OVERVIEW OF THE STATE CERTIFICATE OF LANGUAGE PROFICIENCY[1]

Name of examination suite	**KPG** [Kratiko Pistopiitiko Glossomathias] (State Certicicate of Language Proficiency)
Year of institutionalisation (by law)	**1999**
First year of exam administration	**2003**
Languages tested today	**English, French, German, Italian, Spanish and Turkish**
Examining institution	**The Hellenic Ministry of Education**
Date of this overview version	**January 2016**
Type of examinations	☐ International ☒ **National** ☐ Regional ☐ Institutional
Purpose	To certify FL competences/ proficiency
Target population	☒ Lower Sec ☒ **Upper Sec** ☒ **Uni/College Students** ☒ **Adult**
No. of test-takers per year	**30.000-35.000**

What is the overall aim?

To certify that candidates, wishing to be certified, have the competences and skills expected at different levels of proficiency (on the 6-level scale of the Council of Europe), to make socially purposeful use of the target language in different social contexts.

What are the more specific objectives?
To measure the candidates':
  - **competences to comprehend and produce oral and written discourse**
  - **skills to act as cross-linguistic mediators (in speaking and writing)**
  - **abilities to use their awareness of how language operates in different social contexts and discursive environments so as to make socially purposeful meanings**

What is/are principal domain(s)?	☒ **Public** ☒ **Personal**
Which competences do test papers measure?	**01 Listening comprehension** **02 Reading comprehension** **03 Oral interaction** **04 Written interaction[2]** **05 Speaking production** **06 Writing production** **07 Oral mediation[3]** **09 Written mediation** **10 Lexical and grammatical competences (language awareness)**

Name and duration of exams and modules (test papers)	**Module 1: Reading Comprehension and Language Awareness** **Module 2: Writing and Written Mediation** **Module 3: Listening Comprehension** **Module 4: Speaking and Oral Mediation**	**Duration of exams and test papers** The duration for the test papers of different levels varies.[4]

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[1] Overview prepared by Professor Bessie Dendrinos (vdendrin@enl.uoa.gr), President of the KPG Examination Board from 2002 to 2006 and form 2009-2017

[2] Written interaction is tested at levels C1 and C2

[3] Oral and written mediation are tested at levels B1, B2, C1 and C2.

What type(s) of test tasks are used?	☒ **Multiple choice** ☒ **True/False** ☒ **Matching** ☒ **Ordering** ☒ **Gap fill sentence** ☒ **Sentence completion** ☒ **Gapped text / cloze, selected response** ☒ **Open gapped text / cloze** ☒ **Short answer to open question(s)** ☒ **Extended answer (text / monologue)** ☒ **Interaction with examiner** ☒ **Interaction with peers**	
What Information is published for candidates and teachers?[5]	☒ **Overall aim** ☒ **Principal domain(s)** ☒ **Test subtests** ☒ **Test tasks** ☒ **Sample test papers** ☒ **Past papers** ☒ **Video of format of oral test** ☒ **Sample answer papers** ☒ **Marking schemes** ☒ **Grading schemes** ☒ **Standardised performance samples showing pass level** **Exam preparation material though:** http://rcel.enl.uoa.gr/kpgeschool	
What is Reported?	☒ **Global Grade** ☒ **Percentage per subtest**	☒ Global Grade plus graphic profile ☐ Profile per subtest

Test development	Short description and/or references
What organisation decided that the examination was required?	☒ **The Greek Ministry of Education**
What influence do other, external organizations have on design and development?	☒ **Teams of experts working in the relevant foreign language departments of the Universities of Athens and Thessaloniki are responsible for the design and development of the exams.**
What other factors determined design and development of examination papers?	☒ **Candidates' profile** ☒ **The KPG performance descriptors (aligned to the CEFR)[6]** ☒ **Test task analysis** ☒ **Detailed test paper guidelines for test task designers** ☒ **Statistical analysis of test results**
In producing test tasks, which features of the candidates are taken into account?	☒ **Their linguistic and cultural background (Greek is the common language of all test takers –whether it is their mother tongue or the**

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[4] See specifications included in: *The KPG Handbook: Performance Descriptors and Specifications,* at: http://www.rcel.enl.uoa.gr/fileadmin/rcel.enl.uoa.gr/uploads/texts/KPG_Handbook_17X24.pdf
[5] Information is also available in English though
  A) *The KPG Speaking Test: A Handbook*, (http://rcel.enl.uoa.gr/kpg/gr_handbook_speaking.htm)
  B) Script Raters Guides, e.g.:
    http://rcel.enl.uoa.gr/files/KPG/english/script_raters/Script_Raters_Guide_May_2014.pdf
[6] See performance descriptors included in *The KPG Handbook: Performance Descriptors and Specifications* (http://www.rcel.enl.uoa.gr/fileadmin/rcel.enl.uoa.gr/uploads/texts/KPG_Handbook_17X24.pdf)

	language of schooling and the working environment) ☒ **Language teaching background** ☒ **Age** ☒ **Sociocultural factors**
Who writes the items or develops the test tasks?	**Professional test task writers working under the supervision of a team of specialists engaged to work for the KPG project at the universities of Athens and Thessaloniki.**
Have test writers guidance to ensure quality?	☒ **Training** ☒ **Guidelines** ☐ Checklists ☒ **Examples of appropriate tasks** ☒ **Calibrated to CEFR level description**
Is training for test writers provided?	☒ **Yes**
Are test tasks discussed before use?	☒ **Yes**
If yes, by whom?	☒ **Internal group discussion** ☒ **External examination committee**
Are tests tasks pre-tested?	☒ **Yes**
If yes, how?	**Test tasks are pre-tested with a sample population.**
If no, why not?	(Not relevant)
Is the reliability of the test estimated?	☒ **Yes**
If yes, how?	☒ **Data collection and psychometric procedures[7]**
Are different aspects of validity estimated?	☒ **Content validity** ☒ **Construct validity** ☒ **Concurrent validity** ☒ **Predictive validity** ☒ **Face validity**
If yes, describe how.	**They are *a-priori* and *a-posteriori* assessed for reliability and validity through item analysis of piloted materials and actual exam materials.** **The results are discussed by all language project managers and the rest of the members of the Central Examination Board.**

