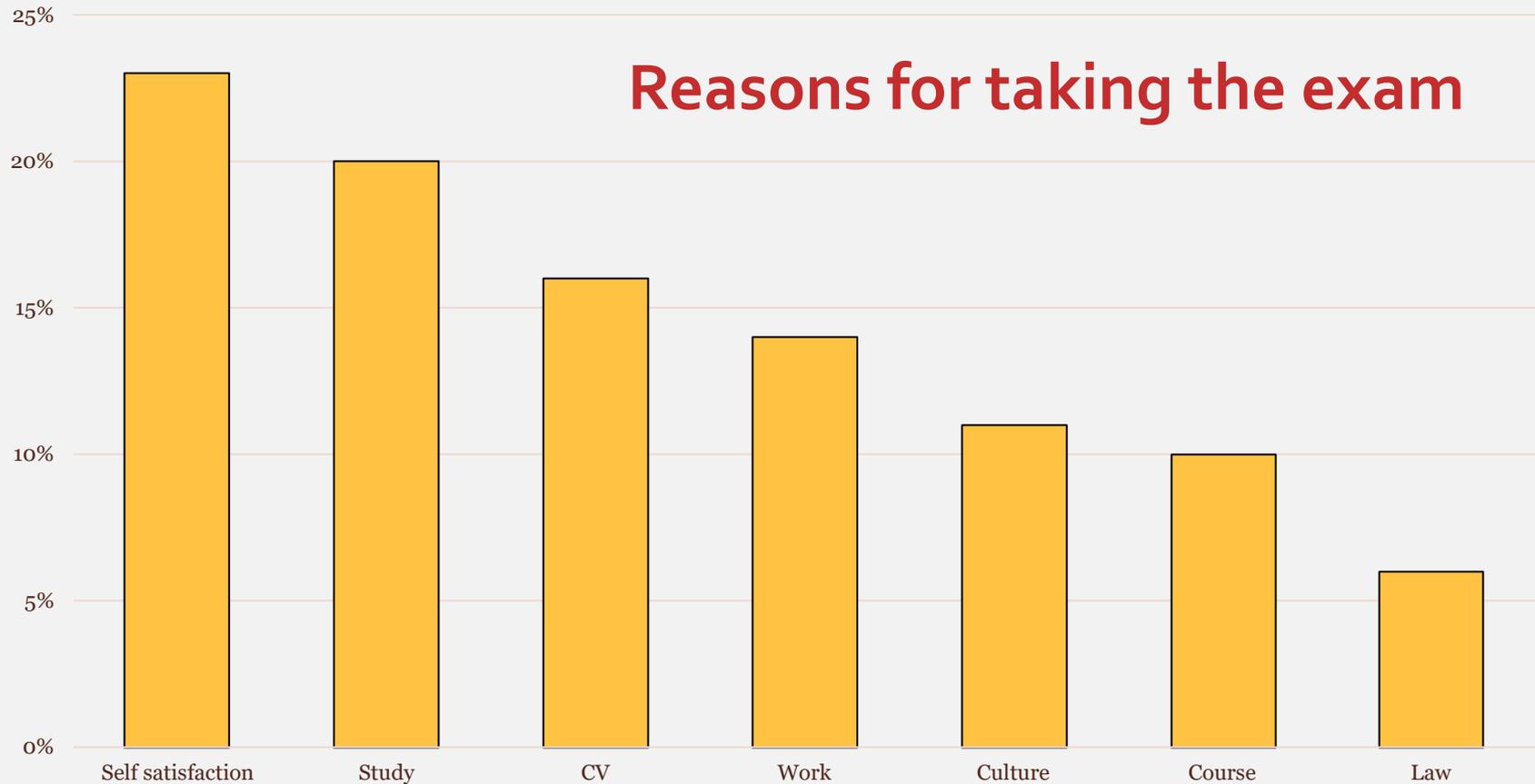
EDUCATION





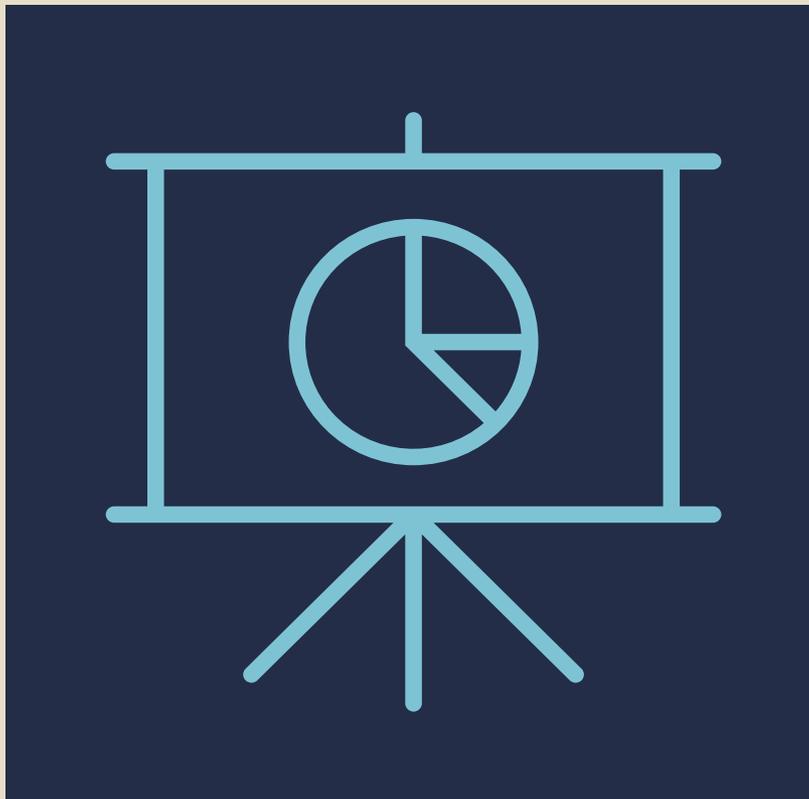
Characteristics of the population 3

Reasons for taking the exam





