Language tests for access, integration and citizenship:

An outline for policy makers

ALTE LAMI
Language Assessment for Migration and Integration

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

ALTE
Association of Language Testers in Europe

Language tests for access, integration and citizenship:

An outline for policy makers

Produced by ALTE on behalf of
the Language Policy Unit,
Council of Europe, January 2016

Contents

Preface

The Council of Europe's mission is to promote respect for human rights, democracy and the rule of law in its 47 member states. These fundamental values and its constant concern with ensuring inclusion, social cohesion, respect for diversity and for the dignity of all, underpin its actions. Consequently, the Council of Europe's project on the Linguistic Integration of Adult Migrants (LIAM), coordinated by its Language Policy Unit in Strasbourg, aims to support member states in the development of coherent and effective policies in keeping with these shared values and principles. One of the project's aims is to promote and share good practice with regard to language learning, teaching and assessment. This includes a concern to ensure that language tests, where they are obligatory, do not discriminate against or infringe the human rights of migrants, and fully respect the principles of transparency and equity according to internationally accepted codes of practice – a concern fully shared by ALTE, a long-standing partner for Council of Europe language policy projects.

In that context the Language Policy Unit welcomes this booklet by ALTE. It offers timely and practical guidance in developing responses to some of the major concerns raised by the Parliamentary Assembly of the Council of Europe in its recent report on "Integration tests: helping or hindering integration?" (2014) and its Recommendation (2014)2034, in particular concerning the development of coherent and transparent tests, where they are obligatory. As demonstrated by the 2014 survey carried out by the Language Policy Unit, language requirements have increasingly become a significant element of migration and integration policies in many member states. Accordingly, assessment of migrants' competence in the language(s) of the host country for access, residence and citizenship presents a constant challenge in terms of appropriate responses to the needs of migrants and of society, in an inclusive spirit that builds on the plurilingual and intercultural repertoires of all.

We are grateful to the Language Assessment for Migration and Integration (LAMI) Group of ALTE for providing this thorough yet easily accessible guide for policy makers, highlighting fundamental considerations concerning the ethical use or possible misuse of assessment in this high-stakes context. This booklet, which adds to the resources offered by ALTE, presents key concepts in language assessment and outlines the practical steps and decisions that lead to valid, fair, practical and realistic tests. Through this publication, ALTE, which has INGO participatory status with the Council of Europe, continues to make a significant contribution to the understanding of the role, processes and impact of language assessment on the wider European community.

Philia Thalgott
Language Policy Unit
Education Department
Council of Europe

Foreword

A distinctive characteristic of humankind is its mobility. Human beings have always been on the move and migrated for a range of reasons. Due to better, faster (and often cheaper) transport facilities, mobility has increased drastically over the last 50 years. In the past, commuting over short distances was more common than major journeys, for example to travel to work, to find employment or pursue education. However people did migrate from one place to another to start a new life, and often in large numbers. Our histories are evidence of these migrations, which were often large–scale. Migration flows in the past were quite static and often unidirectional. Nowadays, people commute over larger distances; they migrate from place A to B, to C, to D and back to B. In addition, with the advent of the smartphone and other e-devices people have also become more mobile in a virtual way. Skype and other e-communication techniques allow people to have more intense contact with their home country family or with relatives who have migrated to other places around the world.

The current increases in both physical and virtual mobility have a major impact on the processes of integration, social participation, social inclusion, and language learning. Let us take language use as an example. People who migrated in the 1950s and 1960s had few methods of communication with their relatives in the home country. The most widespread way was writing a letter, which took a couple of weeks to arrive. Now people can email, Skype and have contact with their family within seconds, and on a daily basis. Besides other aspects such as integration, this may impact the speed and processes of learning the language or language variety of the host country. It also impacts processes of language choice behaviour: which language to use, in what form, in what context.

People have always been mobile and have always migrated from one place to another. This is not a new phenomenon. Individuals, groups, and families migrated and continue to migrate for several reasons: to start a new or better life for themselves or their children; for economic reasons; because of social unrest or war; because of famine, floods, drought, or other natural disasters. The reasons are infinite and always legitimate or at the very least, they are understandable.

Because of the current geo-political struggle for power, mainly in the Middle East, the world is being confronted with enormous streams of refugees. Although the figures are tiny compared to other regions in the world, Europe is currently faced with its largest refugee crisis since the Second World War. This presents European politicians and policy makers with enormous challenges. Europe and its nation states have to take up the challenge to fulfil their humanitarian task on the one hand, but at the same time they have to address the concerns of people in the host country in an understanding way. In addition they need to take the new dynamic and complex realities into account, as described above.

It has been well documented (Van Avermaet, 2012; Council of Europe, 2014; Pulinx & Van Avermaet, 2015; Van Avermaet & Pulinx, 2014) that over the years there has been a clear increase in stricter language requirements – including language tests – for access, integration and citizenship. The overview given in this booklet also clearly shows this. Also, in the current crisis, European and national politicians and policy makers seek for new solutions, for ways out, sometimes driven by ideology, but always in the short term and with high expectations for immediate effect or impact. There are often pressing practical and logistical reasons to do so.

This pressure, and the dynamics and complexities described above, has an enormous impact on professionals at grassroots level, including those who work in the related fields of language learning, teaching and assessment. The stakes of the test that have to be developed for these purposes are not just high. These language tests often decide whether you can enter a country; stay in a country; get a permanent residency, or citizenship. They decide whether you are in or out. For language testing bodies, ensuring the quality of the tests they develop was always at the core of their work. Within this highly ideologized and politicized context, however, language testers must reflect carefully not only on the reliability, but more than ever on the validity of their instruments. How can tests be developed in line with the current rapidly changing context? How can they meet the needs of this specific group of test takers? How should test results be used and interpreted? What are the intended and unintended outcomes? What is the impact?

These and related technical and ethical questions are addressed in this booklet, which details the work of the Association of Language Testers in Europe (ALTE) and the Language Assessment for Migration and Integration (LAMI) Group. A booklet which should be mandatory reading, not only for language testing bodies, but most of all for policy makers, before deciding on (possibly stricter) language policies and language testing policies for access, integration and citizenship. For, ultimately, in using these tests, we are not just looking at the required language proficiency of a European Erasmus student. We are deciding over the lives of human beings.

Professor Dr. Piet van Avermaet

Director, Centre for Diversity and Learning
Ghent University, Linguistics Department

References:

Council of Europe (2014) *Report on the 3rd Survey among Council of Europe member states on policy and practice relating to the linguistic integration of adult migrants* Council of Europe: Strasbourg.
www.coe.int/en/web/lang-migrants/surveys

Pulinx, R and Van Avermaet, P (2015) Integration in Flanders (Belgium). Citizenship as achievement. How intertwined are 'citizenship' and 'integration' in Flemish language policies? *Journal of Language and Politics* 335–358.

Van Avermaet, P (2012). L'intégration linguistique en Europe. Quelques observations critiques, in Adami, H and Leclercq, V (Eds) *Les migrants face aux langues des pays d'accueil*, Villeneuve d'Ascq: Septentrion, 153-171.

Van Avermaet, P and Pulinx, R (2014) Language testing for immigration to Europe, in Kunnan, A J (Ed) *The Companion to Language Assessment*, Malden: John Wiley & Sons, Inc, 1–14.

Introduction

This booklet is an expanded and detailed second edition of a previous publication on the use of assessment in the migration context. The aim of this booklet is to support policy makers by enabling them to make informed decisions in the area of language policy and language testing policy. The booklet presents an overview of key issues, concepts and processes in language testing and the related fields of language learning and language competence, with particular reference to the context of migration. For ease of reference it is divided into sections.

The first section, **Background**, explains the involvement and relationship between the Association of Language Testers in Europe (ALTE), the Language Assessment for Migration and Integration (LAMI) Group and the Council of Europe (CoE). It discusses the assessment work carried out by ALTE and the LAMI Group, and in broad terms, how test results should be used, and for what purposes.

The second section, **Formal entry requirements**, gives an overview of the current situation across Europe in terms of different types of language requirements for the purposes of entry, residence and citizenship, and how these have changed over time. It describes tests which assess knowledge of society. It illustrates why different types of planning and policies are necessary for different types of migrant or different circumstances. It ends with a discussion of the importance of plurilingualism and the linguistic repertoire of the migrant.

This is followed by an overview of terms in **Concepts in assessment**, which highlights the fundamental importance of needs analysis. It includes a discussion of how good testing practice underpins test fairness, a glossary of common terms in assessment, and an overview of how the test validation process is used to provide evidence that tests are fit for purpose.

Section 4, **Levels and profiles**, outlines how policy makers and assessment professionals can work together to decide on the relevant level and skills profile to target for different migrant groups. It discusses issues of literacy and how migrants are likely to progress through different levels and profiles, and what factors may affect this.

Section 5, **Deciding what to test**, describes how a needs analysis can establish the real-life linguistic demands on migrants and inform what should be included in a valid test, and how these demands can be translated into the design of the test in terms of linguistic requirements and tasks. It discusses different types of assessment and tasks, and how to decide which are appropriate to different contexts and test takers.

Section 6, **The test production cycle**, presents an overview of the test production cycle, followed by more detailed information about each of the main stages, such as producing test specifications, item writing, pre-testing, exam administration, inclusion of candidates with special requirements, marking, monitoring, and conducting impact research.

The final section, the **Conclusion**, acknowledges the complexity of assessing language use for the purposes of entry, residency, integration and citizenship, and the burden of responsibility placed on policy makers. It concludes with a summary of how policy makers and test providers can work together to shape a language testing policy and assessment system that is valid, reliable, practical and fair.

Nick Saville
ALTE Manager

Jane Lloyd
Lorenzo Rocca

On behalf of the Language Assessment for Migration and Integration Group
ALTE
January 2016

1 Background

In the late 1990s, a number of members of the Association of Language Testers in Europe (ALTE) (**www.alte.org**) were asked by their respective governments to develop language tests for migration, residency or citizenship purposes. This meant linking immigration and residency to language test results, and satisfying both political demands and those of professional best practice. The development of these tests led to the establishment of the Language Assessment for Migration and Integration (LAMI) Group. The LAMI group provides a platform for language test providers to discuss issues of test development and test use. It also supports ALTE members in their attempts to ensure test fairness and good practice, and to raise awareness of the impact of language testing policy.

The LAMI group cooperates with external bodies such as the Council of Europe (CoE). This cooperation resulted in a survey on developments in language testing and migration in European countries, and the publication of the first version of this document in 2008. This second edition, now in booklet form, outlines good practice in the field of language assessment, with particular reference to migration. This booklet offers professional guidance to policy makers, so as to ensure that the outcomes of language testing policy are as intended, with positive consequences at a national level for the migrant and host communities involved, and for individual test takers.

The booklet has been compiled in order to support decision makers where mandatory testing is either already in place, or under consideration. This includes raising awareness of how test results should be used, and for what purposes. Where language assessment is being contemplated, policy makers need to first consider a number of fundamental issues:

- What will be the impact of using tests to make decisions on the migrant, society and the workforce? How can the use of language tests for migration purposes lead to positive consequences for the migrant and the society as a whole?

- What unintended or negative consequences may occur? What will be the impact for the migrant's community within the host country? Is it possible that the test may lead to segregation rather than integration?

- Are there groups of test takers that may be discriminated against, such as those with limited literacy, or those of a particular age, ethnic background or gender? What value should be given to the linguistic background and language skills of the migrant?

- Might it be appropriate to use more than one method of assessment in combination? Is it more appropriate to use another form of assessment, either in place of or in addition to a test?

Good testing practice supports data-driven decision-making and supplies information which cannot be practically obtained in other ways. It helps to ensure that information from language tests is reliable, dependable and relevant, and that tests are fair for test takers. Test fairness is a particularly important quality when tests are used for migration purposes. Unfair tests may result in migrants being denied civil or human rights, as underlined by the Parliamentary Assembly of the Council of Europe in Recommendation 2034, available here: **assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewPDF.asp?FileID=19772&lang=en**

This booklet does not aim to explain how to write and develop good tests or test questions, and is not concerned with the test development process in great detail. It describes instead how different elements of the testing process relate to an ethical framework. For further detail on how to write and produce tests, there are a number of easily-available standards (see *further reading*) which provide guidance in developing and administering fair tests.

The current situation with regard to formal entry requirements in CoE countries is described in the next section. This is followed by a discussion of concepts in assessment, levels, test content and test production, and how these relate to test impact and fairness.

Further reading:

ALTE Authoring Group (2011) *Manual for Language Test Development and Examining*, Strasbourg: Council of Europe.

ALTE Authoring Group (1998) *Multilingual Glossary of Language Testing Terms*, Studies in Language Testing volume 6, Cambridge: UCLES/Cambridge University Press.

ALTE Code of Practice – **www.alte.org/setting_standards/code_of_practice**

2 Formal entry requirements

Many European countries have introduced formal linguistic requirements for the purposes of migration such as first entry, residency and citizenship. Evidence of proficiency in the host country language and of knowledge of the way of life there is often a legal requirement of national governments. This evidence is obtained from language tests, and 'Knowledge of Society' (KoS) tests. Other formal assessment procedures may also be used, but these are the most common. KoS tests are often a requirement for migrants who want to apply for naturalisation as a citizen or for permanent residence in the host country. Increasingly, concerns about exam security and about the reliability of procedures followed by exam providers and exam centres can also limit the range of qualifications or certification which governments are prepared to accept.

Three CoE surveys have so far taken place, with data collected in 2007, 2009 and 2013. In order to provide country-specific information about the migration context and language proficiency requirements in different European countries, the LAMI group collated the data from these CoE surveys. This gave additional detail of the migration context and language proficiency requirements in the respective European countries of the LAMI group members.

