

L I S T E N I N G

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. This checklist is for use only with tests of listening.

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 normally called by the names of skills. This checklist concerns the listening component of an examination. Components are also referred to as 'papers'.
- **Input**
The material provided for the candidate to 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. In a test of listening with multiple choice questions, the rubric might be: *Put a tick in the box you think is the most suitable.*
- **Section**
The parts each 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 single 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 separate task. Thus the same text can form part of the input to one or more tasks.

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

- **Text**
In the context of a listening component of an examination, a text is a piece of spoken language, used as input to a task, or the term could be used to refer to a piece of written language which the candidate is asked to produce.

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 for '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 5 the most positive.

INSTRUCTIONS FOR INDIVIDUAL QUESTIONS

A GENERAL DESCRIPTION

A Weighting

Sometimes one section of a component is given more or less importance than the 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 involves listening to information and filling in details on a form or questionnaire based on authentic source materials, an attempt may be made to present it on the answer sheet in such a way as to make this source clear to the candidate, by means of typography, layout etc.

D LISTENING TEXTS AND TASKS

3 INPUT TEXTS

As the number of texts varies very 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 pages will be photocopied when necessary, and text numbers written in.

7 Type of text

Texts for use in tests of listening are often taken from sources such as public announcements and radio broadcasts, or recorded from scripts written specially for the examination. Where authentic texts are used, they are often adapted. In this question **box 1 = an unadapted text; box 2 = an adapted text; box 3 = specially written for the test.**

Many of the possible sources given here are taken from **Threshold Level 1990.**

8 Speaker'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.

9 Target listener (to original)

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).

10 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

3 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) 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.

b) Identifying topic of the text.

A fragment of conversation could be given, during which the topic is not directly referred to. The candidate then has to answer the question, 'What are they talking about?'

c) Identifying function of the text

An example would be part of a message left on an answer-phone. The candidate then has to decide whether the speaker was telephoning to apologise, complain, ask for information or change an arrangement.

d) Retrieving factual information

An example is text taken from a recorded announcement of the forthcoming programme at a theatre. Items relate to times of performances, ticket prices, etc.

f) Following instructions and directions

An example is a text which gives a description of where a house is situated on a map. The candidate has to draw the house in the correct place on a map.

g) Identifying roles of speakers

An example would be checking understanding of the degree of formality between speakers, as signalled by their way of addressing each other.

h) Recognising numbers, letters, etc.

This is most likely to occur in a test of listening at a low level. A name is spelled out or a telephone number given, and the candidate has to write it correctly.

j) Making use of clues given by use of emphasis, tone of voice, stress and intonation.

An example would be a fragment of conversation in which someone agrees to do something, using a reluctant or doubtful tone of voice. The candidate would need to use understanding of the tone to answer a question on the speaker's attitude towards what he has been asked to do.

3 SPEAKERS

5 Number of spoken turns

A 'turn' refers to each period of speech by one speaker; for example, a monologue consists of only one turn, while a discussion may consist of many.

8 What relationship do the speakers have to one another?

It is likely to be appropriate that more than one of these boxes will be ticked.

9 Are the speakers reading a script, speaking with some preparation or speaking without preparation?

'With some preparation' would refer to a situation where speakers have rehearsed a conversation or are speaking with the aid of notes.

4 QUALITY OF RECORDING

3 Is background noise used to provide context for the recording?

This refers to the use of sounds such as bird-song to provide context for an outdoor scene, or sounds of conversation and office machinery for a workplace situation.

7 EXPECTED RESPONSE

1 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.

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.

