
HellenicAmericanUniversity

ALCE™

Advanced Level
Certificate in English

Test Administration Report

Revised ALCE™ Examination 2011



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1. The ALCE™ Examination

1.1 Overview

The Advanced Level Certificate in English (ALCE™) is a standardized examination for candidates who wish certification at advanced proficiency level in English. The examination has been mapped onto the Common European Framework of Reference for Languages (CEFR) as reflecting the content and difficulty of C1 level.

The ALCE™ examination tests communicative competence in all four skills: reading, writing, listening and speaking. It also contains sections which specifically test grammar and vocabulary resources. The examination focuses primarily on the educational and occupational domains appropriate for this level, and this is reflected in its content and tasks. Candidates who are successful in the ALCE™ examination obtain a certificate which documents their level of English for educational, occupational, public or personal purposes.

The ALCE™ examination is developed and scored by the Hellenic American University in accordance with the highest international standards of educational measurement. All parts of the examination are written following specific guidelines and test specifications. Items are pre-tested to ensure standardization and validity. Care is taken that the tests are fair and accessible to all examinees. The ALCE™ examination is administered by local institutions at test centers around the world. The Office for Language Assessment and Test Development (OfLATD) at the Hellenic American University works closely with local test centers to ensure secure and reliable administration of all examinations, whenever and wherever they are administered.

1.2 The Format of the ALCE™

The Revised ALCE™ Examination 2011 is the first administration of the revised format of the ALCE™. Revisions were made to the Listening and Writing sections and minor revisions made to the GVR section. All revisions were piloted and pre-tested prior to the 2011 administration and stakeholders were informed well in advance of the changes.

Table 1 below sets out the format and content of each section of the revised examination. A full sample test is available on the website of the Hellenic American University.

Table 1: Format and content of the ALCE™

Section	Time	Short Description	Number of items
Listening	Approx. 40 minutes	Part 1 (multiple choice) Five extracts from radio broadcasts, each followed by two questions with three answer choices. The questions are also printed in the test booklet. The extracts are heard once.	10
		Part 2 (multiple choice) Ten short dialogues, each followed by a question with three answer choices. The question is also printed in the test booklet. The dialogues are heard once.	10
		Part 3 (multiple choice) A recorded radio interview, broken into five segments. Two questions with three answer choices follow each segment. The questions are also printed in the test booklet. Each segment is heard twice, followed by the questions.	10
		Part 4 (multiple choice) A long recorded talk, broken into two segments, each followed by five questions with three answer choices that are also printed in the test booklet. Each segment is heard once.	10
Grammar, Vocabulary, Reading (GVR)	80 minutes	Grammar (multiple choice) Candidates complete each sentence by choosing from four possible answer choices. Only one choice is grammatically correct.	40
		Vocabulary (multiple choice) Candidates complete each sentence by choosing from four possible answer choices. Only one choice is semantically correct.	40
		Reading Part 1 (multiple choice) A review of a book, play, film, etc, followed by seven questions with four answer choices.	7
		Reading Part 2 (multiple choice) A text on a scientific/academic topic, followed by seven questions with four answer choices.	7
		Reading Part 3 (multiple choice) A text examining a social issue, followed by six questions with four answer choices.	6
Writing	30 minutes	Candidates choose one from a choice of two possible tasks. Both tasks comprise an argumentative essay, in which the candidate argues a case based on at least two of the prompts provided. The candidates have thirty minutes to complete their chosen task and should write approximately 250 words.	1 task
Speaking	11 – 13 minutes	Task 1: Warm Up Candidates answer non-sensitive personal questions.	4 tasks
		Task 2: Introduction to Topic Candidates are presented with one question, helped by prompts to which they give an extended answer.	
		Task 3: Topic Questions Candidates answer two to three questions on the topic, supported by prompts for each question.	
		Task 4: Arguing a Case Candidates are given the context for a controversial issue, as well as points for each side. They are expected to choose one side and argue their case effectively.	

1.3 The Level of the ALCE™

The ALCE™ has been mapped onto the C1 level of the CEFR. At this level, successful candidates:

- can use language flexibly and effectively for social, academic and professional purposes
- can understand a wide range of demanding, longer texts, and recognize implicit meaning
- can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices
- can express themselves fluently and spontaneously without much obvious searching for expressions

This means that for the Listening section, candidates at this level can follow most lectures, discussions and debates with relative ease, and can understand a wide range of recorded and broadcast audio material, as well as interactions between third parties in group discussions and debate, even on abstract, complex unfamiliar topics.