Figure 1 shows an increase over time in the number of CoE countries which require evidence of language proficiency for migration purposes. The data is based on the countries which responded to the CoE surveys in 2007, requesting this information (26 countries), in 2009 (31 countries) and in 2013 (36 countries). In 2007, 15 out of 26 countries (58%) required formal assessment or certification. Figure 1 shows that this number had increased to 28 countries out of 36 (78%) by 2013, the year the third CoE survey took place. Further detail of the surveys can be found here: **www.coe.int/it/web/lang-migrants/surveys**

Figure 1 ***Percentage of countries with language requirements***

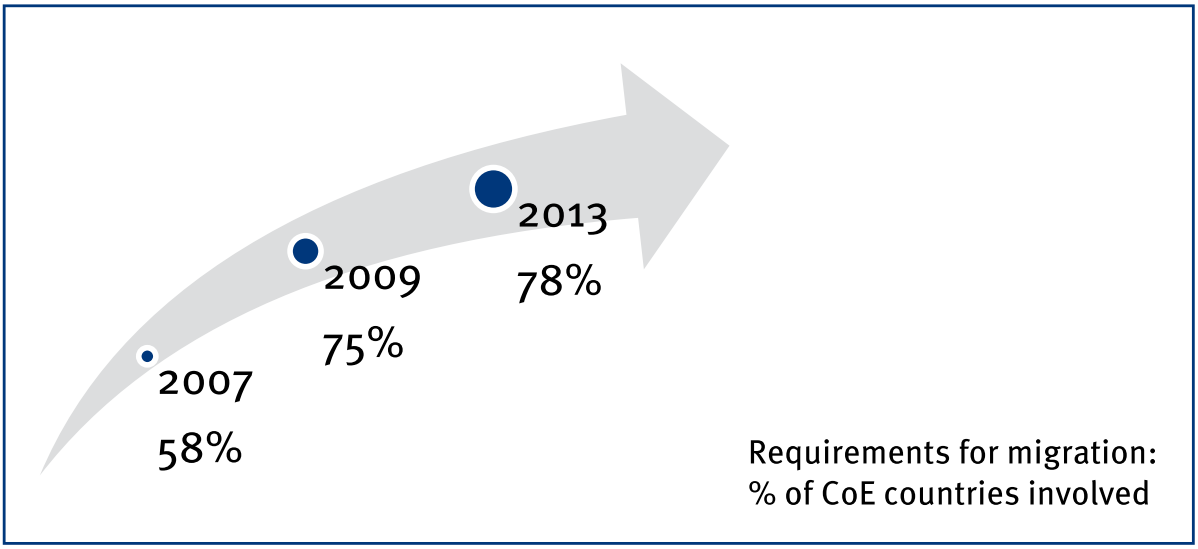
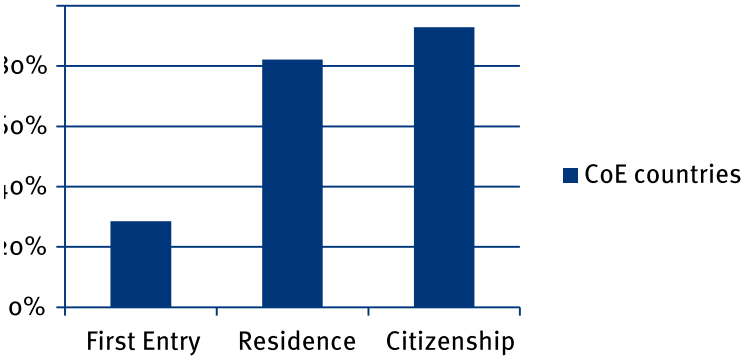


Figure 2 gives an overview of which migration purposes require assessment evidence in the 28 countries surveyed in 2013. A much smaller percentage of countries require evidence for first entry compared to residence and citizenship. Further detail by country is provided in Table 1 on page 13.

Figure 2 *Types of migration purpose requiring formal assessment*



Migration policy in context

As part of the work on the CoE surveys, the LAMI group collects information on the language policy requirements of first entry, residency and citizenship in a range of European countries. This is an on-going project, with collection of information from all European countries the ultimate goal. This information has been collated, and summarized in tables and, in many cases, in poster form. See Appendices 2 and 3 for further details of these tables and posters.

The five main areas investigated are:

1. Overview of the migrant population
2. Language policy
3. Teaching and learning provision
4. Testing and assessment
5. Impact

The research focusses on the teaching, learning and testing of the host country language. A summary of the type of information included is given in Table 1. The information collected by LAMI has been organised into posters and tables. (See Appendix 2 for the detailed tables by country.) The information in Tables 1 and 2 is based on data collected by the most recent CoE survey in 2013. The report, complete in 2014, is available here: **www.coe.int/t/DG4/LINGUISTIC/liam/Source/Events/2014/LIAM-SurveyReport2014_EN.pdf**

Table 1 *Summary of the information collected by the LAMI group*

	Official tests	Official courses
LAMI Country	CEFR Level required	CEFR level
	Reasons/users involved	Provided for (entry and/or citizenship)
	Test format: Skills assessed Contents (language and/or KoS) Free of charge or paid by candidates	Course format: Hours provided Contents (language and/or KoS) Compulsory or optional Free of charge or paid by students
	Number and profile of:	
	Centres involved in test development and production	Centres involved in tuition
	Centres involved in test administration	
	Examiners involved	Teachers involved in tuition

Table 2 summarises the Common European Framework of Reference (CEFR) language level required in 28 CoE countries. It should be noted that in EU countries, the language requirements for other EU members are only those for citizenship.

Table 2 *Formal language requirement by country and purpose*

Country	Entry	Residence	Citizenship
Austria		A2/B1	B1
Albania	Interview	Interview	Interview
Andorra			A1/A2 speaking (Catalan)
Belgium			A2
Bosnia		Not related to CEFR	Not related to CEFR
Cyprus		A1/A2	None
Czech Republic		A1	B1
Denmark	A1 (family reunion)	A2 written /B1 speaking	B1 (B1+ speaking)
Estonia		B1	B1
Finland			B1 (Finnish or Swedish)
France	40-hour courses	A1/A2	B1 speaking
Germany	A1 (family reunion)	B1	B1
Greece		A2	A2
Italy	A2 (only speaking)	A2	None
Latvia		A2	B1
Liechtenstein	A1	A2	B1
Lithuania		A2	A2
Luxembourg			B1 listening/ A2 speaking
Malta		Not related to CEFR	
Republic of Moldova		A1/A2	A1/A2
The Netherlands	A1 (family reunion)	A2	A2 (without speaking)
Norway		none	A2 (oral)
Portugal		A1	A2
Russia	A1	A1/A2	A2
Slovenia			A2 (reading, writing, listening) B1 (speaking)
Spain			Interview
Switzerland		A2	A2 (B1 speaking)
UK	A1 speaking (spouses)	B1	B1

Only a few countries require a specific level at first entry. Most countries have requirements for residence and citizenship. Further information on the CEFR levels listed in the table is included in Appendix 1.

Table 3 summarises the KoS requirements of the 18 CoE countries that supply a KoS course or a KoS test. Although a KoS course is optional in half the countries in the table, a KoS test is mandatory in the majority of countries listed.

Table 3 *KoS requirement by country and purpose*

Country	KoS course	KoS test
Andorra	Residence	
Belgium	All*	
Czech Republic	Optional	Citizenship
Estonia	Optional	Citizenship
France	All	
Germany	All	Residence and Citizenship
Greece	Optional	All
Italy	Residence	Residence
Liechtenstein	Optional	All
Lithuania	Optional	All
Luxembourg	Optional	
Malta	Residence	Residence
The Netherlands	Optional	All
Republic of Moldova	Optional	All
Norway	All	All
Poland	Optional (Residence)	
Switzerland		Citizenship
UK		All
Malta		Not related to CEFR
Republic of Moldova		A1/A2
The Netherlands	A1 (family reunion)	A2
Norway		none
Portugal		A1
Russia	Optional	Entry and Residence
Slovenia		
Spain		
Switzerland		A2
UK	A1 speaking (spouses)	B1

*Required for entry, residence and citizenship

Tables 2 and 3 illustrate some emerging trends:

- There are now language requirements for first entry in some countries.
- A1 is considered to be an insufficient level for residence by policy makers in the majority of countries listed; A2 is the most common level required for residence
- The level required for citizenship varies from no level requested, to either A2 or B1. In some cases, different CEFR levels are required for specific skills such as speaking or listening.
- B2 level (or higher) is not required.
- 50% (18 countries) require a KoS test.

The migrant "journey"

The language and KoS requirements outlined above highlight the process facing migrants entering Europe, and also the process facing those family members who seek to join them in their new environment. Over time the migrant's role in the new society changes, as their needs change and evolve. The process of entry is not a simple bureaucratic step for an individual migrant, but a complex one, which can involve the migrant, their family members such as their spouse, their children and other dependents. All of these individuals may undergo a different process from one another, depending on whether they are the initial migrant, their spouse, their children and so on. Each will have a different set of requirements to meet, but also different needs, abilities and language skills. Success or failure in this process can be life-changing. Failure to meet the linguistic or other requirements at any stage, such as failing a KoS test, can have a range of consequences for the migrant.

Saville (2009) has described this process from first entry to citizenship as a "journey". At every stage of the journey there may be a compulsory exam. Failure to pass the exam to the required level has consequences for the migrant. These can include being asked to leave or the withholding of a visa, although the sanctions vary from country to country. This is why good assessment practice is crucial, to ensure that tests are fit for purpose, reliable, accurate and fair.

The production of such tests is the ultimate responsibility of test providers, but what are the implications of the migrant "journey" for policy makers and government bodies? What might be the likely impact on them and the communities they represent, or are answerable to? Where do their responsibilities lie? How can test providers work alongside policy makers to address the impact of the migrant "journey" on the host community?

Migrants may have a range of reasons for wishing to enter the host country, and may enter the country under a variety of circumstances. They may enter for work, study, asylum or as a refugee. For policy makers, this implies that different types of planning and policies are necessary.

Entry for work and study purposes

When migrants wish to enter the country for work and study purposes, it is possible to plan ahead in terms of the number of migrants, and type of migrant (in terms of work skills or experience, for example) who will be granted entry for work and study purposes, and what the language requirements will be. For migrants in these two categories, it should also be possible for the migrant to plan ahead of their arrival or visit. Migrants should take their share of responsibility in this process. The migrant has some responsibility in ensuring they can meet the entry or residency requirements. Therefore, these requirements need to be transparent and made accessible by the host country for migrants and their communities. This gives migrants time to address those needs prior to arrival. For example, for those wishing to study in the host country, information about the language level required could be made easily accessible through social media or the internet. Migrants also need support to understand what is meant by CEFR levels, such as 'A2', so information on level requirements must be supplemented by examples of what this means. This is an area where language policy makers and language testers can work together to provide examples of levels and access to descriptions of them, and to frameworks such as the CEFR.

Family reunion

In addition to the migrant, there may be other family members who wish to join them, or there may be children who are born in the country during the period of the migrant's permitted residence. This group will have different needs and it is likely they will be asked to meet different linguistic requirements. For example, a migrant may require a work visa for first entry, and having been admitted, their spouse may require a different type of visa for family reunion. They may have differing needs, in terms of language, literacy or KoS courses. This group, the members of the migrant's nuclear family, is another group it is possible to plan ahead for, in terms of entry requirements and support. Policy makers and other stakeholders, such as course providers, employers, charities and testers need to work together to provide support and mechanisms for the migrant and their dependents to become self-directed in their learning, in order to increase the possibility of language learning or literacy support prior to arrival as well as after entering the country. Different stakeholders should work together to create policies which can bring different mechanisms together in a

cohesive framework. It may be possible, for example, for language or literacy courses to be offered prior to entry in the migrants' country of origin which are a better fit with the language requirements in the workplace, or in the case of children, a better fit with the school curriculum in the host country.

Asylum seekers and refugees

The situation for asylum seekers and refugees is different in terms of the amount of planning that is possible for the migrant and the host society. It is arguable how far ahead the arrival of a group of refugees can be predicted. In these cases it is crucial for policy makers to have contingency planning in place to deal with the immediate practicalities of the situation, and to have later stages of planning and policies regarding those migrants who enter the country under these circumstances.

Clearly there is a need for governments to have initial evidence of the migrants' immediate needs and language abilities. At the same time it is also clear that it is not practical to set up large scale language assessment on arrival. On the contrary, it is fundamental to guarantee and implement the presence of cultural mediators: policy makers should be aware about the need to improve the role of this figure. This is where language test providers and policy makers can work together to provide contingency plans and solutions for the short and medium term.

There is no simple answer to what is often the result of a humanitarian crisis affecting many countries. However, the knowledge that language testers can offer is their expertise in terms of how long it may take to move from illiteracy to literacy or from one level of language proficiency to another and what these levels mean in practice. Test providers can work with policy makers to consider such issues as realistic time frames for progress from one level to the next, and the recommended duration of courses. They can advise on the availability of courses and at what levels these need to be offered to best fit local and national contexts. In addition, test providers and policy makers can work together to determine at what point in the "journey" the responsibility for language learning can be jointly shared with other governments, employers, the host society, course providers and so on, and at what point further language progress is the responsibility of the migrant. Test providers can also help to identify if and at which points it is appropriate to test language proficiency, or to test for an improvement in language skills.

Plurilingualism

Another issue where test providers can provide advice is what use could be made of other languages in addition to the host country language. It may be that there is a lingua franca, such as another European language, which is different from that of the host country language, but one that the migrant has some proficiency in. In other cases, the migrant may know a language that has some similarities to the host country language which can be exploited. Knowledge of other languages can facilitate integration into the new environment and can also be beneficial in language learning. It is helpful for governments to consider the possible role played by plurilingualisim and the additional languages the migrant has access to, either in the repertoire of the migrant or of other stakeholders in the host country, and if this impact might be reflected in policy planning.

It is important to recognise that not all learners progress at the same pace, due to a variety of reasons such as age, prior learning, exposure to the target language, and their level of education and literacy. The impact of literacy skills and different levels of literacy is discussed in more detail in Section 4, Levels and profiles.

In order to ensure that language testing policy is working as intended a needs analysis is crucial. Conducting a needs analysis will help in balancing the best use of resources of the host country for the best outcome. This is discussed in further detail in the next section.

Further reading:

Saville, N (2009) Language assessment in the management of international migration: A framework for considering the issues, *Language Assessment Quarterly* 6 (1), 17-29.

Paget, A and Stevenson, N (2014) *On Speaking Terms*, London: Demos.