8 MARKING

5 What type of marking is used?

These can be 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 means 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 style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
2 Number of tasks	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
3 Number of items	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
4 Suggested time allocated for section	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
5 Preparation time allocated (if any)	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
6 Total number of marks achievable (as percentage)	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	100%
7 Is percentage of marks available for section indicated to candidate?	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>
8 Is percentage of marks available for each task indicated to candidate?	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>
9 Is suggested time allocation for each section indicated to candidate?	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>
10 Is suggested time allocation for each task indicated to candidate?	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>	Yes <input style="width: 20px; height: 15px;" type="checkbox"/> No <input style="width: 20px; height: 15px;" type="checkbox"/>
11 Weighting	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" 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"/>		
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 component 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?				
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 LISTENING TEXTS AND TASKS

Name of examination

Number of texts in listening component

1. INPUT - TEXTS

	Section 1	Section 2	Section 3	Section 4
1 Number of texts	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
2 Length of pauses between sections	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
	Text <input style="width: 50%; height: 20px;" type="text"/>	Text <input style="width: 50%; height: 20px;" type="text"/>	Text <input style="width: 50%; height: 20px;" type="text"/>	Text <input style="width: 50%; height: 20px;" type="text"/>
3 Length of text				
a) in words	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>
b) in minutes	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>
4 How many times is the text heard?	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
5 Do the candidates answer				
a) while listening	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>
b) after listening	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>
6 Is text:				
a) specially scripted for the test	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/>
b) unscripted	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>	b <input style="width: 30px; height: 20px;" type="text"/>

1. INPUT - TEXTS

7	Type of text	Text <input type="checkbox"/>			Text <input type="checkbox"/>			Text <input type="checkbox"/>					
		1	2	3	1	2	3	1	2	3			
	a) public announcements	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) recorded messages	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c) weather forecasts	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) traffic information	d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) tourist information	e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f) publicity texts	f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g) routine commands and instructions	g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h) radio reports	h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i) radio interviews	i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j) vox pop	j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k) conversations	k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l) unknown	l	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	l	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	l	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	m) other (please specify)	m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>												

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

1. INPUT - TEXTS

	Text		Text		Text	
8 Speaker's overall intention						
a) to provide information	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
b) to obtain information	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
c) to explain	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
d) to describe	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
e) to narrate	e	<input type="checkbox"/>	e	<input type="checkbox"/>	e	<input type="checkbox"/>
f) to complain	f	<input type="checkbox"/>	f	<input type="checkbox"/>	f	<input type="checkbox"/>
g) to persuade / convince	g	<input type="checkbox"/>	g	<input type="checkbox"/>	g	<input type="checkbox"/>
h) to argue (for / against)	h	<input type="checkbox"/>	h	<input type="checkbox"/>	h	<input type="checkbox"/>
i) to instruct / teach	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	<input type="checkbox"/>
j) to report back	j	<input type="checkbox"/>	j	<input type="checkbox"/>	j	<input type="checkbox"/>
k) to express feelings	k	<input type="checkbox"/>	k	<input type="checkbox"/>	k	<input type="checkbox"/>
l) other (please specify)	l	<input type="checkbox"/>	l	<input type="checkbox"/>	l	<input type="checkbox"/>
<input style="width: 100%;" type="text"/>						
m) unknown	m	<input type="checkbox"/>	m	<input type="checkbox"/>	m	<input type="checkbox"/>
n) indeterminate	n	<input type="checkbox"/>	n	<input type="checkbox"/>	n	<input type="checkbox"/>
9 Target listener (to original)						
a) general public	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
b) young learners	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
c) L2 learners	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
d) specialist group (please specify)	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
<input style="width: 100%;" type="text"/>						