Successful candidates can also consistently maintain a high degree of grammatical accuracy, have a good command of a broad lexical repertoire, and can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life.

They can write clear, well-structured expositions of complex subjects, and can expand and support points of view at some length with subsidiary points, reasons and relevant examples. In spoken interaction, they can give clear, detailed descriptions of complex subjects, can qualify opinions and statements precisely, and can argue a formal position convincingly.

2. Scoring and Reporting of Results

2.1 Scoring of the ALCE™ Examination

The Speaking and Writing sections of the ALCE™ are graded according to the rating scales established by the Hellenic American University (Appendix i and Appendix ii). Trained and certified oral examiners conduct and assess the Speaking section of the examination, with each speaking test audio recorded to ensure standardization. Each candidate script for the Writing section is graded by at least two raters.

The Listening section and Grammar, Vocabulary, Reading (GVR) section are both computer scored using scannable answer sheets. Each item carries one mark and no marks are deducted for wrong or missing answers. The final score for each of these sections is calculated using the Item Response Theory (IRT) mathematical model, which provides an accurate indicator of each candidate's ability and standardization of the difficulty level of each ALCE™ administration.

The cut-off scores for each section of the ALCE™ examination have been determined through standard setting procedures, as laid out in the Council of Europe's manual: *Relating Language Examinations to the Common*

European Framework of Reference for Languages: learning, teaching, assessment (CEFR). A Manual (2009). Where a candidate's scaled score is equal to or higher than the cut-off score for a section, he or she is awarded a Pass for that section. Candidates who receive a minimum of three Passes, and who also have an aggregate score of 74 or higher, are awarded an ALCE™ certificate.

The ALCE™ certificate is valid for the holder's lifetime, with the proviso for test users that a candidate's language ability may improve or deteriorate in relation to his or her contact with the language.

2.2 Reporting Scores

All candidates receive a Score Report, which details the overall Pass or Fail result with a scale score for each section of the examination.

The IRT scores for the Listening and GVR sections are converted into scaled scores, each out of 30. To pass the Listening or GVR section of the ALCE™, examinees must have a scaled score of at least 19 out of 30 for the section. The minimum section scaled scores are set out in Table 2.

A pass on the ALCE™ Writing section meets the criterion of at least 11 out of a possible 20 on the descriptors of the ALCE™ Writing section scoring rubric. The Writing scores are converted into scaled scores out of 30. To pass the Writing section of the ALCE™, examinees must have a scaled score of at least 18 out of 30.

A pass on the ALCE™ Speaking section meets the criteria of at least 11 out of a possible 20 on the descriptors of the ALCE™ Speaking section scoring rubric. The Speaking scores are converted into scaled scores out of 30. To pass the Speaking section of the ALCE™, examinees must have a scaled score of at least 18 out of 30.

Table 2: Section scaled scores

Section	Minimum scaled pass score for section (out of 30 points)
Listening	19
GVR	19
Writing	18
Speaking	18
Total Scaled Score	74 out of 120

The scaled scores above show the minimum score an examinee needs to pass each section of the ALCE™ examination.

Candidates who pass at least three sections of the examination and have a total scaled score of at least 74 are awarded an ALCE™ Certificate. All candidates have the right to have any section of their examination re-scored.

3. The Revised ALCE™ Test Administration 2011

This section presents an overview of the candidates who took the Revised ALCE™ 2011 examination, providing information about the countries in which the examination was administered, distributions for candidate age, gender, and pass/fail grades.

3.1 The Candidates

A total of 1,669 candidates from the following five countries sat the Revised ALCE™ Examination 2011: Greece, Albania, Romania, Bulgaria and Cyprus. Two Forms of the test were administered, in June and November 2011.

Information on candidates is collected through the Registration Form (Appendix iii), where candidates record their personal details, including their native language, date of birth and gender.

Native languages included Greek, Albanian, English, Polish, Bulgarian, and Romanian. The ages of the candidates ranged from 12 – 55 years old and their distribution is shown in Table 3.