3 Concepts in assessment

An early decision which needs to be made is whether testing is appropriate for a particular group of migrants or for a particular context. A needs analysis can help, by establishing some general contextual information, looking at various aspects of the issue and including a range of stakeholders. Essentially however, the needs analysis should be fundamentally used to set policy on migration and this includes the decision on whether or not to test language proficiency. This section discusses needs analysis in general terms, before explaining related assessment concepts in more detail.

3.1 Needs analysis

A needs analysis, for immigration policy decisions, can provide an overview of information about the different types of migrants coming to the host country. It can collect information such as the range of countries the migrants are likely to come from, for what purposes, and their language and skills backgrounds. A needs analysis should also collect information on the likely linguistic demands of the contexts that migrants will find themselves in: personal, public, occupational and educational.

It is important to recognise that there are different migrant groups in terms of purpose for entry, such as those coming for work, and their dependents, who are coming to reunite with a family member. It may be more relevant to test one group compared to another. There also may be different migrant profiles in terms of age, gender, linguistic and cultural repertoire and literacy skills (see section 4.3, Issues of literacy). It may be more practical and straightforward to test some groups than others.

A needs analysis should also consider the needs of stakeholders such as employers, educational authorities, teachers, the host community and the public. A needs analysis should address what the impact would be on these groups if there were a test, or not. For example, a test might be beneficial in terms of fairness and transparency, if all migrants entering to work as for example, health care providers, had to attain the same level of language proficiency, and this was objectively managed by a third party, such as a test provider. Issues of integration should also be considered, and it is important to reflect on whether passing the test will lead to improved language knowledge or whether knowing the language will improve integration, and what the likely impact would be on course provision and content.

Alternatives to tests also need to be considered, such as non-formal and informal assessment, attendance at a language or KoS course, or evidence of educational background or training, and what the challenges and disadvantages of these options may be, compared to having a standardised test in place.

An additional decision is when evidence of language proficiency should be provided: before or after entry to the host country? A needs analysis could explore what types of evidence to accept and when to do this. For example, some test providers offer their language tests in other countries in addition to the host country, so it is possible to obtain evidence of language proficiency before arrival. The needs analysis can be used to gather information about the language profile and literacy level of the migrant, and the real-world demands of the test taker, for example in the workplace. These will be discussed in more detail later.

3.2 Fairness

After conducting a needs analysis of all stakeholders, if it is felt that a language test should be used, those involved, including policy makers, need to be sure that the test functions as intended, in order for the related policy to be applied appropriately and fairly. In order for this to happen, it is essential that policy makers and test providers work together in this area of common interest to ensure that all aspects of the policy have been thoroughly considered. Both parties have specialised knowledge and expertise in their respective fields, which should be shared to maximise fairness. The next stage is to develop a test or choose a test type that is fit for purpose and fair for the specific group of migrants who will take it. The sections which follow focus on best practice to achieve this.

A related issue is the need to accommodate candidates with special requirements, for example by providing large print versions of the test for candidates with impaired sight. This is discussed in detail in section 6.6, Inclusion of candidates with special requirements. Test fairness is of course relevant to all types of language test and for all candidates, but, as mentioned above, it is especially important in the case of tests for migration purposes, due to the serious implications for the test taker in terms of civil and human rights.

The work of ensuring that a test is fair is something that begins in the planning stages and continues throughout the operation of the test. This allows test users to properly interpret and use the results of such a test. To assist policy makers with their responsibility in this respect, the remainder of this booklet will provide information on all stages of test development and operation and will therefore inform the selection and monitoring of a test provider and the interpretation of results, or act as a guide for in-house production of tests. As with all tests, the result of the application of good testing practice will help ensure not only that appropriate skills and knowledge are tested (making the test valid) but also that this is done consistently for all candidates and across all test versions (making the test reliable). Reference will also be made to other resources which can provide further assistance with this work.

3.3 Glossary

Before discussing what should be tested and how to test it, it is necessary to discuss some key concepts and issues in assessment. These are: validity, reliability and impact, which are all aspects of test validation. Although these are general terms in common use, they have a specific meaning for assessment professionals and test providers. It is important for decision makers to understand these concepts, as they are instrumental in making language policy decisions, such as whether a test is fit for purpose. The following glossary introduces key terms in language assessment which will be used in this section. These terms are relevant to both standardised traditional testing and also informal testing.

administration

The date on which or period during which a test takes place. Many tests have a fixed date of administration several times a year, while others may be administered on demand.

authenticity

The degree to which test tasks resemble real-life activities. For example, listening to directions to the nearest supermarket, in a test of general language ability.

formal assessment or formal test

This type of test systematically measures how well a candidate has mastered learning outcomes. Formal assessments have been taken by candidates before and have statistics which support the conclusions such as the language level attained is B1, or that a child has an average reading ability for their age. These types of tests as also referred to as *standardised*. An example would be a final examination administered at the end of a school year.

grade

A test score may be reported to the test taker as a grade, for example as A2 or B1 of the CEFR, or on a scale from A to E, where A is the highest grade available, B is a good pass, and so on. Other labels such as Pass, Fail, or Distinction may be reported to test takers.

grading

The process of converting test scores into grades.

impact

The effect created by a test, in terms of influence on society in general, educational processes and the individuals who are affected by test results.

item

Each element in a test which is given a separate mark or marks. Examples are one gap in a paragraph completion task; one multiple-choice question with three or four options; one question to which a sentence-length response is expected.

marking scheme

A list of all the acceptable responses to the items in a test. A marking scheme makes it possible for a marker to assign a score to a test accurately.

practicality

The degree to which it is possible to develop a test to meet requirements with the resources available.

reliability

The consistency or stability of the measures from a test. This means that a test taker will get the same score no matter when or where they take the test, providing their ability remains the same.

specifications

A description of the characteristics of an examination, including what is tested, how it is tested, details such as number and length of papers (reading, listening etc.), item types (multiple choice, short message etc.).

stakeholders

People and organisations with an interest in the test. For example, test takers, test providers, governments and employers.

task

What a test taker is asked to do to complete part of a test, but which involves more complexity than responding to a single, discrete item. This could refer to a speaking or writing performance or a series of items linked in some way, for example, a reading text with several multiple-choice items.

test construction

The process of selecting items or tasks and putting them into a test. This process is often preceded by the pretesting or trialling of materials. Items and tasks for test construction may be selected from a bank of materials.

test validation

The process of establishing the validity of the interpretation of test results recommended by the test provider.

validity

The extent to which interpretations of test results are appropriate, given the purpose of the test. A valid test measures what it is supposed to measure.

This glossary has been compiled from the Multilingual Glossary of Language Testing Terms *produced by ALTE (ALTE 1988) and the* Dictionary of Language Testing *(Davies, Brown, Elder, Hill, Lumley and McNamara 1999). Additional entries have been written as required.*

3.4 Test validation

Test validation is a process which looks for evidence that the test is fit for purpose by meeting the needs of the stakeholders. In the migration context, stakeholders may be those with various roles in the host country and society including the migrants themselves, their families and their communities. Other stakeholders include national governments, educational authorities or institutions, employers in the host country as well as teachers and providers of language courses. In order to determine a test's fitness for purpose, and maximise the potential for positive consequences of test use, it is necessary to take four elements into account. These are Validity, Reliability, Impact and Practicality, which are defined below.

Validity: A valid test is one which has content (test questions, texts, tasks, grammatical structures, vocabulary etc.) which is appropriate for the purpose of the test, and where the results of the test are meaningful for the stakeholders. For example, a test which required test takers to read and understand warning signs or instructions commonly found in the workplace would not be a valid test of the ability of migrant children to take part in classroom activities in their new school environment in the host country. A valid test does not discriminate against certain groups. For example, it does not contain questions which are easier for migrants from one part of the world compared to another.

Reliability: A reliable test measures language proficiency in a consistent and stable way from year to year and across different administrations. For example, two candidates taking the same writing test from the same test provider in two different cities should be measured in exactly the same way. The reliability of a test can be determined through statistical analysis. Routine statistical analysis of test and candidate performance carried out by test providers ensures that, for example, the difficulty level of the test remains the same, regardless of which version of the test is taken by candidates. For example, a test of language use in the workplace may include several different scenarios for the speaking section of the test, which an examiner selects from. All of these scenarios must be of equal difficulty.

Impact: The impact is the effect created by a test, in terms of its influence on society in general, educational processes, and the individuals who are affected by test results. This is often characterised as either *positive* impact, when the consequences of the test are as intended, or *negative* impact, where the consequences of the test are not the intended ones. A test which does not measure language proficiency in a stable or reliable way, or in some cases, fails to measure it at all, and is actually measuring general knowledge, literacy or intelligence, is not fit for purpose. A test which is neither valid nor reliable is almost certain to have negative impact. However, a reliable and valid test can have both positive *and* negative impact, depending on a number of factors. Where a test is perceived as valuable by stakeholders, for example when it is linked to entry requirements or access to employment, it is often the case that test takers need to prepare well for the test and undertake a course of study. This can result in an improvement in proficiency in the host language, which is *positive* impact. It can also result in attempts to cheat rather than study, or in exploitation of migrants by unscrupulous course providers. These outcomes would be regarded as *negative* impact, even when the test is valid and reliable.

Practicality: This concerns the development of a test within the resources available. This is not just connected to the administration of the test in terms of the length of time required to run the test, the manpower required to administer it, and the equipment or technology necessary on the day. Other issues to consider are how marking is to be carried out, and the systems which need to be in place for a whole range of processes, such as: secure delivery of the test papers, security of marking and results, and confidentiality of data, both test data and candidate data, such as demographic data and personal details; communications systems such the enrolment of candidates and the dissemination of results; training required in terms of test developers, markers and examiners, and so on.

Test providers typically carry out validation activities which consist of data collection, statistical analysis, training of test developers, examiners, and also regular audits of their tests, such as those provided by ALTE. ALTE has a set of common standards in place for its members' exams, which cover all stages of the language testing process from development to administration, marking, analysis, and reporting of results and findings. The ALTE Q-mark is a quality indicator which member organisations can use to show that their exams have passed a rigorous audit and meet all 17 of ALTE's quality standards. These can be seen here, available in 24 languages: **www.alte.org/resources**

However, test providers and decision makers have a shared responsibility to engage in test validation. Whereas some activities, such as the training of test developers, or marking, are the responsibility of test providers, there are several areas of test validation where it is important for decision makers and test providers to work together. The use and purpose of language tests and the development of language testing policies are areas where the expertise of each party can enrich the other. In terms of test impact, collaborative research in this area, commonly referred to as impact research, could be of benefit to all stakeholders.

Further reading:

ALTE Standards – **www.alte.org/setting_standards**

ILTA Code of Ethics – **www.iltaonline.com/index.php/en/?option=com_content&view=article&id=57&Itemid=47**

JCTP Code of Fair Testing Practice in Education – **www.apa.org/science/programs/testing/fair-testing.pdf**

Davies, A, Brown, A , Elder, C, Hill, K, Lumley, T and McNamara, T (1999) *Dictionary of Language Testing*, Studies in Language Testing volume 7, Cambridge: UCLES/Cambridge University Press.

Little, D (2008) *The Common European Framework of Reference for Languages and the Development of Policies for the Integration of Adult Migrants*, Strasbourg: Council of Europe. Available from – **www.coe.int/t/dg4/linguistic/Source/Migo8_D-Little_CEFR.ppt**

Perlmann-Balme, M (2011) *Deutsch-Test für Zuwanderer. Internationale Qualitätsstandards bei der Testentwicklun*, Deutsch als Fremdsprache, 48, 13-22.

Perlmann-Balme, M, Plassmann, S & Zeidler, B. (2009) *Deutsch-Test für Zuwanderer A2-B1. Prüfungsziele, Testbeschreibung*. Berlin: Cornelsen.

Saville, N (2012) Applying a model for investigating the impact of language assessment within educational contexts: The Cambridge ESOL approach, *Research Notes* 50, 4-8.

Shohamy, E (2014) *The Power of Tests: A Critical Perspective on the Uses of Language Tests*, London: Routledge.

Van Avermaet, P and Rocca, L (2011) Language testing and access , in Galaczi, E D and Weir, C J (2011) *Exploring Language Frameworks: Proceedings of the ALTE Kraków Conference, July 2011*, Studies in Language Testing volume 36, Cambridge: UCLES/Cambridge University Press, 11-44.

4 Levels and profiles

It is important for policy makers, test developers and other stakeholders such as employers and course providers, to work together to decide on the relevant level and skills profile to target for different migrant groups. This is described in more detail below.

4.1 Determining the appropriate language level

Once the linguistic demands have been identified, developers should map them onto a framework. A framework such as the Can Do statements of the CEFR can be used. This framework:

> *provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively* (Council of Europe 2001:1).

The framework contains a number of illustrative scales. There are five scales for spoken production, three for written production, three for production strategies, five for listening, five for reading, one for audio-visual reception, one for receptive strategies, nine for spoken interaction, three for written interaction, and three for interaction strategies. The description of the user or learner's competences also includes scales for grammatical accuracy, vocabulary range, vocabulary control, grammatical accuracy, phonological control, orthographic control, sociolinguistic appropriateness, flexibility, turn-taking, thematic development, coherence and cohesion, spoken fluency, and propositional precision.

The statements in the scales, defining levels of proficiency, are written to illustrate what a learner can do at each level and allow progress to be measured along a six–level scale, from A1 (low proficiency) to C2 (high proficiency).