1. INPUT - TEXTS

	Text		Text		Text	
8 Speaker's overall intention						
a) to provide information	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
b) to obtain information	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
c) to explain	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
d) to describe	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
e) to narrate	e	<input type="checkbox"/>	e	<input type="checkbox"/>	e	<input type="checkbox"/>
f) to complain	f	<input type="checkbox"/>	f	<input type="checkbox"/>	f	<input type="checkbox"/>
g) to persuade / convince	g	<input type="checkbox"/>	g	<input type="checkbox"/>	g	<input type="checkbox"/>
h) to argue (for / against)	h	<input type="checkbox"/>	h	<input type="checkbox"/>	h	<input type="checkbox"/>
i) to instruct / teach	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	<input type="checkbox"/>
j) to report back	j	<input type="checkbox"/>	j	<input type="checkbox"/>	j	<input type="checkbox"/>
k) to express feelings	k	<input type="checkbox"/>	k	<input type="checkbox"/>	k	<input type="checkbox"/>
l) other (please specify)	l	<input type="checkbox"/>	l	<input type="checkbox"/>	l	<input type="checkbox"/>
<input style="width: 100%;" type="text"/>						
m) unknown	m	<input type="checkbox"/>	m	<input type="checkbox"/>	m	<input type="checkbox"/>
n) indeterminate	n	<input type="checkbox"/>	n	<input type="checkbox"/>	n	<input type="checkbox"/>
9 Target listener (to original)						
a) general public	a	<input type="checkbox"/>	a	<input type="checkbox"/>	a	<input type="checkbox"/>
b) young learners	b	<input type="checkbox"/>	b	<input type="checkbox"/>	b	<input type="checkbox"/>
c) L2 learners	c	<input type="checkbox"/>	c	<input type="checkbox"/>	c	<input type="checkbox"/>
d) specialist group (please specify)	d	<input type="checkbox"/>	d	<input type="checkbox"/>	d	<input type="checkbox"/>
<input style="width: 100%;" type="text"/>						

1. INPUT - TEXTS

		Text <input type="text"/>	Text <input type="text"/>	Text <input type="text"/>	Text <input type="text"/>
10	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"/>
11	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"/>
12	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"/>

2. LANGUAGE ABILITY TESTED

Text					
	<input style="width: 100%;" type="text"/>				
Main focus of testing	Item <input style="width: 30px;" type="text"/>	Item <input style="width: 30px;" type="text"/>	Item <input style="width: 30px;" type="text"/>	Item <input style="width: 30px;" type="text"/>	Item <input style="width: 30px;" type="text"/>
a) demonstrating understanding of text as a whole	a <input style="width: 30px;" type="text"/>	a <input style="width: 30px;" type="text"/>	a <input style="width: 30px;" type="text"/>	a <input style="width: 30px;" type="text"/>	a <input style="width: 30px;" type="text"/>
b) identifying topic of text	b <input style="width: 30px;" type="text"/>	b <input style="width: 30px;" type="text"/>	b <input style="width: 30px;" type="text"/>	b <input style="width: 30px;" type="text"/>	b <input style="width: 30px;" type="text"/>
c) identifying function of text	c <input style="width: 30px;" type="text"/>	c <input style="width: 30px;" type="text"/>	c <input style="width: 30px;" type="text"/>	c <input style="width: 30px;" type="text"/>	c <input style="width: 30px;" type="text"/>
d) retrieving factual information	d <input style="width: 30px;" type="text"/>	d <input style="width: 30px;" type="text"/>	d <input style="width: 30px;" type="text"/>	d <input style="width: 30px;" type="text"/>	d <input style="width: 30px;" type="text"/>
e) distinguishing fact from opinion	e <input style="width: 30px;" type="text"/>	e <input style="width: 30px;" type="text"/>	e <input style="width: 30px;" type="text"/>	e <input style="width: 30px;" type="text"/>	e <input style="width: 30px;" type="text"/>
f) following instructions and directions	f <input style="width: 30px;" type="text"/>	f <input style="width: 30px;" type="text"/>	f <input style="width: 30px;" type="text"/>	f <input style="width: 30px;" type="text"/>	f <input style="width: 30px;" type="text"/>
g) recognising roles of speakers	g <input style="width: 30px;" type="text"/>	g <input style="width: 30px;" type="text"/>	g <input style="width: 30px;" type="text"/>	g <input style="width: 30px;" type="text"/>	g <input style="width: 30px;" type="text"/>
h) recognising numbers, letters etc.	h <input style="width: 30px;" type="text"/>	h <input style="width: 30px;" type="text"/>	h <input style="width: 30px;" type="text"/>	h <input style="width: 30px;" type="text"/>	h <input style="width: 30px;" type="text"/>
i) recognising and responding to social formulae	I <input style="width: 30px;" type="text"/>	I <input style="width: 30px;" type="text"/>	I <input style="width: 30px;" type="text"/>	I <input style="width: 30px;" type="text"/>	I <input style="width: 30px;" type="text"/>
j) making use of clues given by use of emphasis, tone of voice, stress and intonation	j <input style="width: 30px;" type="text"/>	j <input style="width: 30px;" type="text"/>	j <input style="width: 30px;" type="text"/>	j <input style="width: 30px;" type="text"/>	j <input style="width: 30px;" type="text"/>
k) identifying speakers' attitudes	k <input style="width: 30px;" type="text"/>	k <input style="width: 30px;" type="text"/>	k <input style="width: 30px;" type="text"/>	k <input style="width: 30px;" type="text"/>	k <input style="width: 30px;" type="text"/>
l) other (please specify)	l <input style="width: 30px;" type="text"/>	l <input style="width: 30px;" type="text"/>	l <input style="width: 30px;" type="text"/>	l <input style="width: 30px;" type="text"/>	l <input style="width: 30px;" type="text"/>
	<input style="width: 100%;" type="text"/>				