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PERCEPTION OF THE EXAM



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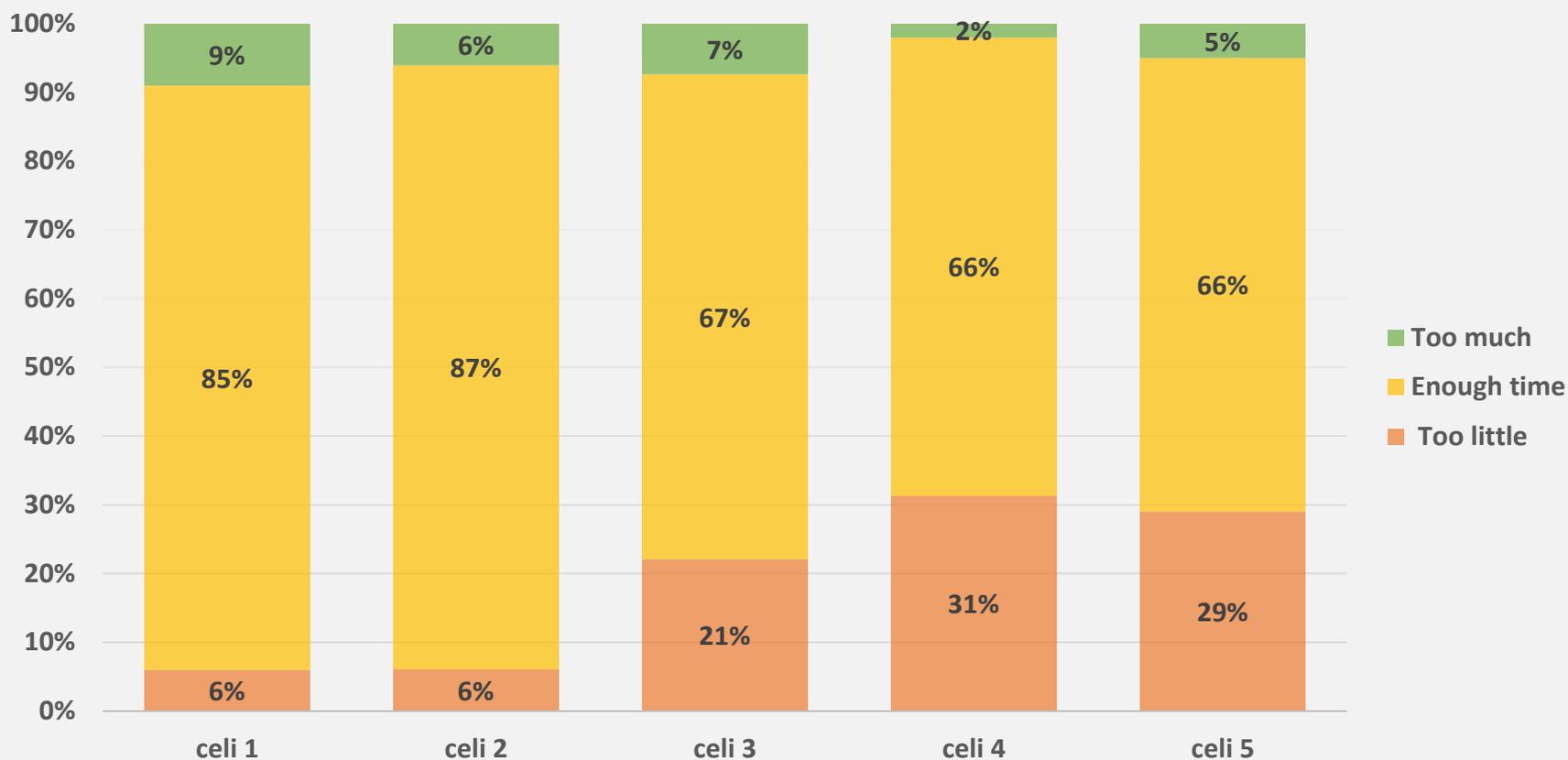