Table 3: Distribution of ALCE™ candidates by age

Age	Number of candidates	Percentage of test population
12-15	899	53.86
16-18	422	25.28
19-22	135	8.09
23-30	138	8.27
31-40	53	3.18
41-55	21	1.26
Missing	1	0.06

* Figures may not add up to 100% due to rounding

Over half the candidates, nearly 54 percent, for the Revised ALCE™ 2011 administration were in the 12 – 15 age bracket, while just over a quarter were in the 16 – 18 age group, indicating that approximately 80 percent of all the candidates were still of school age.

The ratio of male to female candidates was 54.2 percent females to 45.8 percent males, as shown in Table 4.

Table 4: Distribution of ALCE™ candidates by gender

Gender	Number of candidates	Percentage of test population
Female	895	54.2
Male	774	45.8

3.1.1 Candidates with Disabilities

Care is taken that the ALCE™ is fair and accessible to all candidates. Twelve candidates were provided with special accommodations due to disability.

Nine candidates were given extra time for the GVR and Writing sections due to learning disabilities, one candidate was also given extra time in these sections due to a severe medical condition, as was another due to motor impairment, while the remaining candidate was exempted from the Listening section due to hearing difficulties.

3.2 Test Statistics

3.2.1 Overall Results

The pass rate for the Revised ALCE™ 2011 administration was just under 67 percent, as shown in Table 5.

Table 5: Percentage of overall Pass/Fail grades

	Fail	Pass
Percentage of candidates	33.09	66.91

3.2.2 Results by Native Language

The pass rate was analyzed in terms of native language. Table 6 shows the pass rate as a percentage of the speakers of each language.

Table 6: Percentage of Pass/Fail grades according to native language

Language	Fail	Pass
Albanian	30.30	69.70
Bulgarian	0.00	100.00
English	25.00	75.00
Greek	33.21	66.79
Polish	0.00	100.00
Romanian	0.00	100.00

3.2.3 Results by Section

The pass rate of each section shows that candidates performed best in the Speaking section, followed by the Listening section. The section of the test which candidates found most challenging was the Writing section. The pass rates are set out in Table 7.

Table 7: Percentage of section Pass/Fail grades

Section	Fail	Pass
Listening	19.23	80.77
GVR	31.40	68.60
Speaking	13.48	86.52
Writing	39.96	60.04

3.2.4 Accuracy of the Results

3.2.4.1 Listening and GVR Sections

The Listening and GVR sections are computer scored and the data files are analyzed using Item Response Theory (IRT) to produce a measurement of each candidate's ability. This mathematical model also produces an estimate of the reliability of this measurement, with a reliability figure of 0.80 or higher preferable for a test aiming at a specific level. The reliability of the Listening and GVR sections is given in Table 8.

All statistical estimates include a standard error of measurement (SEM), which takes into account variables that may influence the final result. For language testing, this includes external variables such as tiredness and illness which may cause a candidate to score lower on the test than he or she otherwise would, and this is taken into account in the final scoring. The SEM of the two sections is given in Table 8.

Table 8: Reliability and SEM estimates for the Listening and GVR sections

	Reliability	SEM
Listening	0.878	0.456
GVR	0.947	0.301

3.2.4.2 Writing Section

For the Writing section, the degree to which the scores awarded by the two primary raters are similar is calculated. Raters receive extensive training and guidance on how to apply the writing descriptors prior to every marking session. Two accredited raters assess each script independently. When raters differ by more than one score band on each criterion and/or exact agreement is not reached on a pass or fail decision on a particular script, the script is automatically rescored by a third rater. The agreement between the two primary raters was 70.32 percent.

3.2.4.3 Speaking Section

The Speaking section of the examination is conducted and rated by one examiner. All Speaking tests are recorded and examinees who receive a failing grade on the Speaking section alone have their audio recording re-assessed automatically by another examiner. Performance of examiners is monitored locally by accredited examiner trainers. Samples are checked by an external monitor to ensure consistency.

4. Feedback

A feedback form is provided at the end of this document. Please take the opportunity to complete the form and return it to the Hellenic American University.