2. LANGUAGE ABILITY TESTED

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

3. SPEAKERS

	Text				
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1 Number of speakers		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 Type of interaction:					
a) monologue	a	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) interview	b	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) conversation	c	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 Register of interaction:					
a) formal	a	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) informal	b	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 What is the first language of the speakers?		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 Number of spoken turns		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 Average length of turn for each speaker (in words)		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 Average speed of turn for each speaker (words per minute)		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8 What relationship do the speakers have to each other?					
a) intimate	a	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) friends	b	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) acquaintances	c	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d) strangers	d	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e) enemies or competitors	e	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f) same age	f	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g) different age	g	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h) same status	h	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i) different status	i	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9 Are speakers					
a) reading a script?	a	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) speaking with some preparation	b	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) speaking without preparation	c	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. QUALITY OF RECORDING

	Text			
		<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
1	Is the original recording free from distortion / interference?	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>
2	Is the tape used in the examination free from distortion / interference?	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>
3	Is background noise used to provide context for the recording?	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>	Yes <input style="width: 20px; height: 15px;" type="text"/> No <input style="width: 20px; height: 15px;" type="text"/>
4	How audible are the speakers?	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>
5	How easy is it to identify which person is speaking?	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>

5. VIDEO

	Text			
		<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
1	How essential is the video to the understanding of the text.	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>
2	How essential is the video to the candidates' ability to answer questions?	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>	1 <input style="width: 20px; height: 15px;" type="text"/> 2 <input style="width: 20px; height: 15px;" type="text"/> 3 <input style="width: 20px; height: 15px;" type="text"/> 4 <input style="width: 20px; height: 15px;" type="text"/>

6. TASKS

Task				
	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
1 How many tasks are there in relation to the text?	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
2 How many items are there per task?	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
3 How clear and unambiguous are the tasks?	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"/>	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"/>
4 Is the language of the text at an appropriate level?	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"/>	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 Is the language of the rubric(s) at an appropriate level?	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"/>	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"/>
6 Is the language of the items at an appropriate level?	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"/>	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 How are the items sequenced in relation to the text?				
a) as in the text	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>
b) in a different order from the text	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>
c) apparently random	c <input style="width: 20px; height: 20px;" type="text"/>	c <input style="width: 20px; height: 20px;" type="text"/>	c <input style="width: 20px; height: 20px;" type="text"/>	c <input style="width: 20px; height: 20px;" type="text"/>
8 Are the items				
a) written	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>
b) recorded on tape	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>
9 Are items read				
a) before	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>	a <input style="width: 20px; height: 20px;" type="text"/>
b) after listening to the text?	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>	b <input style="width: 20px; height: 20px;" type="text"/>

