

ACCREDITATION MANUAL

2021

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CHAPTER I. THE ACCREDITED EXAMINATION CENTRE AND ITS EXAMINATION LOCATION(S)

CHAPTER I. A. THE OPERATIONAL CONDITIONS OF THE ACCREDITED LANGUAGE EXAMINATION CENTRE

1. THE OPERATING LANGUAGE EXAMINATION CENTRE

The operating language examination centre is either an educational institution with an establishing document or a legal entity created by commercial or judicial registration.

2. THE EXAMINATION SYSTEM(S) OF THE EXAMINATION CENTRE

The examination system of the examination centre is developed independently, or has authorisation to operate a foreign examination system in Hungary.

3. THE INFRASTRUCTURAL CONDITIONS OF THE OPERATING LANGUAGE EXAMINATION CENTRE

a) The examination centre has

- enough rooms of a suitable size for customer service, the undisturbed work of colleagues, the storing of examination papers and of other documentation;
- is properly equipped for the item writing; the safe keeping of examination material; the organisation of exams; the managing of exams;
- has the required infrastructure for public relations, has an electronic information interface and has related printed materials.

b) The examination centre is obliged to safely store the batteries of the written and oral examinations, and transfer to the examination locations before the examinations in due time as prescribed in Article 4 Section (1) of Hungarian Government Decree No. 137/2008 of the 16th of May 2008 and the Internal Rules of Operation (IRO).

c) The examination centre or the headquarters of the accredited foreign exam provider is obliged to preserve the exam papers, the written and oral tests, the recordings of the oral candidate performances and all kinds of documentation connected with exam development and administration **identifiably** for 3 years (36 months), and to present them in case of inspection.

d) The examination centre meets the requirements of Article R.8 (2) (f), taking into account the provisions of Act XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities. and Act CXXV of 2003 on Equal Treatment and Promotion of Equal Opportunities. and Law 87/2015. (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education, taking into account that no exemption may be granted for measuring and assessing the skills required in a given examination certificate. It should be emphasized that, in accordance with Article R.8 (2) (f), the Examination Centre shall provide examinees with disabilities with the appropriate examination conditions appropriate to their disability in order to ensure equal opportunities; whereas there are no special requirements for adaptation, learning, or behavioral difficulties (BTMNs). Pursuant to the MINISTRY OF HUMAN CAPACITIES Decree 15/2013 (II. 26.) on the operation of pedagogical service institutions, the places of service of pedagogical service institutions acting as district expert committees (typically district member institutions) are the BTMN, the county (previously county and national) experts of the pedagogical service institutions. The committee's functions (typically headquarters and specialized member institutions) are entitled to diagnose BTMN and SEN (Special Educational Needs) / disability. As the BTMN is not a disability, the benefits suggested by the expert opinions issued by the district expert committees cannot be taken into account in the language examination, and the benefits suggested by the expert opinions issued by the county (formerly county and national) expert committees may be taken into consideration. if the diagnosis indicates a special educational need / disability. The Examination Center provides information on the range of acceptable expertise and additional benefits available in the Internal Rules of Operation.

e) The examination center provides the candidates the opportunity to inspect the evaluated exam tasks, during which the candidate and their legal representative can listen to the performance of their own speaking exam, review all written exam performances and the evaluations, and make handwritten copies of each. The examination center shall ensure the availability of the test papers, the guidelines for assessment and the test keys. The examination center determines the conditions of the inspection in accordance with the 2011 CCIV. Act 107 / A on National Higher Education (8).

4. THE STAFFING OF THE OPERATING LANGUAGE EXAMINATION CENTRE

a) The examination centre has a responsible head; the necessary staff for managing the administrative tasks; the information technology tasks; the economic and financial tasks; the tasks needed for administering oral examinations; evaluating written exam papers; invigilating, as well as test development and item writing.

b) Examiners have to comply with the requirements of the as prescribed in Article 10 Sections (1) and (3) of Hungarian Government Decree No.