Figure 3 ***Example of an individual learner's progress through the CEFR levels***

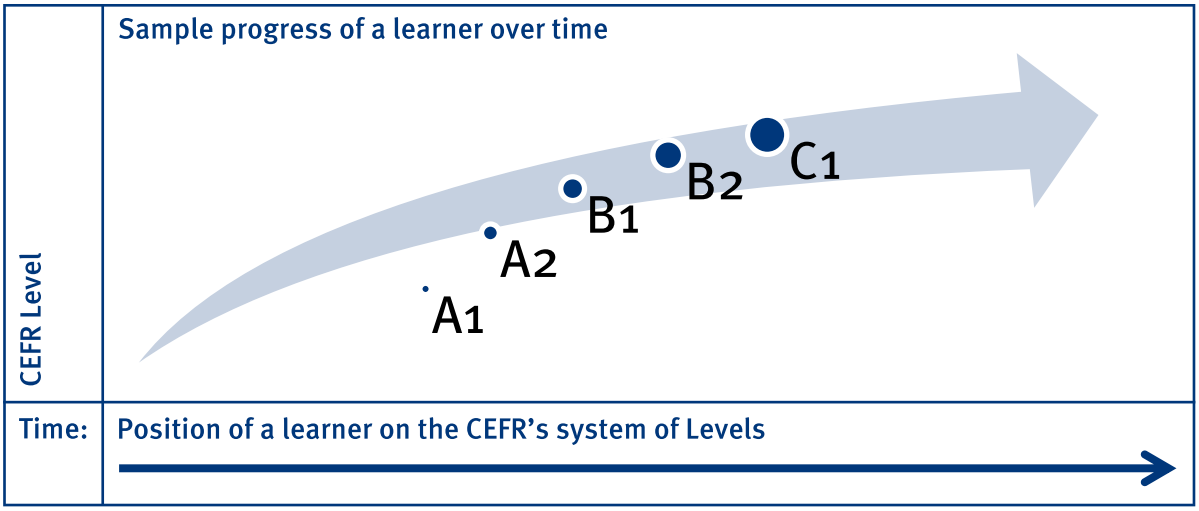


Figure 3 shows a sample learner's progress over time against the CEFR levels. It should be noted that the position of each level on this diagram should not be taken to imply that a similar length of time is required to reach each additional level. The progress of a learner is often steep near the beginning and flattens out towards the end. This is because the range of skills and language added at each level, and therefore the time required to move from one level to the next, increases as progress is made. The learner may not progress beyond a particular level: in this case the learner has not progressed beyond C1. Attaining C1 is, in any case, a minority achievement. In many educational systems, the target level is B1. The majority of migrant learners are unlikely to go much further than A2 in the productive skills.

Progress varies from learner to learner according to individual circumstances, needs, motivation and abilities. The age of the migrant is also a factor, and whether or not they are still in an educational environment. Young users of the language, for example, are still in the process of learning their first language; therefore, this will affect their acquisition of the host language. The needs analysis should therefore not be based on the number of study hours but on the careful mapping of stakeholder needs onto Can Do statements. Can Do statements describe what learners can do in different contexts and how well they can do it. These statements describe the typical or likely linguistic behaviour of learners at any given level. They are positively worded and talk about what the learner can do, even at lower levels, rather than describing what the learner cannot do, for example one statement at A1 level reading is: 'can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.' Can Do descriptors are mapped to each level of the CEFR and they are used as a resource by test and course providers.

It is important to note that the CEFR was not developed with migrant populations in mind. The CEFR assumes a level of literacy that refugees, for example, may not possess in the target language or in their native language. Despite this, however, the CEFR provides a useful starting point. Policy makers and test providers will need to work together to modify current descriptors to better suit the language use context of some migrant groups such as refugees, or those entering the workforce.

4.2 From levels to profiles

Test constructors and policy makers should be aware that the CEFR is not a four-skills model (reading, writing listening, speaking) but a four-modalities model of language use: reception, production, interaction, mediation. The language competence of all language users are not evenly spread across these competencies, as Figure 4 may suggest. These competences may be affected by the changing circumstances and needs of the user, and the amount of practice available in each area, or the differing amounts of time spent exploiting or using these competencies in the target community. Migrants may not need to develop all competencies equally. A needs analysis is necessary to highlight what the most important aspects are, as mentioned in the previous section, 3.1 Needs analysis. It is common that competences in speaking and listening are higher than in those involving reading and writing, especially in the migration context.

The learner in Figure 4 therefore, might have a "jagged profile". A jagged profile is one in which the individual has a differing levels of proficiency. This could be in different competencies or skills: they may be better at reception than production, or better at speaking, than writing, for example. A jagged profile is also used to describe an uneven performance in a test, when for example, in a test of speaking, the candidate may have a good knowledge of grammatical structures, but a limited vocabulary. Good testing practice is explicit in profiling competencies targeted in the assessment, and takes into account the lack of a homogeneous profile.

The CEFR levels represent only one of the two variables in play. The other is represented by the four domains of language use (personal, public, occupational, educational), all of which can be exemplified by relevant Can Do statements. The four domains can be described as follows:

Personal: life as a private individual centred on family and friends, and individual interests and activities

Public: activities where the learner acts as a member of the general public, and is engaged in social interaction, using public services, cultural and leisure activities

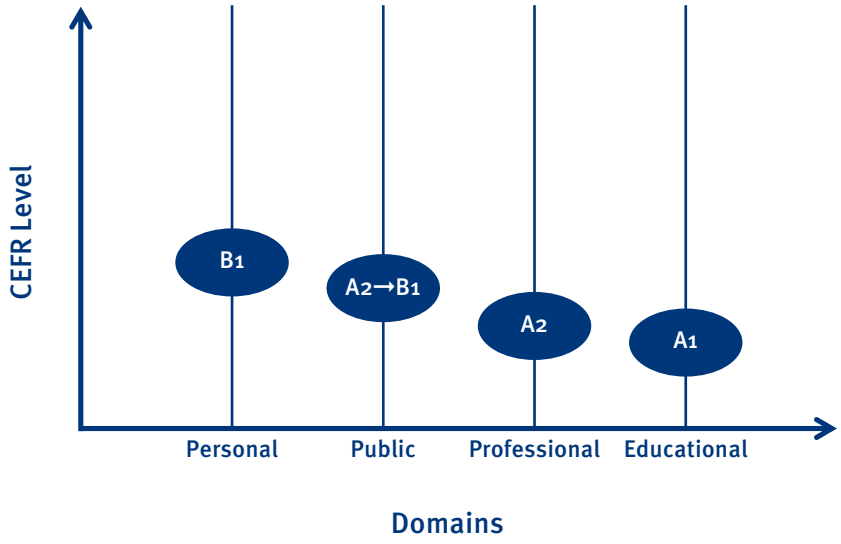
Occupational: professional, job and work-related relationships and activities

Educational: learning and training contexts and activities, which may or may not be in an educational institution

Achievement of the Can Do statements and the competencies they describe depends on the migrant's personal, public, occupational, and educational needs. The more they need and practice certain language skills in certain domains in their daily life, the more their linguistic competence will increase in that particular skill or domain (see Figure 4). A migrant who achieves B2 in his or her professional

context, which would normally include a lot of face-to-face interaction with colleagues, is unlikely to remain at a low proficiency level in the personal domain, even if they do not use the language of the host community at home. In contrast, a migrant who interacts with other colleagues in a common language that is not the host country language, has limited interaction with speakers of the host country language in the workplace, is not following a course of study, and speaks only their native language at home, would be unlikely to progress beyond a low proficiency level in the public domain.

Figure 4 *A migrant profile in terms of CEFR levels and domains*



Many exams test all four skills. Typically, exams consist of different papers or sections such as reading, writing, listening and speaking and commonly include tests of interaction. The different papers or sections may be tested all together or over a specified time frame with results usually given to the candidate together once all sections are complete. They may be reported as individual skills or as one overall grade, or both.

Another option is to test each skill separately and to report them as individual skills. Aside from giving a more accurate picture of a candidate's abilities, this approach to testing has several advantages for migrants. If it is possible to sit a test for each skill separately, candidates can sit a test of those skills they are better at, which can be more motivating, or they can sit a test of only the skills that are deemed necessary by policy makers, if certain migrant groups are only required to demonstrate competence in speaking and listening, for example.

This option would be especially suitable for migrants with limited education or with little experience in writing. A corollary of this approach is that although language courses can focus on those skills that need more attention, this can also lead to areas being neglected if they are not directly tested in the exam. This is an example of negative impact.

In communicating the results of a test of competence in a specific set of skills to the public, testing institutions have to be very clear about which skills have been tested, so that there is no confusion between tests of partial competencies and tests of all four skills. Test reports or certificates from tests should therefore show the level achieved in each skill rather than only one overall level of ability for a candidate.

Another important consideration is the candidate's literacy levels in the host country language. Some migrants may not have the level of literacy required to access written tests. A needs analysis is an essential step in the decision-making process. It can be used to ensure that the needs and requirements of all migrant groups and backgrounds are considered when making decisions about the levels and skills profiles required of migrants. Issues of literacy are discussed in more detail in the next section.

4.3 Issues of literacy

Language tests for study and work are, in most cases, taken by groups of candidates which are relatively homogeneous with respect to educational background and cognitive skills, whereas tests for migration purposes (tests to acquire civil rights) must cater for a full range of possible candidates, and must therefore be accessible to people with limited formal schooling or limited literacy as well as those with a high level of education. Migrants may have a range of needs which have to be addressed in the test environment. They may be unfamiliar with the technology used to deliver the assessment, unused or unable to write extensively, and lack awareness of what is involved in taking a formal assessment. They may have physical difficulties, for example in seeing or hearing if the candidates are elderly. Good testing practice includes provision of assessments for all candidates with special requirements. Good practice also requires test providers to be as explicit as possible about the procedures of test administration and to provide examples of the test in order that candidates have an idea what to expect in terms of processes and procedures during what can be a stressful and anxious time.

A very different profile is represented by "vulnerable" people, as defined by the European Parliament. Among this group it is possible to identify various categories of users:

- those who are illiterate in their own language
- those with very limited literacy skills
- those with low levels of literacy.

An additional group comprises those who received some basic education earlier in life, but who have had no formal support or training for at least 20 years.

Literacy is a necessary prerequisite for any kind of written test. In order for these vulnerable learners to achieve literacy, policy makers need to provide training courses that strongly support the acquisition of literacy skills, instead of providing writing or reading tests.

It is rare for this vulnerable group of learners to be at the same level in all four language skills. They generally perform at different levels in different skills. For instance, there are cases of illiterate people, with a pre-A1 reading level, whose speaking ability in everyday communication reflects a level that is close to B1. Therefore the levels should not be considered as simple level profiles. For this group it is not accurate or meaningful to talk about "an A2 learner", for example. The levels are indicators of ability, and a more precise analysis of language proficiency is necessary for each migrant in each skill area. A learner's profile is complex and consists of a range of elements, such as their:

1. Literacy level in the host country language
2. Writing ability in their mother tongue
3. Speaking and listening ability in the host country language
4. Linguistic repertoire in relation to the host country language
5. Contact with the host country language
6. Use of the host country language in different domains

Table 4 *Aspects of a learner profile*

Literacy	Mother tongue script	Mother tongue and other languages	Oral ability	Contact with host country language	Domains
Pre literate	None	Typologically distant languages	Beginner	Only mediated	Personal
			A1	Rare	Public
			A2 and beyond	Frequent	Occupational
Illiterate	Latin alphabet	Romance	Starter		Educational
	Alphabetical	Other European Languages	A1		
Semi literate	Logographic	Typologically distant languages	A2 and beyond		

Three individual cases, participants in a literacy course, based on data collected by LAMI as described in Table 4, are as follows:

Profile 1: ***A 45-year-old Bantu man from Somalia.***

His mother tongue, a language of the Cushitic sub-group, is an exclusively spoken language. He entered the class as a refugee, with only a few words and phrases of the host language. He has no contact with the outside world, except through mediators.

Profile 2: ***A 49-year-old woman from China.***

She has been in the host country for two years, and is in employment. Her oral ability in the target language is at A1 level; she has learned to read much of the Latin alphabet by herself. Contacts with her external environment are often mediated; she enrolled in the literacy course in order to read official correspondence, to reply to work deliveries and, in future, to sign up for driving lessons.

Profile 3: ***A 26-year-old woman from Nigeria.***

She had a low level of education in her homeland. Her mother tongue is Igbo, and she also speaks, but does not write, English, in addition to the host country language. An A1 speaker of English, she does not read the host country language, but recognises key words relating to the environment where she lives, and tasks she needs to perform in her day-to-day life. Her contacts with the external environment are limited, often mediated by professionals (mediators, social assistants, volunteers). Her enrolment in the literacy course is part of a wider integration programme, planned by the local Reception Centre.

Looking at these three real-world examples, it is clear that there are differences in terms of the degree of previous exposure to written language, and also that migrants come from a diverse range of linguistic backgrounds. Migrants may be literate in a language that has a different writing script, but not literate in the Roman alphabet used in many European countries. It is not so simple to make clear cut distinctions between literate, semi-literate or illiterate learners, who may have different skills and literacy levels in three or more languages: in their own language, in the host country's language and in another language, such as English, or another lingua franca of the migrant community or workplace. Their native language may be typologically distant from the target language. For example Romance, Germanic and Latin-based languages are typologically closer to one another than they are to Arabic or Japanese. Migrants' reasons for being in the country also vary, as does their current and future use of the target language, and the domains where the interactions will take place.

Further reading:

Adami H (2008) *The Role of Literacy in the Acculturation Process of Migrants*, Strasbourg: Council of Europe, available from – **www.coe.int/t/dg4/linguistic/liam/Source/Events/2008/Adami_Migrants_EN.pdf**

Borri A, Minuz F, Rocca L and Sola C (2014) *Italiano L2 in contesti migratori. Sillabo e descrittori dall'alfabetizzazione all'A1*, Loescher: Torino.

Halliday M A K (1985) *Spoken and Written Language*, Victoria: Deakin University Press

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment – **www.coe.int/t/dg4/linguistic/cadre1_en.asp**

Illustrations of the European levels of language proficiency – **www.coe.int/t/dg4/linguistic/Manuel1_EN.asp#Illustrations**

General remarks on literacy – **www.coe.int/en/web/lang-migrants/literacy**

5 Deciding what to test

In this section, we outline the steps involved in ensuring that the design of the test fits its purpose. The first step is the precise and unambiguous identification of the reason for testing. After this has been done, principled methods are used to determine the content and difficulty level of the test. Finally, the test specifications must be developed, a document essential in later stages of test construction and review. It describes the characteristics of an examination, including what is tested, how it is tested, details such as number and length of papers (reading, listening etc.), and item types (multiple choice, short messages etc.).