**In my view, time allowed for the written part
was...**

too much/ enough /too little



Time (written part)





PERCEPTION OF DIFFICULTY

In my view, the written part of the exam was...

Easy —————> Difficult

1

2

3

4

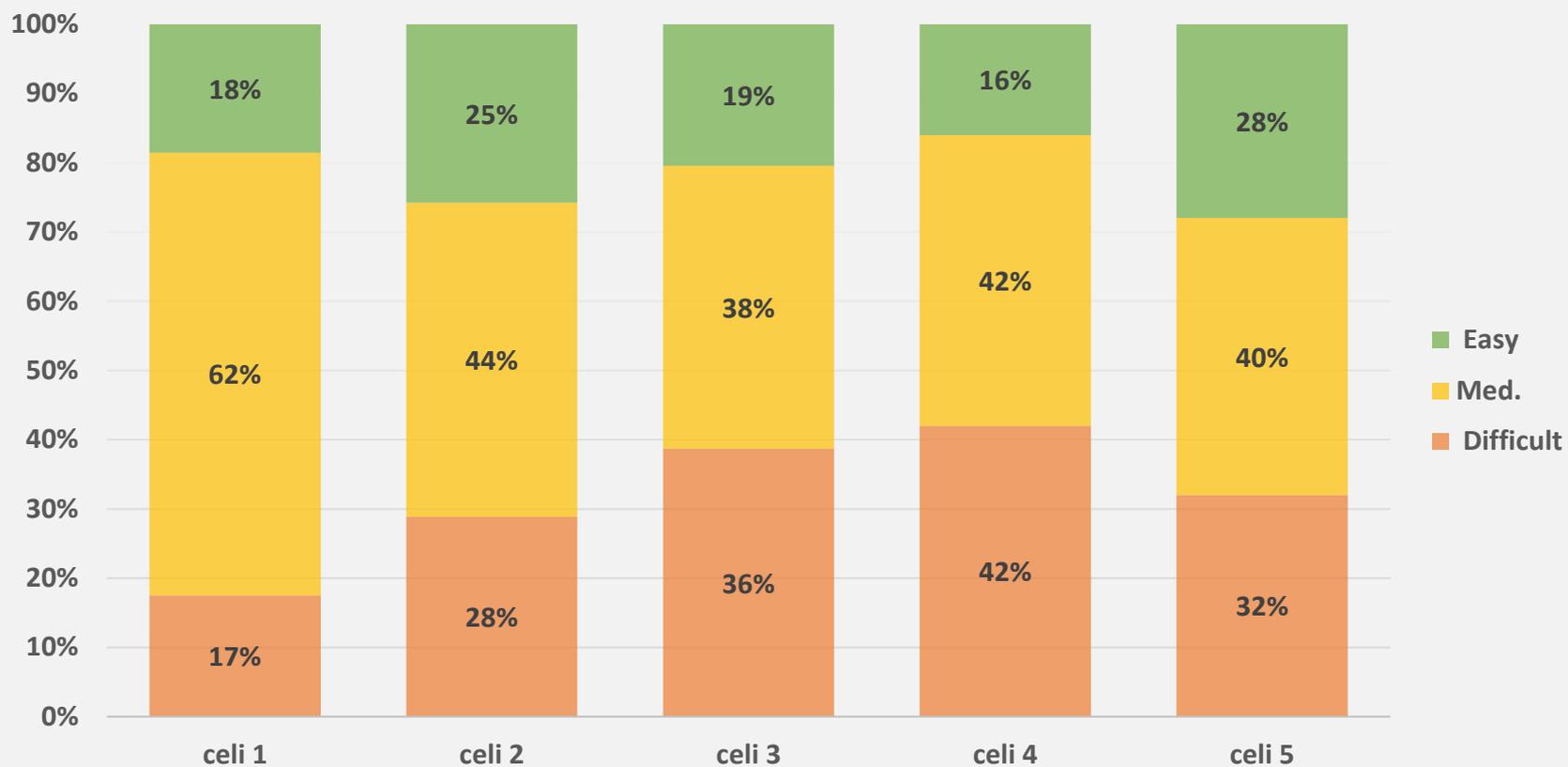
5



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Difficulty (written part)





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WRITTEN PART

Do you think one of the tasks was especially difficult?

- 127 comments (20% of test-takers involved)

Wide and dissimilar answers

It turns out to be difficult to single out one task only per level considered to be especially difficult in the eyes of test-takers; no relevant tendency emerged, showing how subjectivity plays a fundamental role in the perception of a «difficult» task.

Criticality mostly mentioned: time, listening



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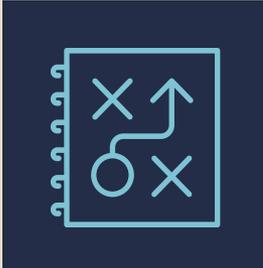


Do you think one of the tasks was especially difficult?

Especially difficult task	Y	N	No answer
CELI 1	26%	68%	6%
CELI 2	23%	73%	2%
CELI 3	29%	63%	8%
CELI 4	49%	51%	-
CELI 5	37%	61%	2%



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Clarity and completeness of task rubrics

Rubrics in the exam paper were clear/complete...

little \longrightarrow much

1

2

3

4

Results not shown here, resulted in changes on rubrics, particularly on lower levels

Other questions regarded oral exams, their perception, and how motivating they appeared