137/2008 of the 16th of May 2008. An examiner is a person who has an examiner ID, and has been trained for examining in a specific language, in a specific examination system. An LSP examiner has to comply with the requirements of the as prescribed in Article 10 Sections (1) and (3), or (4) of Hungarian Government Decree No. 137/2008 of the 16th of May 2008.

- c) The Examination Centre has to prove the employment of 5 examiners in English, French, German, Italian, Russian and Spanish. In any other language, the centre has to employ at least 3 examiners per language.
- d) The Examination Centre operates a routine system for the initial and refresher training of oral and written examiners, adhering to the following requirements: The Examination Centre trains examiners to perform the examiner tasks in the examination systems it operates; yearly organizes refresher training, following the compulsory initial training of examiners, as part of which they update their testing knowledge of the Common European Framework of Reference (CEFR) in order to ensure a standardized assessment. The initial and refresher training for examiners may be held by senior staff who have been regular examiners of the examination system for at least five years or, in the case of a new system, by those who have developed the examination and have at least five years' teaching and examining experience.
- e) The speaking examination board must consist of at least two speaking examiners who conduct and assess the speaking performances. During the speaking examinations at least two speaking examination board members have to be present. **Conducting the examination can happen by the physical presence of the examination board; or via real-time voice and video connection, viz. via the indirect presence of the examination board, as long as the mode of conduction, the interaction between the examiners and the examinee(s) is equivalent in all respects to the examination by direct presence, in compliance with I.C.2. and I. C. 3. h. sections of the AH, and the candidate has, after being duly informed, accepted the possibility of conducting it in the indirect presence of the examination board.** The assessment can take place during the examinations or/and differently in space and time. In case of a computerized examination format, the presence of two oral examiners is not necessary on the venue of the examination if the double marking takes place with the help of a recording.
- f) The head of the examination centre is responsible for complying with the conflict of interest rules. There is a conflict of interest with the examiner who taught the examinee during the course of one year prior to the exam (30 lessons; 1 lesson = 45 minutes); or within the three months prior to the exam, of any duration, regardless of the legal status or the type of education; or who is related to or has a business relationship with the candidate under the Civil Code; and who may be affected by any other

factor that prevents them from objectively judging the candidate's performance. The oral examiners and the written examiners have to declare in writing that there is no conflict of interest between any candidate or group of examinees. Exceptions to this are assessors of written examinations identified by candidate ID.

- g) In order to exclude any conflict of interest, staff associated with the examination centre and its examination locations, ie responsible executives, clerks, IT staff and experts involved in test development and examining, should not be allowed to examine within the examination center's examination systems. Examination systems that offer exams that cannot be taken anywhere else are exempt from this regulation. In these cases, the examinee is responsible for reporting to the head of the examination center, and the centre may conduct internal audits in accordance with a pre-established procedure. The Examination Centre is required to inform the staff concerned.

5. THE CONDITIONS FOR THE SAFE AND SMOOTH OPERATION OF THE LANGUAGE EXAMINATION CENTRE

- a) The examination centre has a document titled *Internal Rules for Operation (IRO)* containing detailed descriptions on tasks and responsibilities, on procedures and on the handling of *vis maior* events. The rules of procedure have to be in compliance with the rules laid down in Articles 3, 4 and 8 of Government Decree No. 137/2008. Contact between the language examination centre and the examination location(s) to be established must be properly regulated. When the language examination centre itself is acting as examination location as well, it must comply with all the requirements set for examination locations.
- b) The IRO regulates, at least annually, the tasks of the Examination Centre that cannot be delegated. If the Examination Centre changes any of the regulations listed in the IRO, the deadline for updating the IRO and uploading it to the REX is the 10th day prior to the exam period that is first affected by the change.
- c) The examination centre monitors the operation of its examination locations and the administration of examinations organized by them. The centre is responsible for any illegal or unprofessional operation.
- d) The exam period is a period of up to 30 days during which applicants for the language exams organized by the examination centre take a complex or partial language exam. Only exams belonging to one exam period can be taken on one calendar day, the exam periods cannot overlap. The beginning and the end of the exam period is determined by the Examination Centre, and it uploads it on the REX by the deadline set by the the Department for

Language Examination Accreditation of the Educational Authority (hereafter: Authority).