5.1 Determining test purpose and real-world demands on test takers

Before developing any language test, it is first necessary to determine its precise purpose. It is not sufficient to state that a test is "for the purposes of migration", because even within this area, there is a wide range of reasons for testing migrants, ranging from motivating learners (to help them use and improve their current competence in the target language) and ascertaining whether their competence is sufficient for participation in well-defined social situations (e.g. study or work), to making decisions which affect their legal rights, such as their right to remain in a country or acquire citizenship, or the right to marry a host country citizen or to ask for family reunion.

Only when the purpose of the test has been clearly defined is it possible to identify the real-world demands that test takers will face and that should be reflected in the test (e.g. the need to take part in societal processes and exercise the rights and responsibilities of citizenship). As well as informing test development, a clear and explicit statement of purpose not only helps to clarify test takers' expectations, contributing to test fairness, but also allows other members of society to interpret and use test results appropriately. This should be included in the needs analysis, as discussed in section 3.1, Needs analysis.

When conducting this needs analysis, it is also necessary to take into account the fact that there are various subgroups of migrants with their own specific needs. Those, for instance, who want to join the job market as soon as possible are likely to have different needs from those who are planning to raise young children at home. In a needs analysis, it is good practice for language test developers to define the relevant contexts and situations of the target group. In planning such needs analyses, policy makers should be sure to set aside sufficient resources and ensure that representatives from different sections of society are involved in the definition of needs.

5.2 Determining the linguistic demands of a test

Once these real-world demands have been identified, they must be translated into linguistic requirements specifying not only the knowledge and skills but also the ability level that the test taker is likely to need in these areas. If, for instance, a language test were designed to gauge whether the test taker had the language proficiency necessary to follow a vocational training course, we would expect it to test the ability to follow lessons and workshops, to communicate with teachers and fellow students, to read relevant literature, to write assignments, and so on. A needs analysis could then determine the appropriate level of language proficiency required (or the levels required in each of the individually tested skills such as reading and writing). If, on the other hand, a language test were designed to measure the language proficiency of spouses entering the host country to join migrants already employed there, a comparable needs analysis of migrants' family members in the host community would show the required level of proficiency to be much lower, and would focus on the typical interactions with the host community. For these family members, it is likely that basic speaking and listening skills, and an understanding of processes affecting the household members such as the education of children, or care of the elderly, are important.

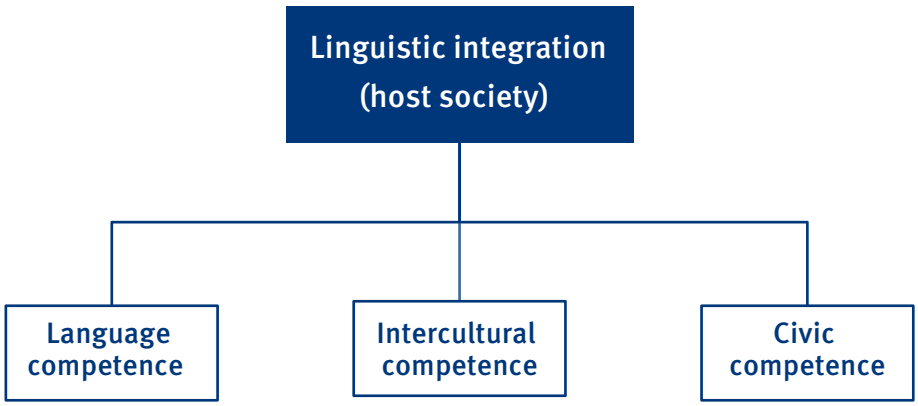
In contrast to designing tasks for candidates wishing to enter a course of study, deriving linguistic requirements from relevant real-world tasks is far less straightforward in the case of migrants. The relation between language proficiency in the official language(s) of the host country and the ability to

integrate into society and/or exercise the rights and responsibilities of citizenship is looser and far more difficult to pin down.

After all, if language proficiency were the only factor in play, all native inhabitants of a country would be fully integrated citizens. As this is not the case, it can be deduced that other factors are also important and other competences should be considered in the test design.

Figure 5 shows the competences related to linguistic integration in the host society. Linguistic integration requires not only a level of general language competence, but also awareness of the cultural norms of the host society, and how these relate to the migrants' own cultural background, as well as to their linguistic repertoire. It can also require the ability to deal with other people from a range of cultural and linguistic backgrounds. It is often the case, for example, that the host country language is the common language in a workplace where migrants from different countries are employed. The migrant may not be using the host country language with host country nationals, but with speakers of other languages. Migrants also need to have an awareness of their legal rights, and be able to cope in situations where the host language is necessary to comply with civic responsibilities. This could range, for example, from understanding how waste collection and recycling operates in the street where they live, and how to arrange and pay for utilities and services, to finding out how the public transport system operates. A needs analysis of how migrants are expected to operate in their target community will support the identification of relevant and useful test tasks, hopefully focused in particular on the public domain.

Figure 5 ***Competences related to linguistic integration***



It is also important to ensure that assumptions about candidates' cultural or educational background are investigated thoroughly during the needs analysis, to prevent any mistaken assumptions from influencing the test design. On the other hand, the repertoire of the candidate should be carefully taken into account, emphasising experiences and values of the migrants.

5.3 Considering types of assessment

Central to the validity of the test is the selection of the most appropriate test type. Policy makers should be aware that there are various forms of assessment. These range from traditional formal tests, where large numbers of candidates are supervised taking the same test on the same day, to continuous assessment, which often consists of the evaluation of a portfolio of work. Further detail on alternatives to testing is available from the CoE website, which contains links to self-assessment checklists, workshop activities and alternatives to tests such as the European Language Portfolio. In language tests, different language skills such as reading, writing, listening and speaking are commonly tested separately, but can also be tested in combination. Each type of assessment has its own particular characteristics, such as how easy it is to interpret the results, how reliable the results are, cost and

practicality. Speaking tests, for example, may involve greater resources, such as the need for trained speaking examiners, compared to paper-based or computer-delivered tests of reading, which can be administered to numerous candidates at the same time. One language skill, such as listening, may be of greater importance than another, such as writing, depending on the context. It is therefore important that the requirements of the situation are considered carefully to identify the most appropriate kind of assessment. It should also be noted that a combination of assessment methods is possible.

Some of the advantages of tests and other forms of assessment are noted here. Tests which are designed, constructed and administered by reputable, audited test providers have the following three advantages:

1. Results are highly standardised and reliable. This means that it is easy to compare candidates across the same or different administrations of the test.

2. Candidates are assessed with a high degree of objectivity. In most cases, markers and examiner work from answer keys, and other measures are taken to reduce the possibility of bias in the marking, such as the use of marking schemes, which list all possible acceptable answers.

3. Large numbers of candidates may be tested in a short space of time, thereby reducing cost.

Alternatives to traditional tests can take the form of self-assessment, or continuous assessment throughout a course. For example, a student on a course can be assessed through on-going collection of the results and evaluation of tests and tasks such as pieces of work, short speaking performances, peer activities and class-based tests throughout the course. Ideally, these assessments have a strong formative influence, and those completed as part of a course help learners to play a greater role in directing their learning. Secondly, material gathered for assessment can be collected under non-threatening conditions (e.g. in a classroom, rather than in a formal testing situation) and this may improve its validity as evidence of a candidate's true ability. However, the scores may be less standardised, which can make it difficult to interpret or compare results.

5.4 Tasks types

In order to improve the validity of assessment instruments, it is important to consider the nature of the tasks which are used to assess test takers. Tasks in formal tests and classroom assessment should reflect real-world use of language. For example, the test taker should be given tasks which reflect their daily life in terms of topics and content. The value in this is that the task is perceived as appropriate by test takers and the support courses and training will more likely be perceived as useful. In order for this to happen, a pre-requisite step in the test/task design process or in the selection of an appropriate test is a needs analysis, as already discussed in section 3.1, Needs analysis. Tasks should be designed with the linguistic profile of users in mind and explicitly mapped to the targeted CEFR level of the language policy in question.

Taking all these points together, it seems better to focus on the underlying ability of a candidate to successfully complete authentic tasks, therefore placing less emphasis on testing a particular skill, a particular question on a test, or whether they know a specific piece of language. In this way, candidates are judged on their overall ability to successfully complete real-life scenarios relevant for daily life. A good task is, in summary, **A**dequate, **A**ppropriate and **A**uthentic. A triple rating of **AAA** could be awarded to good tasks, or those which combine all three attributes.

Further reading:

Gorp, K and Deygers, B (2013) Task-based language assessment, in Kunnan, A (Ed) *The Companion to Language Assessment: Approaches and Development*, Oxford: Wiley-Blackwell, 578-593.

Tools for learners, teachers, course providers are available from Linguistic Integration of Adult Migrants (LIAM) – **www.coe.int/en/web/lang-migrants/instruments**

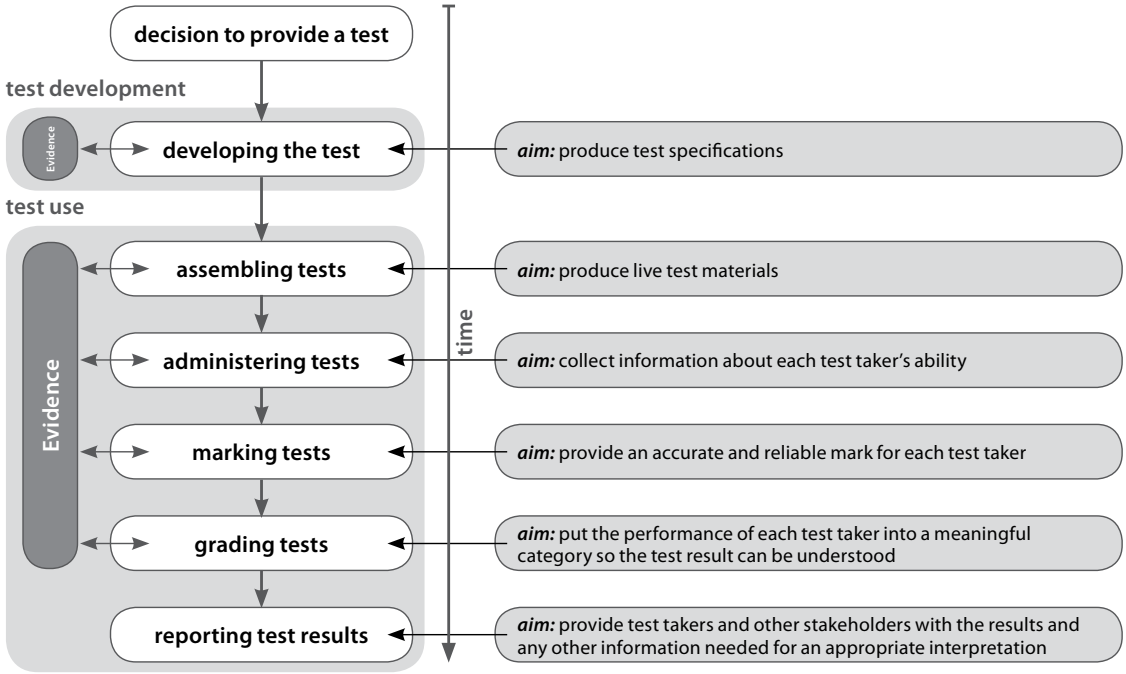
6 The test production cycle

Let us suppose that a migration policy has been decided on which takes into account of the benefits that migrants bring to society; and that needs analysis has been used to determine the proficiency level and profile of different migrant groups; and a formal test for a specific purpose has been chosen to determine the levels and profiles (as opposed to a course of study). It is then time to consider how to develop a test for this specific purpose, which is also of a high quality and fair. Therefore in this section we present an overview of the test production cycle, followed by more detailed information about each of the main stages.

6.1 An overview of the test production cycle

As a first step, the target population, test purpose and testing focus are documented in detailed test specifications. Once the test specifications have been finalised and a test has been developed, several further stages are necessary if the test is to work as intended. These stages are listed on the left-hand side of Figure 6, with the aim of each stage given on the right-hand side.

Figure 6 *The basic testing cycle*



Source: Manual for Language Test Development and Examining (Council of Europe 2011)

Within the area labelled test use, the next stage post-development is to assemble the test. Assessment criteria and a test format are developed, and test items, or questions, are written in line with the specifications, and assembled into tests, or parts of tests, which if possible, should then be trialled or piloted. This piloting stage is typically referred to as *pre-testing*. It is a method of gathering evidence on the performance of the test items (rather than the candidates) so that items which measure the candidates' proficiency accurately and consistently are included in tests and those items which do not perform as expected can be edited or discarded.

Once a test has been assembled from the items and tasks selected, it must be administered consistently and fairly to the intended test takers. The test papers are then marked to provide accurate and reliable evidence of the candidates' ability and of the performance of the test items. Finally, the

data resulting from the administration of the test should be analysed to confirm that the test performed as expected, and adjustments should be made where this is not the case. The candidates' marks are then converted into grades or scores which should be reported to them in a way that is meaningful not only for them but also for other stakeholders, such as employers, schools and official bodies who need to make use of the results.

Throughout this process, quality assurance checks are needed. There are a number of useful documents which aim to assist test providers in implementing the codes of practice or ethics previously mentioned. They contain detailed and concrete suggestions and are listed in the *further reading* section below.

6.2 Producing test specifications

The test specification is a document for the test designers which contains guidelines about which skills are tested, how many parts and how many questions a test has, descriptions of the length and type of texts which are to be used, what topics may or may not be covered, the item and task types to be used, the timing of the test, what marks are awarded, and other practical details. It also includes a description of the target population. These specifications serve as a reference, informing decisions at all later stages of test use. It is crucial that the test specification is influenced by the needs analysis. This is particularly important for migrant groups where the use of authentic tasks may be critical.

6.3 Item writing

In order to write appropriate test items, item writers need to be given clear guidelines. These would normally include an overview of the target population and the test's purpose, along with general advice on such matters as the suitability or unsuitability of certain topics, the length of the input (e.g. number of words in a reading text), and output (i.e. number of words candidates should write), the degree to which texts should be "authentic", etc., before focusing on each item type in turn. Once items have been written, other experts should then judge whether both the letter and the spirit of the guidelines have been respected.