5. References

Council of Europe (2001) *The Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge: Cambridge University Press

Council of Europe (2009) *Relating Language Examinations to the Common European Framework of Reference for Languages: learning, teaching, assessment. A Manual*. Retrieved 10/10/2010 from <http://www.coe.int/t/DG4/Portfolio/documents/Manual%20Revision%20-%20proofread%20-%20FINAL.pdf>

**Advanced Level Certificate in English (ALCE™)
Writing Section Scoring Rubrics: Descriptors of Salient Features**

	Topic Development	Organization	Range of Language	Accuracy
FOCUS	Relevance to the task set Elaboration Appropriacy of style & format for the genre	Text organization: <ul style="list-style-type: none"> • introduction with thesis statement • conclusion • connections between paragraphs & between sentences • reference words 	Complexity of: <ul style="list-style-type: none"> • grammar • syntax • vocabulary 	Accuracy of: <ul style="list-style-type: none"> • grammar • syntax • vocabulary
5 HIGH PASS <i>Highly Effective Writing</i>	Completes the task fully and relevantly, covering all aspects of the topic effectively. Effectively describes, supports, and expands at length, using well-chosen examples and/or detailed reasons. Consistently uses an appropriate style and format.	Provides an effective introduction and conclusion. Consistently uses a wide range of organizational patterns and cohesive devices in an effective manner.	Consistently shows great flexibility in formulating ideas by using a wide range of linguistic forms effectively. Consistently uses a broad range of syntactical structures, and displays a wide lexical range.	Consistently maintains a high degree of grammatical and syntactical accuracy, even in complex structures. Consistently chooses vocabulary appropriate for the topic and style. Minor errors may occur.
4 PASS <i>Effective Writing</i>	Develops the topic effectively and mostly relevantly. Mostly describes, supports, and expands at some length, using relevant examples and/or reasons. Style and format are mostly appropriate for the genre.	Provides a relevant introduction and an appropriate conclusion. Mostly uses a range of organizational patterns and linking devices in order to achieve the smooth flow of the text.	Mostly displays a good command of a range of language to accomplish the task. Mostly uses some variety of syntactical structures and displays sufficient lexical range to accomplish the task.	Mostly maintains a fairly high degree of grammatical and syntactical accuracy. Mostly chooses vocabulary appropriate for the topic and style. Some errors may occur in more complex structures, but do not impede communication.
3 LOW PASS <i>Satisfactory Writing</i>	Develops the topic satisfactorily and relevantly, covering some aspects of the topic more effectively than others. Often describes, supports, and expands at some length, using relevant examples and/or reasons. Flexibility in style is somewhat limited, but style and format are often appropriate for the genre.	Provides an introduction and conclusion, but they may not be completely relevant or appropriate. Often uses a range of organizational patterns and linking devices in order to achieve the smooth flow of the text.	Often displays a good command of a satisfactory range of language to accomplish the task. Often uses some variety of syntactical structures and displays sufficient lexical range to accomplish the task satisfactorily.	Maintains a satisfactory degree of grammatical and syntactical accuracy. Often chooses vocabulary appropriate for the topic and style. Errors may occur in simple and more complex structures, but do not impede communication.
2 NARROW FAIL <i>Ineffective Writing</i>	Often does not develop the topic satisfactorily because of irrelevancy, ineffective use of the prompts or through misunderstanding the task. May mention the prompts, but often does not provide sufficient subsidiary points, detail, reasons or relevant examples. Style and format are often not appropriate for the genre.	Does not provide a relevant or appropriate introduction and conclusion. Often uses a limited range of cohesive devices to link sentences and paragraphs. Inappropriate linking between sentences and paragraphs may often hinder the smooth flow of the text.	Often uses a limited range of language in attempting to accomplish the task. Often uses a limited variety of complex syntactical forms and displays a lack of lexical range.	Errors may often occur in both simple and complex structures, which may sometimes impede communication. Some vocabulary may be inappropriate for the topic and style.
1 FAIL <i>Highly Ineffective Writing</i>	Mostly does not develop the topic satisfactorily because of irrelevancy, ineffective use of the prompts or through misunderstanding the task. May mention the prompts, but mostly does not provide sufficient subsidiary points, detail, reasons or relevant examples. Style and format are mostly not appropriate for the genre.	There is no introduction or conclusion to the topic of the text. Mostly uses a very limited range of cohesive devices to link sentences and paragraphs. Inappropriate linking between sentences and paragraphs mostly hinders the smooth flow of the text.	Mostly uses a limited range of language in attempting to accomplish the task. Mostly uses a very limited variety of complex syntactical forms and displays a lack of lexical range.	Errors occur in both simple and complex structures, frequently impeding communication. Vocabulary may frequently be inappropriate for the topic and style.