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[7] The type of work being done by the KPG team for the exams in English is described in the PhD thesis entitled *The effect of text and reader variables on reading comprehension: the case of the Greek State Certificate of English Language Proficiency Exams (KPG) - A New Text Difficulty Index for Automatic Text Classification* (Faculty of English, National and Kapodistrian University of Athens, 2013): http://rcel.enl.uoa.gr/kpg/gr_research_phd9.htm. On the basis of this research project the following book was published: Liontou, Trisevgeni. (2015) *Computational Text Analysis and Reading Comprehension Exam Complexity: Towards Automatic Text Classification.* (Language Testing and Evaluation Series). Frankfurt am Main: Peter Lang.

Marking: Subtest	Short description and/or reference
How are the test tasks marked?	For receptive test tasks by: **Optical mark reader** For productive or integrated test tasks: **Trained script markers and evaluators**
Where are the test tasks marked?	**Centrally**
What criteria are used to select markers?	☒ **Their native-like proficiency in the target language** ☒ **Their educational qualifications (undergraduate and postgraduate degrees and titles)** ☒ **Performance during training prior to being included in the special KPG Evaluators Registrar of the Ministry of Education** ☒ **On-the job performance prior to being tenured in the special KPG Evaluators Registrar of the Ministry of Education**
How is accuracy of marking promoted?	☒ **Training of markers** ☒ **Moderating sessions to standardise judgements** ☒ **Using standardised examples of tasks** ☒ **Supervision by specially trained co-ordinators during the marking process**
Describe the specifications of the rating criteria of productive and/or integrative test tasks.	☒ **marks for different aspects of each task** ☒ **rating scale for overall performance in test** ☒ **rating grid for aspects of test performance** ☒ **rating scale for each task** ☒ **rating grid for aspects for each task**
Are productive or integrated test tasks single or double rated?	**All test tasks are double rated**
If double rated, what procedures are used when differences between raters occur?	☒ **Average of two marks** ☒ **If overall difference is more than 30%, the two markers are summoned by the co-ordinator to discuss the problems and reach agreement**
Is inter-rater agreement calculated?	**Yes**

Grading: Subtest	Short description and/or reference
Are pass marks and/or grades given?	**Pass marks** ☐ Grades
Results	**Short description and/or reference**
What results are reported to candidates?	**Global grade or pass / fail** **Percentage on each of the 4 exam modules.**
In what form are results reported?	**Pass / fail**

On what document are results reported?	☒ **Reported on the Internet** ☒ **Certificate / Diploma**
Is information provided to help candidates to interpret results? Give details.	**Yes. Specifications for test results are announced by the Ministry of Education.**
Do candidates have the right to see the corrected and scored examination papers?	**Yes.**
Do candidates have the right to ask for remarking?	**No.**
Test analysis and post-examination review	**Short description and/or reference**
Is feedback gathered on the examinations?	**Yes**
If yes, by whom?	**Internal experts**, t**est administrators**
Is the feedback incorporated in revised versions of the examinations?	**Yes**
Is data collected to do analysis on the tests?	**On all tests**
If yes, indicate how data are collected?	☒ **During pre-testing and piloting procedures** ☒ **During live examinations** ☒ **After live examinations**
For which features is analysis on the data gathered carried out?	☒ **Easiness/difficulty** ☒ **Discrimination** ☒ **Reliability** ☒ **Validity**
Are performances of candidates from different groups analysed?. If so, describe how.	**Yes, there is systematic comparison of performance of candidates on exams of the different KPG languages**
Describe the procedures to protect the confidentiality of data.	**Only the members of the team of specialists have seen the subtests of the exam and only the project manager has a final copy, taken to the Ministry of Education on the day the exam to be disseminated to the Exam Centres throughout the country, through a VBI system.**
Are relevant measurement concepts explained for test users? If so, describe how.	**They are not explained but the public knows because the same procedures are used for the Panhellenic university entrance exams organized by the Ministry of National Education.**
Rationale for making decisions	**Short description and/or reference**
Give the rationale for the decisions that have been made in relation to the examination or the test tasks in question.	**It is the political decision of the Examination Board appointed by the Ministry of Education to develop a unified, multilingual (national) language examination system, with which to measure the proficiency level in various languages. The decision was motivated by the**

	will to promote multilingualism and enhance pluringualism in Greece; to expedite foreign language learning which is viewed as an asset for educational and professional mobility within and outside the EU; to recognize the rich linguistic resources of people living, working and studying in Greece, to legitimating the language competences citizens have as professional qualifications.

Research carried out regarding the KPG exams:
- http://rcel.enl.uoa.gr/kpg/research.htm
- http://rcel.enl.uoa.gr/kpg/papers.htm

Publications of books and papers on the KPG exams:
- http://rcel.enl.uoa.gr/kpg/publications.htm