6.4 Pretesting

In order to confirm that the items actually work as intended (testing the target language, differentiating effectively between stronger and weaker candidates, not resulting in bias towards a particular candidate profile, etc.), it is necessary to pretest the materials under test conditions on candidates with as similar a demographic profile as possible to that of the live test population. Pretesting is followed by statistical and qualitative analysis. Based on these analyses, items and tasks can be accepted for future live test use, edited and pretested again, or rejected. In addition, where resources allow, an item bank is created and filled with acceptable items for future use. Tools to assist with these processes are listed in the *further reading* section.

6.5 Test administration

Test providers should ensure that the test is taken under conditions which are equally fair for all candidates. To this end, it is recommended that procedures be developed to minimise differences in administration. These procedures should ensure that:

- test centres are suitably accredited for the overall administration of the tests
- test centre staff are professionally competent, adequately informed and supported, and monitored as necessary
- a high level of security and confidentiality is maintained at examination centres throughout the whole process, from enrolment to issuing results and report papers

- physical conditions in the exam room are appropriate (level of noise, temperature, distance between candidates, etc.)

- arrangements are made for test takers with special requirements.

6.6 Inclusion of candidates with special requirements

The testing system must not discriminate against candidates with special requirements. These may include temporary or long-term physical, mental or emotional impairments or disabilities, learning disorders, dyslexia, temporary or long-term illness, regulations related to religion, penal confinement or any other circumstances which would make it difficult or impossible for a candidate to take the test in the same way as anyone else.

Provisions should exist to:

- decide whether any candidates with special requirements will be exempt from taking the test, or parts of the test

- take suitable measures in order to ensure that candidates with special requirements are judged fairly

- define which institution is responsible for deciding whether the test has to be taken by a particular candidate

- decide which special conditions apply in any given case (e.g. test papers in Braille, test papers in large print, provision of a Braille writer or computer with special features, provision of a reader/ scribe/assistant, extended time for certain parts of the test, additional rest breaks, sign language interpreter, special examination dates or venues).

Information on these regulations and exemptions should be publicly available and accessible to the candidates. If a decision is made not to provide any special provision, the test provider should ensure that an appeal against this decision is possible, and inform candidates how an appeal should be applied for, and outline the way in which a final decision should be made.

6.7 Assessment criteria and marking

Marking can be either *objective* or *subjective*. Objective marking occurs when there is a correct answer, usually specified in a marking key, or a marking scheme. The difference between a key and a scheme is that a key usually has one correct answer only (for example for use in a multiple-choice test) whereas a marking scheme lists all possible acceptable answers. Usually these are limited to a small number of responses, for example when a candidate is completing a sentence or notes in a text, and the responses on *Thursday* and *tomorrow* may both be acceptable answers. Objectively marked test items can be marked accurately by machines or by trained markers. Whichever system is used, it is never entirely error-free. Best practice involves having strict and regular monitoring procedures.

Subjectively marked items usually need to be marked by trained raters. These items are typically pieces of writing, or speaking performances where expert judgement is needed, and trained raters assess the candidates using assessment criteria. When subjective tasks are assessed, the criteria can be evenly weighted, or one criterion can be more heavily weighted than another. For example, the choice and accuracy of vocabulary can be awarded marks in the same proportion as marks given to other criteria, such as the structure and organisation of the writing. Pronunciation can be given less weight, or importance, than grammatical accuracy. Whether criteria are equally weighted or not should be linked to the use and purpose of the test. How well the assessment of performance links to the use and purpose of the test affects the *validity* of the test, as discussed earlier.

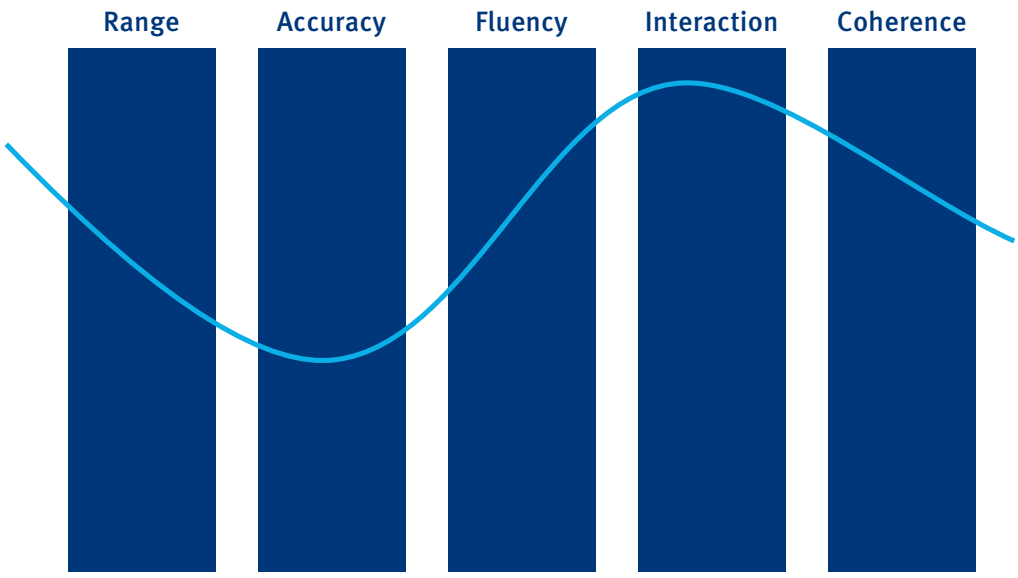
The scores place the candidates on a scale, rating their performance as below, equal to or above the standard required. This procedure can lead to clerical and judgmental error. Raters may award

marks inconsistently or interpret candidate responses and/or assessment criteria in an inconsistent way. Examiners may be inconsistent either when compared with other examiners or in the way they themselves apply the criteria over time. Best practice addresses these issues and seeks to reduce such inconsistencies through the application of rigorous training and monitoring procedures, as well as through the additional marking of some or all of the candidate performances by other raters. Markers' work could also be "scaled" to compensate for consistent leniency/harshness, though significant differences are likely to require further training.

Marking criteria should be in line with the purpose of the test. For example, in the migrant context, the focus on accuracy may not be as relevant as the ability to get their main idea across. Referring to the migration context, the aim of the migrant is to get their meaning across and to understand the new world around them. Therefore in tests, the tasks should focus on meaning, not on form: passing a test should be determined by how much the candidates have understood the task and how appropriately they completed it; in other words, more attention to pragmatic aspects, and less to grammatical ones. This is different from, for example, a test for entry into a course of academic study, where accuracy of detail may be considered more important.

Marking criteria should further take into account the lack of a homogeneous profile. For example, Figure 7 illustrates a sample speaking performance at A2 level. It shows a person with limited vocabulary who is a very good communicator and can interact quite fluently and coherently, but who makes basic grammatical mistakes. It shows how interaction is commonly higher than accuracy at these lower levels.

Figure 7 ***Profile of a speaking test performance***



6.8 Monitoring

As well as monitoring the behaviour of examiners, it is also important that the language test developer collects and analyses information about candidate responses and demographic information about the candidates, e.g. age and gender. This is necessary to ensure that:

- each test measures the abilities it sets out to test
- the abilities are measured in a consistent way by all versions of the same test, past and future
- each test works in a way which is fair to all targeted test takers, no matter what their background.

The results of such monitoring can then be used to ensure that test results accurately portray the ability of the candidate. Additionally, conclusions from the analysis can be fed back into the test construction, administration and grading processes, so that these processes may be continually improved.

Monitoring of candidate responses

During live tests, candidate responses to items and tasks are used both to measure candidates' language ability and to give test providers information on how well the items and tasks are performed. Items should be judged not only on their level of difficulty, but also on the extent to which they discriminate between stronger and weaker candidates, because the basic aim of the test is to distinguish between these two groups. A record of these and other statistics should be kept and comparison made between them for past and future versions of the test. This will allow test providers to ensure that results from one version or session of the test are comparable with those from another. Where test construction has been based on pretesting, it is likely that items and tasks would perform as expected in the live test. However, confirmation of this through analysis is important, and investigation followed by corrective action may be needed where performance is not as expected. It is, of course, also important that a particular version of a test indicates the ability of candidates in a way which is consistent with past and future versions. For this reason, live response data is often used to help decide grade boundaries or pass marks.

Monitoring for bias

Similar techniques to those outlined above should also be applied to the performance of groups of candidates with the same ability levels. If, for example, compared to other candidates of the same ability, candidates of one nationality were found to do significantly better or worse on an item or group of items, this may be due to item bias towards or against people of that particular nationality and would therefore be unfair. However, the cause may also be linguistic differences or similarities between the native and target languages, which cannot be considered unfair. Either way, after quantitative investigation has exposed possible bias, qualitative investigation is needed. If an item is found to be biased, this may require its removal and/or changes in the procedures by which items are produced.

6.9 Conducting impact research

Providers of tests to large numbers of candidates, or test providers who operate internationally, cannot easily take into account the personality traits, learning history and personal history of each individual candidate when assessing their language ability. In addition, regardless of scope and size, test providers cannot always control how people prepare for tests, or how stakeholders engage in the test-taking process or interpret the aims of the assessment in terms of the learning approach and so on. This means that when dealing with the consequences of any test from any provider, impact is inevitable. A realistic aim is therefore to minimise the possibility of negative consequences, and to encourage positive impact.

When the mode of assessment has been selected, consideration of the use to be made of the test and its consequences is very important, as use can have some very far-reaching and unexpected consequences. It is advised that, in planning assessment, possible consequences are carefully considered and, during the operation of the assessment, research is carried out to discover what the actual consequences are. Possible consequences could be changes in teaching and learning practices as a result of the test, for example.

Language testers can study the impact of the test, commonly referred to as *impact research* or *impact studies*, by collecting feedback, providing evidence, and analysing data. Typical data collected can be quantitative, such as test scores, and demographic, such as age, languages spoken, previous language study and educational background of test takers, for example. Qualitative data can also be collected, by means of questionnaires, surveys and interviews. This usually concerns attitudes, motivation and experiences of the test taker and other stakeholders like course providers and policy makers in

relation to the test, the language and the host country. Test takers may be asked, for example, what their reasons are for taking the test, what they use the host country language for, and their linguistic experiences when interacting in the community.

In order to facilitate data collection for LAMI members, the LAMI group produced the LAMI Questionnaire (LQ), as a shared instrument to investigate the impact of language courses and tests in the migration context. Figure 8 shows the LQ structure and content (see *further reading* for a link to the full LQ English template). This is a general model which can be adapted, according to the context of different countries. It can also be translated into the language of the migrant or the language of the host country, depending on the context and language level of the migrant.

Figure 8 *LAMI Questionnaire structure and contents*

Further reading:

LAMI Questionnaire – **www.alte.org/attachments/files/lami_questionnaire_english_template_byzjt.pdf**

AERA/APA/NCME Standards for Educational and Psychological Testing – **www.apa.org/science/programs/testing/standards.aspx**

ALTE Authoring Group (2011) Manual for Language Test Development and Examining, Strasbourg: Council of Europe.

ALTE COP QMS Checklists – **www.alte.org/quality_assurance/code/checklist.php**

ALTE Minimum standards for establishing quality profiles in ALTE examinations – **www.alte.org/attachments/files/minimum_standards.pdf**

ALTE Principles of Good Practice – **www.alte.org/attachments/files/good_practice.pdf**

CEFR Grids for the analysis of test tasks (listening, reading, speaking and writing) – **www.coe.int/t/dg4/linguistic**

Content Analysis Checklists – **www.alte.org/projects/content_analysis_checklists**

European Language Portfolio – **www.coe.int/portfolio**

EALTA Guidelines for Good Practice – **www.ealta.eu.org/guidelines.htm**

European Commission (2005) Special Educational Needs in Europe. The Teaching & Learning of Languages. Teaching Languages to Learners with Special Needs, Strasbourg: European Commission, available online – **tictc.cti.gr/documents/doc647_en.pdf**

ILTA Draft Code of Practice – **www.iltaonline.com/index.php/enUS/resources/ilta-guidelines-for-practice**

Item Writer Guidelines – **www.alte.org/projects/item_writer_guidelines**

7 Conclusion

The use of tests for migration and citizenship purposes is complex. This booklet has outlined the issues that need to be considered and, by implication, the issues for which policy makers should take responsibility. The first of these is the definition and purpose of a migration policy. The policy needs to consider first of all whether it is necessary to require migrants to demonstrate language ability through some form of assessment. If an assessment is deemed necessary, then what needs to be considered next is the proficiency level and skills the test needs to measure, and the type of assessment that is appropriate for the migrant groups in question.

After these decisions have been taken, test providers can give more detailed consideration to what type of assessment is necessary for the intended purpose, and what it can be expected to measure. Where it has been decided to use a test, it is vital that the test meets the requirements outlined in this booklet. The test should be continually monitored to ensure its functioning and quality. Reliable auditing and quality assurance procedures, such as the ALTE Q-mark, need to be in place.

It must not be forgotten that the outcomes of a test can have important consequences for the candidates, for larger groups of people, and for society as a whole. Among these consequences are those relating to the civil and human rights of the test taker. In order to guarantee the successful and fair use of a language test for migration purposes, those who define the policy must work with the test providers on several aspects after the decision to use a test has been made. These aspects include the definition of the precise purpose of the test and the allocation of resources for successful completion of all stages of test development and test use. At all times, test fairness should be considered of prime importance.

Appendices

Appendix 1: Common European Framework of Reference (CEFR) levels

Table 5 *CEFR Common Reference Levels: Overall Reading Comprehension (Council of Europe 2001:69)*

C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can re-read difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Had a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.

Table 6 *CEFR Common Reference Levels: Overall Listening Comprehension (Council of Europe 2001:66)*

C2	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
B2	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.
	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B1	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Table 7 *CEFR Common Reference Levels: Overall Written Production (Council of Europe 2001:61)*

C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
A1	Can write simple isolated phrases and sentences.
C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
A1	Can write simple isolated phrases and sentences.

Table 8 *CEFR Common Reference Levels: Overall Written Interaction (Council of Europe 2001:83)*

C2	As C1.
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views effectively in writing, and relate to those of others.
B1	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details in written form.