7. EXPECTED RESPONSE

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

7. 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: 30px; height: 20px;" type="text"/> 2 <input style="width: 30px; height: 20px;" type="text"/> 3 <input style="width: 30px; height: 20px;" type="text"/> 4 <input style="width: 30px; height: 20px;" type="text"/>	1 <input style="width: 30px; height: 20px;" type="text"/> 2 <input style="width: 30px; height: 20px;" type="text"/> 3 <input style="width: 30px; height: 20px;" type="text"/> 4 <input style="width: 30px; 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: 30px; height: 20px;" type="text"/> No <input style="width: 30px; height: 20px;" type="text"/> a <input style="width: 30px; height: 20px;" type="text"/> b <input style="width: 30px; height: 20px;" type="text"/> c <input style="width: 30px; height: 20px;" type="text"/>	Yes <input style="width: 30px; height: 20px;" type="text"/> No <input style="width: 30px; height: 20px;" type="text"/> a <input style="width: 30px; height: 20px;" type="text"/> b <input style="width: 30px; height: 20px;" type="text"/> c <input style="width: 30px; height: 20px;" type="text"/>
8	Are candidates referred to specific areas of the text?	Yes <input style="width: 30px; height: 20px;" type="text"/> No <input style="width: 30px; height: 20px;" type="text"/>	Yes <input style="width: 30px; height: 20px;" type="text"/> No <input style="width: 30px; height: 20px;" type="text"/>
9	Do the words in the item repeat exactly the words in the text?	Yes <input style="width: 30px; height: 20px;" type="text"/> No <input style="width: 30px; height: 20px;" type="text"/>	Yes <input style="width: 30px; height: 20px;" type="text"/> No <input style="width: 30px; 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: 30px; height: 20px;" type="text"/> b <input style="width: 30px; height: 20px;" type="text"/> c <input style="width: 30px; height: 20px;" type="text"/>	a <input style="width: 30px; height: 20px;" type="text"/> b <input style="width: 30px; height: 20px;" type="text"/> c <input style="width: 30px; height: 20px;" type="text"/>
11	To what extent are non-linguistic skills being tested?	1 <input style="width: 30px; height: 20px;" type="text"/> 2 <input style="width: 30px; height: 20px;" type="text"/> 3 <input style="width: 30px; height: 20px;" type="text"/> 4 <input style="width: 30px; height: 20px;" type="text"/>	1 <input style="width: 30px; height: 20px;" type="text"/> 2 <input style="width: 30px; height: 20px;" type="text"/> 3 <input style="width: 30px; height: 20px;" type="text"/> 4 <input style="width: 30px; height: 20px;" type="text"/>
12	To what extent is there an overlap with testing another area of linguistic skill?	1 <input style="width: 30px; height: 20px;" type="text"/> 2 <input style="width: 30px; height: 20px;" type="text"/> 3 <input style="width: 30px; height: 20px;" type="text"/> 4 <input style="width: 30px; height: 20px;" type="text"/>	1 <input style="width: 30px; height: 20px;" type="text"/> 2 <input style="width: 30px; height: 20px;" type="text"/> 3 <input style="width: 30px; height: 20px;" type="text"/> 4 <input style="width: 30px; height: 20px;" type="text"/>

8. MARKING

Task <input style="width: 100px;" type="text"/>	Item <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
1 How many marks are available?		<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
2 Is the number of marks available indicated to the candidate?	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>
3 What are the criteria for marking?					
a) correct meaning	a	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
b) correct choice of option	b	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
c) accurate reproduction of phrases numbers etc.	c	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
d) accurate spelling	d	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
e) other (please specify)	e	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
4 Are marking criteria indicated to the candidate?	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>	Yes <input style="width: 20px;" type="text"/> No <input style="width: 20px;" type="text"/>
5 What type of marking is used?					
a) examiner marking	a	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
b) clerical marking	b	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>
c) computerised marking	c	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>	<input style="width: 20px;" type="text"/>