Questionnaires (P.B.) to candidates and examiners: broad structure 2

- Examiners:
 1. Personal info
 2. Info on examiner's activity
 3. Comments



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- 2011 ALTE Audit: Resolved with Recommendations For Improvement (among others):
- MS 12: RELIABILITY OF RESULTS - SPEAKING PART
- Before 2017 Audit actions were taken to compensate



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SPEAKING PART – ACTIONS UNDERTAKEN

- Training of examiners (introduction of a section in our site);
- Creation and dissemination of a “Vademecum for CELI examiners – speaking part”
- Revision of “Criteria for assessment”

EXAMINERS' VIEWS

little \longrightarrow much
① ② ③ ④



- **Training of examiners** (clarity, completeness, usefulness, adequacy, professional enrichment):
average values from **3,8 to 3,4**;
- **Vademecum** (clarity, completeness, sharing info, standardization of assessment):
average values from **3,7 to 3,5**;
- **Criteria for assessment** (clarity, completeness, sharing info, standardization of assessment):
average values from **3,6 to 3,5**;
- **General opinion**: commitment required (3,1), professional growth (3,6), stress derived (1,7).



CONCLUSIONS

- Positive impact of ALTE Audits on CELI exams quality
- Investigate further criticalities arisen
- Systematic collection of info (via different media)
- Possible revision of exams also on the basis of collected info



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GRAZIE PER L'ATTENZIONE

THANK YOU FOR YOUR ATTENTION