**Advanced Level Certificate in English (ALCE™)
Speaking Section Scoring Rubrics: Descriptors of Salient Features**

	Range of Language	Accuracy	Fluency	Interaction
FOCUS	Complexity of: • grammar • syntax • vocabulary	Accuracy of: • grammar • syntax • vocabulary	Length of utterances Hesitations Flow of speech	Contribution Understanding
5 HIGH PASS <i>Highly Effective Speaker</i>	Consistently shows great flexibility in formulating ideas by using a wide range of linguistic forms effectively. Consistently uses a broad range of syntactical structures appropriately, and displays a wide lexical range.	Consistently maintains a high degree of grammatical and syntactical accuracy, even in complex structures. Consistently chooses vocabulary appropriate for the topic and style. Minor errors may occur.	Consistently expresses him/herself effectively on complex topics at length. Hesitations are rare. Only a conceptually challenging topic can hinder a natural, smooth flow of language.	Consistently contributes to the development of complex topics easily and effectively. Consistently understands the interlocutor.
4 PASS <i>Effective Speaker</i>	Mostly uses a variety of grammatical and syntactical structures, and mostly displays sufficient lexical range to accomplish the tasks effectively.	Mostly maintains a fairly high degree of grammatical and syntactical accuracy. Mostly chooses vocabulary appropriate for the topic and style. Errors may occasionally occur in more complex structures, but do not impede communication.	Mostly expresses him/herself with ease using both short and longer utterances spontaneously. Some hesitations may occasionally occur, particularly when the topic is conceptually challenging.	Mostly contributes to the development of complex topics effectively. Mostly understands the interlocutor, though may seek very occasional clarification.
3 LOW PASS <i>Satisfactory Speaker</i>	Often uses some variety of grammatical and syntactical structures, and often displays sufficient lexical range to accomplish the tasks satisfactorily.	Often maintains a satisfactory degree of grammatical and syntactical accuracy. Often chooses vocabulary appropriate for the topic and style. Errors may sometimes occur in more complex structures, but do not impede communication.	Often expresses him/herself with ease using both short and longer utterances spontaneously. Some hesitations may occur. Conceptually challenging topics may sometimes hinder a natural, smooth flow of language.	Often contributes to the development of complex topics satisfactorily. Mostly understands the interlocutor, though may seek occasional clarification.
2 NARROW FAIL <i>Limited Speaker</i>	Often uses a limited variety of complex grammatical and syntactical forms, and often displays a lack of lexical range in attempting to accomplish the tasks.	Errors may occur in both simple and complex structures, which may sometimes impede communication. Some vocabulary may be inappropriate for the topic and style.	Often produces both short and longer utterances on familiar topics, but encounters difficulty when dealing with complex topics. Hesitations are frequent enough to disrupt the flow of speech noticeably.	Often contributes to the development of familiar topics, but has difficulty developing complex topics. Can often follow speech on familiar topics, but has difficulty following the interlocutor on complex topics.
1 FAIL <i>Highly Limited Speaker</i>	Mostly uses a very limited variety of grammatical and syntactical forms, and mostly displays a lack of lexical range in attempting to accomplish the tasks.	Errors may occur in both simple and complex structures, which frequently impede communication. Vocabulary may frequently be inappropriate for the topic and style.	Produces short and occasionally longer utterances on familiar topics, but mostly encounters difficulty when dealing with complex topics. Hesitations are frequent enough to disrupt the flow of speech very noticeably.	Contributes to the development of familiar topics, but has great difficulty developing complex topics. Can follow speech on familiar topics, but has great difficulty following the interlocutor on complex topics.



ALCE REGISTRATION FORM

Office of Language Assessment and Test Development
Hellenic American University

ALCE

Advanced
Level
Certificate in
English

Assignment Date: _____ Time of the examination: _____ Room of the examination: _____

PART 1: PRINT YOUR NAME EXACTLY AS IT SHOULD APPEAR ON THE CERTIFICATE.
MUST BE CONFIRMED BY OFFICIAL IDENTIFICATION. Use all capital letters.

Given/ First Name _____ Father's Name _____ Family/ Last/ Surname _____

ADDRESS

Street and Number _____ Zip Code _____ City _____

Country _____ Telephone _____ Mobile _____

GENDER: Male: _____ Female: _____

BIRTHDATE: _____
Day Month Year

NATIVE LANGUAGE: _____

DO NOT WRITE IN THIS AREA

REGISTRATION NO.:

--	--	--

Center Code

--	--	--	--	--	--	--	--	--	--

Personal Registration Number

I certify that the name printed above is correct in all respects and exactly as I wish it to appear on the Certificate.