Table 9 *CEFR Common Reference Levels: Overall Spoken Production (Council of Europe 2001:58)*

C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.

Table 10 *CEFR Common Reference Levels: Overall Spoken Interaction (Council of Europe 2001:74)*

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Source: Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe 2001)

Appendix 2: LAMI tables

ALTE undertook the first survey on language requirements for adult migrants in the Council of Europe member states for the year 2007, in cooperation with the Language Policy Unit of the Council of Europe and with the French Ministry of Culture and Communication. A report by Claire Extramiana and Piet van Avermaet was published in 2008 – **www.coe.int/t/dg4/linguistic/Migrants1_EN.asp#P36_5035**

The following table summarises results collected by ALTE members. It shows the situation in 2013.

Table 11 ***Summary of CEFR language requirements in 2013***

Country	Entry	Permanent residence	Citizenship	Official courses
Czech Republic*	NR	A1	B1 + KoS test	Optional, paid by the candidates
Denmark	A1 for spousal reunification: (listening and answering a few oral questions), with exceptions for certain nationalities.	A2 written and B1 oral	B2 + KoS test	Language courses (free of charge), only for a certain period (4-5 years). Only compulsory for refugees and persons receiving for instance unemployment benefit. No courses related to the KoS.
Estonia	NR	B1	B1 + KoS test	KoS course (12 hours), optional and free of charge
Finland	NR	NR	B1 (in Finnish or Swedish, alternatively in Finnish or Swedish sign languages) excluding -18 and ≥65, illiteracy and some deficiencies	Optional, paid by the candidates mainly.
Germany*	A1 only for family reunion (exceptions for certain nationalities and for highly qualified persons).	B1 + KoS test	B1 + KoS test	Language courses either free of charge or well subsidised admission: compulsory or optional (depending on several criteria).
Italy*	A2 (only speaking) + KoS (both to be demonstrated by the first 2 years after the first entry) for all the ex EU citizen (age≥ 16 years), with the exception of particular cases of refugee.	A2 (listening, reading and writing, not speaking)	NR	Language courses: optional and free of charge KoS course: compulsory (10 hours) and free of charge.

Country	Entry	Permanent residence	Citizenship	Official courses
Luxembourg*	NR	NR	A2 (speaking) B1 (listening)	Optional
The Netherlands*	A1	A2	A2	None
Norway*	NR, but the applicant must document completed tuition of 600 lessons in Norwegian and KoS in order to get permanent residence Documented A2 knowledge of Norwegian or Sami (such as an approved test) can replace the tuition requirement.	NR, but the applicant must document completed tuition of 600 lessons in Norwegian and KoS in order to get permanent residence Documented A2 knowledge of Norwegian or Sami (such as an approved test) can replace the tuition requirement.	Immigrants who want to apply for citizenship and are between 18 and 55 years old must have passed Norskprøven, oral production with A2 or better, and KoS (in Norwegian) Updated Dec 2015	The municipality offers tuition from A1 to B2. Compulsory and free of charge for refugees and family reunions of refugees age 16-55, family reunions to Norwegian or Nordic citizens age 16-55 Optional and free of charge for those groups mentioned above (age 55-67). Compulsory but not free of charge for employment-based immigrants outside of the EEA/ EFTA regulations (age 16-55).
Slovenia	NR	NR	A2-B1	Language courses optional and free of charge (from 120 to 180 hours).
United Kingdom*	A1 for family reunions B1 for student visas to study towards an undergraduate degree (B2 in case of postgraduate degrees). B1 for work and general visas (Minister of Religion visas – B2 and a sports person visa – A1).	B1 + KoS test	B1 + KoS test	Optional

KoS= Knowledge of Society

NR= No Requirements

*For more information see the Individual Country Poster

Table 12 *CEFR Level requirements and course provision in the Czech Republic*

Czech Republic	
Entry	• NR
Permanent residence	• CEFR level requested: A1 • Institution involved: Ministry of the Interior • Reasons/users involved: Non-EU citizens (apart from Norway, Iceland, Lichtenstein and Switzerland). A foreigner may request permanent residence permit after residing in the Czech Republic for five years continuously. • Test format: ✓ skills assessed: reading, listening, writing, speaking ✓ contents: general language ✓ sitting the examination for the first time covered by a voucher from the Ministry of the Interior, i.e. for free. • Centres involved in the test elaboration: a team of experts coordinated by the National Institute for Education. • Centres involved in the test administration: ✓ number: 56 ✓ profile: language schools with the right to administer state language examinations and selected university departments. • Examiners involved: ✓ number: over 200 ✓ profile: teachers, preferably experienced in Czech for foreigners, who completed the training of examiners of the Examination in the Czech Language for Permanent Residence. Other information: **www.check-your-czech.com**
Citizenship	• CEFR level requested: B1 • Institution involved: Ministry of the Interior • Reasons/users involved: A foreigner may request citizenship after having had permanent residence in the Czech Republic for at least 5 years, or, in the case of EU applicants, for 3 years. • Test format: ✓ skills assessed: reading, listening, writing, speaking ✓ contents: general language and KoS ✓ paid by candidates • Centres involved in the test elaboration: The National Institute for Education (KoS) and a full ALTE member, which is at present Charles University, the Institute for Language and Preparatory Studies (ILPS CU, the language test). • Centres involved in the test administration: ✓ number: 12 ✓ profile: ILPS CU study centres and university departments contracted by the ILPS CU. • Examiners involved: ✓ number: almost 150 (October 2015) ✓ profile: examiners and raters must have a diploma in Czech studies/Czech as a foreign language and at least three years' experience in teaching Czech for foreigners; they must have completed a training. Other information: **www.check-your-czech.com** and **ujop.cuni.cz/obcanstvi**
Official courses	• NR • Other information: It is not compulsory to attend courses in order to register for the Examination in the Czech Language for Permanent Residence or the Czech Citizenship Exam. Some non-profit organisations offer courses for free using grants and so do centres which support the integration of foreigners and which can be found in every region and arose from projects financed by the Ministry of the Interior. The range of courses that are subject to a charge is very wide. These language courses are offered by university departments, language schools with the right to administer state examinations, and private language schools.

Table 13 *CEFR Level requirements and course provision in Finland*

Finland	
Entry	• NR
Permanent residence	• NR
Citizenship	• CEFR level requested: B1 • Test format: ✓ skills assessed: listening, reading, speaking, writing ✓ contents: language only ✓ free of charge or paid by candidates: varies (paid by candidates, employer or employment administration) • Centres involved in the test elaboration: CALS (University of Jyväskylä). • Centres involved in the test administration: FNBE (Finnish National Board of Education) + CALS + various institutes under the supervision of the before-mentioned. • Examiners involved: ✓ number: 104 Finnish, 42 Swedish ✓ profile: MA in test language

Official courses	• CEFR level in line with the Integration Act, the objective of integration training is for a student to achieve skills level B1.1 in the Finnish or Swedish language although the targeted skills level to be achieved during the training may vary depending on the student's employment opportunities, educational background, and further career plans. • Provided for (entry and/or permanent residence and/or citizenship) Integration training in Finland is regulated by two pieces of legislation: the Act on the Promotion of Integration (1386/2010) and the Act on the Public Employment Service (1198/2009). As the integration training is primarily labour market training, students are clients of the EED office. The aim of the training is to promote students' vocational competencies and employment. • Format: ✓ hours provided: The scope and content of integration training are supposed to vary according to each student's individual needs and with reference to the baseline level for assessment. The maximum scope of the training can be 60 credits where one credit is equivalent to about 35 hours of work by the student (= 2100 hours). ✓ contents (language and/or KoS): Integration training consists of the following types of domains: Finnish/Swedish language and communication skills (30-40 credits), civic and working life skills (15-25 credits); the latter must include one or more work placement periods with a minimum total scope of six credits, and guidance counselling (5 credits). For the migrants who have relatively little previous experience with reading and writing in languages other than Finnish or Swedish there is a separate curriculum. The average duration of literacy training is 160-200 days, a total of 32-40 credits, depending on the student's needs. ✓ compulsory or optional: Integration training is funded by the labour administration, and organised by public and private educational institutions in co-operation with non-governmental organisations and the local employment offices in diagnosing student's skills and needs. For migrants who are clients of the employment office, the training is compulsory. Migrants are assisted by labour market subsidy or training subsidy, and compensation for travel and food expenses (maintenance allowance) can also be provided if the migrants are living in a municipality other the one where integration training takes place, or is taking other studies equivalent to integration training and accepted by the employment office. These studies can be, e.g., Finnish (or Swedish) language courses in general, studies in basic education, preparatory training for vocational education, and studies in higher education. ✓ free of charge or paid by students: (see above). • Centres involved in the tuition: ✓ number: 150-250 ✓ profile: varies e.g. adult education centres, vocational institutes, private educational organisations, non-formal educational institutes, non-governmental organizations, universities. • Teachers involved in the tuition: ✓ number: 200-300 ✓ profile: Mostly MA degree and pedagogical training or previous work experience in adult education. Other information: Finnish National Board of Education (2012a) National Core Curriculum for Integration Training for Adult Migrants 2012, Helsinki: Finnish National Board of Education. Available from: **www.oph.fi/download/140755_national_core_curriculum_for_integration_training_for_adult_immigrants_2012.pdf** Finnish National Board of Education (2012b) National Core Curriculum for Literacy Training for Adult Migrants 2012, Helsinki: Finnish National Board of Education. Available from: **www.oph.fi/download/140756_national_core_curriculum_for_literacy_training_for_adult_immigrants_2012.pdf**

Table 14 *CEFR Level requirements and course provision in Flanders*

Flanders	
Entry	• NR
Permanent residence	• A2 Alfa students do not have to pass the A2 language test, but they have to prove regular attendance. • Any A2 certificate from a centre for basic education, a centre for adult education or a university language centre is accepted. • The test format or content is not streamlined, but typically, these courses focus on functional use of the language. The certification may be based on permanent assessment or on a final test. • The content of these tests is determined by the centers and sometimes by the individual teachers. • Tests are linked to courses, which may be free or may cost up to €106 (depending on the financial situation of the learner). Typically, one hour of teaching will cost €0,60. The tests do not have to be paid for separately. Alfa learners never pay for tuition. • The number of people involved in this, is hard to estimate, but currently, some 25% of students in adult education are there to learn Dutch. This number excludes the population in centers for basic education.
Citizenship	• For citizenship, knowledge of one of the three official languages is required (Dutch, French, German), depending on the region where one wishes to live (different regions have different official languages). • A2 level is required for all applicants, irrespective of their literacy level. • The following documents are accepted as proof: 1. A degree issued by an official institution of education in Belgium. 2. A degree issued by an official institution of education in Europe, where Dutch, German or French is the medium of instruction. 3. A document of a vocational course of at least 400 hours. 4. A certificate of a naturalisation course. 5. A document proving employment in one of the three languages for the past 4 years. 6. An A2 certificate or higher, delivered by any officially recognised educational institution (ie a centre for basic education, a centre for adult education or a university language centre). 7. An A2 certificate or higher, issued by SELOR, the government recruitment agency.
Official courses	• There is not one set of official courses. Depending on their profile, L2 students are advised to enrol with a centre for basic education, a centre for adult education or a university language centre. There are specific teacher training programs for L2 Dutch teachers, but these are not compulsory. • In the regular teacher training, little attention is paid to L2 teaching.

Table 15 *CEFR Level requirements and course provision in Germany*

Germany	
Entry	• CEFR level requested: A1 • Reasons/user involved: family reunion (spouses). Exceptions for certain nationalities and for highly qualified persons, where there is NR. • Test format: ✓ Listening, Reading, Writing, Speaking ✓ language ✓ paid by candidates • Centrally developed by Goethe-Institut or telc GmbH.
Permanent residence	• CEFR level requested: B1 • User involved: persons who are not citizens of a EU or EEA country or Switzerland. • DTZ* test + KoS test • DTZ test format: ✓ Listening, Reading, Writing, Speaking ✓ language ✓ free of charge as part of the integration course ✓ centrally administered by telc GmbH • Centres involved: examination centres accredited by the Federal Office for Migration and Refugees.
Citizenship	• CEFR level requested: B1 "Ausreichende Deutschkenntnisse" • Users involved: persons who are not children of at least one parent of German nationality, or where at least one parent has lived in Germany for at least eight years and has a permanent right of residence.
Official courses	• CEFR level: should take you up to B1 • Provided for: immigrants (newly arrived as well as long-term residents) • Format: ✓ contents: language and KoS ✓ optional, but compulsory if entry after 2005 and language proficiency is low, or if the labour administration makes it compulsory ✓ partly paid by students (€1,20 per lesson), no fee for unemployed • Centres involved in the tuition: ✓ 5,063 (02.09.2014) ✓ 17 criteria for which points are awarded, a minimum number of points has to be reached. Areas evaluated are: experience in course provision, quality of rooms and technical appliances, qualification of staff, quality management. • Teachers involved in the tuition: ✓ Licensed by the Federal Office for Migration and Integration. • End-of-course test: DTZ (A2/B1, B1 is target level for permanent residence and citizenship) + KoS test.