Signature of Examinee: _____

I give my permission to the Hellenic American University to use my test papers and my recorded speaking test for research and training purposes. I understand that my name will not be revealed.

Signature of Examinee: _____

Date and Time of Speaking Test: _____

Building of Speaking Test: _____

Room of Speaking Test: _____

Examination Center: _____

Institution & Country: _____



To be completed by the Oral Examiner

PART 2:

Darken a score for each descriptor

1 = Fail, 2 = Narrow Fail, 3 = Low Pass, 4 = Pass, 5 = High Pass

Range:	①	②	③	④	⑤
Accuracy:	①	②	③	④	⑤
Fluency:	①	②	③	④	⑤
Interaction:	①	②	③	④	⑤

Darken the prompt used

Prompt:	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ
---------	---	---	---	---	---	---	---	---

Comments on test performance: *(required for all examinees)*

Examiner Code					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Examiner code number: Enter your examiner code number in the boxes and darken the corresponding box for each number. Enter the last number in the last box and work from right to left. Add zeros in any remaining empty columns on the left so that the final number has six characters. E.g. Code 1654 becomes 001654.

Examiner name: _____

(please print) (surname/ family name) (first name)

Examiner signature: _____

Appendix iv

Feedback Form for Teachers and Language School Owners: ALCE™ Examination

We would be grateful if you could send us your feedback on the ALCE™ examination by filling out this form. Please send us these feedback pages from this report to the address on the inside cover.

Background Information

Name:

Country:

ALCE™ Administration:

1. The registration process for my students sitting for the ALCE™ was satisfactory.

Written section	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Speaking section	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree

Please provide any additional information or comments below:

.....

.....

.....

2. The ALCE™ results reflect the expectations I had of my students' performance.

Listening	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
GVR	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Writing	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Speaking	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Overall	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree

Please provide any further information or comments:

.....

.....

.....

3. My students had enough time to finish each section of the ALCE™.

Listening	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
GVR	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Writing	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Speaking	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree

Please provide any further information or comments:

4. My students found the format and instructions of the ALCE™ easy to understand.

- | | | | | |
|------------------|---|--------------------------------|-----------------------------------|--|
| Listening | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| GVR | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Writing | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Speaking | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |

Please provide any further information or comments:

5. My students found the administration conditions satisfactory for each part of the ALCE™ examination.

- | | | | | |
|------------------|---|--------------------------------|-----------------------------------|--|
| Listening | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| GVR | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Writing | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Speaking | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |

Please provide any further information or comments:

6. I found the ALCE™ score report easy to understand.

- | | | | |
|---|--------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
|---|--------------------------------|-----------------------------------|--|

Please provide any further information or comments:

7. Do you have any other comments you wish to make?

Appendix v

Feedback Form for Candidates: ALCE™ Examination

We would be grateful if you could send us your feedback on the ALCE™ examination by filling out this form. Please send us these feedback pages from this report to the address on the inside cover.

Background Information

Name:

Country:

ALCE™ Administration:

1. I found the registration process for the ALCE™ satisfactory.

Written section	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Speaking section	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree

Please provide any additional information or comments below:

.....

.....

.....

2. The ALCE™ results reflect my opinion of my language ability.

Listening	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
GVR	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Writing	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Speaking	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Overall	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree

Please provide any further information or comments:

.....

.....

.....

3. I had enough time to finish each section of the ALCE™.

Listening	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
GVR	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Writing	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree
Speaking	<input type="checkbox"/> Strongly Agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly Disagree

Please provide any further information or comments:

4. I found the format and instructions of the ALCE™ easy to understand.

- | | | | | |
|------------------|---|--------------------------------|-----------------------------------|--|
| Listening | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| GVR | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Writing | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Speaking | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |

Please provide any further information or comments:

5. I found the administration conditions satisfactory for each part of the ALCE™ examination.

- | | | | | |
|------------------|---|--------------------------------|-----------------------------------|--|
| Listening | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| GVR | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Writing | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
| Speaking | <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |

Please provide any further information or comments:

6. I found the ALCE™ score report easy to understand.

- | | | | |
|---|--------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly Disagree |
|---|--------------------------------|-----------------------------------|--|

Please provide any further information or comments:

7. Do you have any other comments you wish to make?



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