*DTZ= Deutsch-Test für Zuwanderer

Table 16 *CEFR Level requirements and course provision in Italy*

Italy	
Entry	• NR
Permanent residence	• CEFR level requested: A2 • Reasons/users involved: 1. Integration Agreement for the permanent residence: ex EU citizen › 16 years old, requesting the permit for more than 1 year, with the exclusion of refugees and family reunion. 2. UE Chart (long term permit, possible after 5 years of residence in Italy): ex EU citizen › 16 years old, with the exclusion of refugees. • Test format (case 1): ✓ skills assessed: only speaking ✓ contents: language and KoS (10') ✓ free of charge. • Test format (case 2): ✓ skills assessed: listening, reading, writing (no speaking) ✓ contents: only language (1 hour) ✓ free of charge. • Centres involved in the test elaboration: ✓ A selection of schools among the network of State schools called CTP/CPIA. • Centres involved in the test administration: ✓ number: approx. 250 ✓ profile: CTP/CPIA. • Examiners involved: ✓ number: approx. 1000 ✓ profile: State teachers, experienced in Italian as L2 for adult migrants. Other information: With regard to the language requirements the Ministry of Internal affair recognises also the A2 certification (all the four main skills) elaborated and administered by one of the following Evaluation Centres: CVCL (University for foreigners of Perugia), CILS (University for foreigners of Siena), Roma 3 (University of Roma 3) and PLIDA (Dante Alighieri society). In this case the test has to be paid by the candidates (around €30). If the migrant is able to attend with profit (passing a final exam) a language course as described in the last column, he/she has not to do any kind of test.
Citizenship	• NR
Official courses	• CEFR level: A1-A2 • Provided for: help adult migrants (› 16 years old) to reach the A2 level. • Format: ✓ hours provided: max. 200. ✓ contents language and KoS ✓ optional ✓ free of charge. • Centres involved in the tuition: ✓ number: all the State schools called CTP/CPIA (aprox. 500) ✓ profile: CTP/CPIA. • Teachers involved in the tuition: ✓ number: approx. 4000 ✓ profile: State teachers, experienced in Italian as L2 for adult migrants. Other information: The law provide 10 hours of compulsory KoS session, as part of the Integration Agreement. This session is administered by the same centres (selection of CTP/CPIA) involved in the compulsory test elaboration and administration. In this case only the users involved in the Agreement have to attend the session. It is scheduled during their first 3 months in Italy and provided in their mother tongue.

Table 17 *CEFR Level requirements and course provision in Luxembourg*

Luxembourg	
Entry	• NR
Permanent residence	• NR
Citizenship	• CEFR level requested: ✓ A2: spoken interaction ✓ B1: listening comprehension • Users involved: applicants who have lived in Luxembourg for at least seven years. • Test format: ✓ skills assessed: speaking and listening ✓ contents: general language ✓ €75, reimbursed by the state • Test elaboration: ✓ The test is developed and administered at the Institut national des langues. There is only one test centre. • Examiners involved: ✓ number: 16 ✓ profile: teachers of Luxembourgish as a foreign language trained at the Institute.
Official courses	• It is not compulsory to attend courses in order to register for the Language Test. • A certain amount of the fees for a language courses are reimbursed by the state to the naturalization candidate. • Citizenship courses: candidates must attend at least 3 courses from a choice of 6.

Table 18 *CEFR Level requirements and course provision in Norway (Dec 2015)*

Norway	
Entry	• NR
Permanent residence	• CEFR level requested: NR, but the applicant must document completed tuition of 600 lessons in Norwegian and KoS in order to get permanent residence. Documented knowledge of Norwegian or Sami (such as an approved test) at minimum A2 level (or equivalent) can replace the tuition requirement. • Reasons/users involved: can apply after living continuously in Norway for three years. • Test format: ✓ skills assessed: reading, listening, writing, speaking ✓ contents: language and KoS ✓ free of charge for first time candidates who are entitled to free tuition. • Centres involved in the test elaboration: Vox – Norwegian agency for lifelong learning. • Centres involved in the test administration: ✓ number: Approx. 220 ✓ profile: Public school • Examiners involved: ✓ number: Unknown ✓ profile: For speaking test: Teachers from public schools. For writing: Trained raters.
Citizenship	• CEFR level requested: To have passed Norskprøven, oral production with A2 or better, and KoS (in Norwegian). • Reasons/users involved: can apply if the applicant has lived in Norway a total of seven years, out of the last ten years. • Test format: ✓ skills assessed: reading, listening, writing, speaking ✓ contents: language and KoS ✓ free of charge for first time candidates who are entitled to free tuition. • Centres involved in the test elaboration: Vox – Norwegian agency for lifelong learning. • Centres involved in the test administration ✓ number: Approx. 220 ✓ profile: Public school. • Examiners involved: ✓ number: Unknown ✓ profile: For speaking test: Teachers from public schools. For writing: Trained raters.
Official courses	• CEFR level: A1 – B2 • Provided for: refugees and members of family reunification of refugees, family reunification of Norwegian and Nordic citizens living in Norway, and employment-based immigrants outside of the EEA/EFTA regulations. • Format: ✓ hours provided: 600 ✓ contents: language 550 hours + KoS 50 hours. ✓ compulsory for refugees and members of family reunification of refugees, age 16-55, family reunification to Norwegian or Nordic citizens, age 16-55. Compulsory also for employment-based immigrants outside of the EEA/EFTA regulations, age 16-55. ✓ Free of charge for refugees and members of family reunification of refugees, age 16-67, family reunification to Norwegian or Nordic citizens, age 16-67. • Centres involved in the tuition: ✓ number: Unknown ✓ profile: Public schools • Teachers involved in the tuition: ✓ number: Unknown ✓ profile: Unknown

Table 19 *CEFR Level requirements and course provision in Spain*

Spain	
Entry	• NR
Permanent residence	• NR
Citizenship	• CEFR level requested: A2. • Reasons/users involved: New rules for obtaining Spanish citizenship. Among other requirements applicants must pass two tests designed and administered by Instituto Cervantes in accordance with its governing legislation. Nationals of countries or territories where Spanish is not an official language must demonstrate their command of Spanish by obtaining a DELE—a Spanish-language diploma granted by Instituto Cervantes on behalf of the Ministry of Education, Culture and Sport—at level A2 or higher. • As well as holding a DELE Spanish-language diploma, applicants for Spanish citizenship must meet other requirements, including demonstrating their knowledge of constitutional, social and cultural aspects of Spanish life by passing the CCSE test, designed especially for this purpose by Instituto Cervantes. Minors or persons requiring special care are exempt from both exams. • CCSE test: • Skills assessed: Not a language centered test, but applicant should be literate. Multiple choice format. • Contents: Constitutional, social and cultural aspects of Spanish life. • Centres involved in the test elaboration: Instituto Cervantes. • Centres involved in the test administration: • Number: Approx.118 • Profile: Universities, Spanish schools, Instituto Cervantes Centres. • Examiners involved: • Number: NR. Only necessary for DELE A2, not for CCSE test. Non-academic Supporting Staff
Official courses	• CEFR level: NR • Provided for: NR • Format • hours provided: NR • contents: NR • Centres involved in the tuition • number: NR • profile: NR • Teachers involved in the tuition • number: NR • profile: NR

Appendix 3: LAMI posters

Individual country posters are available from the ALTE website **www.alte.org** and from the following links:

Belgium:

www.alte.org/attachments/files/ce_3664_5y06_d_lami_poster_dutch_print_tmcn8.pdf (in Dutch)

www.alte.org/attachments/files/ce_3664_5y06_d_lami_poster_english_print_sz02t.pdf (in English)

The Czech Republic:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_czech_czech_mm_ppl_2_xhbxz.pdf (in Czech)

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_czech_eng_mm_ppl_1_bovvr.pdf (in English)

Germany:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_germany_grm_mm_ppl_s21aw.pdf (in German)

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_germany_eng_mm_ppl_lkoef.pdf (in English)

Italy:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_italy_italian_mm_ppl_w1dzk.pdf (in Italian)

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_italy_eng_mm_ppl_qpx63.pdf (in English)

Luxembourg:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_luxembourg_lux_mm_ppl_as3we.pdf (in Luxembourgish)

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_luxembourg_eng_mm_ppl_x6emk.pdf (in English)

The Netherlands:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_nlands_nlands_mm_ppl_4_z4kkf.pdf (in Dutch)

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_nlands_eng_mm_ppl_3_hrt8v.pdf (in English)

Norway:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_norway_norway_mm_ppl_d54uw.pdf (in Norwegian)

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_norway_eng_mm_ppl_3j15f.pdf (in English)

Portugal:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_portugal_port_mm_ppl_2_xphdw.pdf (in Portuguese)

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_portugal_eng_mm_ppl_2_5l85c.pdf (in English)

Russian Federation:

www.alte.org/attachments/files/lami_poster_russia_english_1xysd.pdf (in English)

United Kingdom:

www.alte.org/attachments/files/ce_2530_4y03_p_alte_paris_lami_poster_english_mm_ppl_cnhl5.pdf (in English)

Appendix 4: Extended bibliography

Adami H (2008) *The Role of Literacy in the Acculturation Process of Migrants*, Strasbourg: Council of Europe. Available from – **www.coe.int/t/dg4/linguistic/liam/Source/Events/2008/Adami_Migrants_EN.pdf**

AERA/APA/NCME Standards for Educational and Psychological Testing – **www.apa.org/science/programs/testing/standards.aspx**

ALTE Authoring Group (1998) *Multilingual Glossary of Language Testing Terms*, Studies in Language Testing volume 6, Cambridge: UCLES/Cambridge University Press.

ALTE Authoring Group (2011) *Manual for Language Test Development and Examining*, Strasbourg: Council of Europe.

ALTE Code of Practice – **www.alte.org/setting_standards/code_of_practice**

ALTE COP QMS Checklists – **www.alte.org/quality_assurance/code/checklist.php**

ALTE Minimum standards for establishing quality profiles in ALTE examinations – **www.alte.org/attachments/files/minimum_standards.pdf**

ALTE Principles of Good Practice – **www.alte.org/quality_assurance/code/good_practice.pdf**

ALTE Standards – **www.alte.org/setting_standards**

Borri A, Minuz F, Rocca L and Sola C (2014) *Italiano L2 in contesti migratori. Sillabo e descrittori dall'alfabetizzazione all'A1*, Loescher: Torino.

CEFR Grids for the analysis of test tasks (listening, reading, speaking and writing) – **www.coe.int/t/dg4/linguistic**

Content Analysis Checklists – **www.alte.org/projects/content_analysis_checklists**

EALTA Guidelines for Good Practice – **www.ealta.eu.org/guidelines.htm**

European Commission (2005) *Special Educational Needs in Europe. The Teaching & Learning of Languages. Teaching Languages to Learners with Special requirements*, Strasbourg: European Commission. Available from – **tictc.cti.gr/documents/doc647_en.pdf**

European Language Portfolio – **www.coe.int/portfolio**

General remarks on literacy – **www.coe.int/en/web/lang-migrants/literacy**

Gorp, K and Deygers, B (2013) Task-based language assessment, in Kunnan, A (Ed) *The Companion to Language Assessment: Approaches and Development*, Oxford: Wiley-Blackwell, 578-593.

Halliday M A K (1985) *Spoken and written language*, Victoria: Deakin University Press

Illustrations of the European levels of language proficiency – **www.coe.int/t/dg4/linguistic/Manuel1_EN.asp#Illustrations**

ILTA Code of Ethics – **www.iltaonline.com/index.php/en/?option=com_content&view=article&id=57&Itemid=47**

ILTA Draft Code of Practice – **www.iltaonline.com/index.php/enUS/resources/ilta-guidelines-for-practice**

Item Writer Guidelines – **www.alte.org/projects/item_writer_guidelines**

JCTP Code of Fair Testing Practice in Education – **www.apa.org/science/programs/testing/fair-testing.pdf**

LAMI Questionnaire – **www.alte.org/attachments/files/lami_questionnaire_english_template_byzjt.pdf**

Little, D (2008) *The Common European Framework of Reference for Languages and the Development of Policies for the Integration of Adult Migrants*, Strasbourg: Council of Europe. Available from – **www.coe.int/t/dg4/linguistic/Source/Migo8_D-Little_CEFR.ppt**

Paget, A and Stevenson, N (2014) *On speaking terms*, London: Demos.

Saville, N (2009) Language assessment in the management of international migration: A framework for considering the issues, *Language Assessment Quarterly* 6 (1), 17-29.

Saville, N (2012) Applying a model for investigating the impact of language assessment within educational contexts: The Cambridge ESOL approach, *Research Notes* 50, 4-8.

Shohamy, E (2014) *The Power of Tests: A Critical Perspective on the Uses of Language Tests*, London: Routledge.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment – **www.coe.int/t/dg4/linguistic/cadre1_en.asp**

Van Avermaet, P and Rocca, L (2011) Language testing and access ,in Galaczi, E D and Weir, C J (2011) *Exploring Language Frameworks: Proceedings of the ALTE Kraków Conference, July 2011*, Studies in Language Testing volume 36, Cambridge: UCLES/Cambridge University Press, 11-44.

Acknowledgements

This booklet is a revised version of an earlier document, "Language tests for social cohesion and citizenship – an outline for policy makers", published in 2008 by the Council of Europe and prepared by ALTE on behalf of the Council of Europe.

We would like to acknowledge the contribution made by the ALTE Authoring group for their work on the previous document:

Andrew Balch
Michael Corrigan
Sara Gysen
Henk Kuijper
Michaela Perlmann-Balme
Shalini Roppe
Heinrich Rübeling
Steffi Steiner
Piet Van Avermaet
Beate Zeidler

This revised version has been prepared by Lorenzo Rocca and Jane Lloyd on behalf of and with the assistance of the ALTE Language Assessment for Migration and Integration Special Interest Group (LAMI). We would like to thank the LAMI members for their contribution to the collection of entry requirements and information on course provision and assessment in their respective countries over the years. We would like to thank the following LAMI Members for supplying additional material and reviewing draft texts:

Ina Ferbežar
Cecilie Hamnes Carlsen
Michaela Perlmann-Balme
Sibylle Plassmann
Nick Saville

We are grateful to David Little and Richard Rossner from the Linguistic Integration of Adult Migrants Working Group for their review of the text, and to Philia Thalgott of the Language Policy Unit for writing the Preface.

We would also like to thank Piet Van Avermaet for supplying the Foreword.

Our thanks also go to Nick Saville for the Introduction, and to Coreen Doherty, Steve McKenna and John Savage from Cambridge English Language Assessment for their careful review of the text and diligent editing.

Lorenzo Rocca and Jane Lloyd

January 2016

The Association of Language Testers in Europe (ALTE) is an International Non-Governmental Organisation (INGO) with consultative status in the Council of Europe.

The ALTE Language Assessment for Migration and Integration Special Interest Group (LAMI) works to promote the use of fair, valid and reliable language tests for the purposes of migration, access and citizenship.

Together with the Council of Europe Language Policy Unit, the LAMI Group is keen to encourage use of this booklet as a support and reference work for language policy makers.

Produced by:

Association of Language Testers in Europe
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

On behalf of The Council of Europe

www.alte.org