- e) A given exam period runs from the day of the first exam to the date of the last exam. In a single exam period, there can only be one written exam at the exam center and its locations per level and language, but more than one listening and speaking exams are possible.
- f) In case if a written exam, the written subtests according to levels, types and languages start on the same day and at the same time with a maximum of a 30 minute slip in all examination locations of the centre, and all applicants at the same level, in the same language, type and profile solve the same test paper. In case if a listening exam, the same listening subtest according to level, type and language starts on the same day and at the same time with a maximum of a 15 minute slip in all examination locations of the centre. Generally speaking, all applicants at the same level, in the same language, type and profile solve the same test paper at the same time, except for locking examining, when the same test can be used for more than one occasions during one examination day. In any other case counts as a separate exam time for the listening tests, so the exam materials cannot be re-used within 12 months. As for speaking tests, the test conducted at the same exam location, at the same time, at the same level, in the same language and of the same type can be considered one examination occasion, indifferently from the examination board. Requirements for the preparation of speaking and oral mediation tasks, the number of tasks within the batteries, the amount of batteries and the renewal of the task pool are regulated in Part II of the Accreditation Manual (hereinafter: AH). A. 4. c.
- g) The examination centre ensures that the candidates take the examination format they have applied for in the given examination period.

CHAPTER I. B.
FUNDAMENTAL DOCUMENTATION OF THE LANGUAGE EXAMINATION CENTRE

The examination centre has two basic documents:

- (1) Internal Rules of Operation and
- (2) Examination Regulations.

The purpose, number, content, update and availability of the base documents are governed by the Accreditation Handbook (AH) as set out in the table below. The specifications and information contained in the basic documentation of the test center and its examination systems are consistent with each other.

Document	Purpose	Number of documents	Content regulation	Target population	Updating* and uploading	Accessibility
Internal Rules of Operation (IRO)	regulating the operation of the examination centre and its examination locations; describing the rules and procedures for test-development and test administration		AH Internal Rules of Operation Part C	those participating in test-development and test administration (in the examination centre + at the examination locations)	at least annually, 10 days before the examination period concerned the latest	rex*
Examination regulations (ER)	description of the duties and rights of the candidates and the rules applying to them in points	1 per each examination system, the differences in languages should be indicated where relevant	Nothing in the AH; <u>R. 8. § (2) h</u> , the IRO and its appendices relevant to the candidates	candidates and potential candidates	in case of a change, on the last day preceding the application period concerned	website of the examination centre

*in case of operating examination centres and systems

INTERNAL RULES OF OPERATION
EFFECTIVE FROM 01.01.2021.

The operating conditions of the language examination centre based on Article 8 of Government Decree No. 137/2008 (hereinafter referred to as 'the Government Decree')

I. The staff of the language examination centre:

Number of management staff:

Director, Financial Manager, Academic Director

Number of employees, (administrative, IT and organisational staff),
number of exam developers and examiners per language:

(with special regard to the provisions of Article 8 Section (l) of the
Government Decree)

II. The methodology of exam development:

The methodology and process of the development of written exam tasks.

The methodology and process of the development of oral exam tasks.

Does the examination centre apply post standardisation procedures? If yes, in which cases and how does this happen? If not, how does the centre grant the compliance of the item difficulty and quality values with the statistical requirements of the Accreditation Manual in case of the items used in live examinations?

III. How is the examiners' training and yearly refreshing training organised?

What are the conditions of maintaining examiner status and what opportunities are provided by the examination centre to maintain it?

How often and how does the examination centre control the work of assessors and interlocutors? How do examiners receive feedback on the results of the control?

In case there is a complaint related to the behaviour of the examiner or to the way he/she conducted the exam, what steps are taken and who is the responsible person? Please list the possible reasons for the termination of examiner status.

IV. How are the information interfaces of the language examination centre connected to examination activities designed and updated?

V. How does the language examination centre plan the organisation of language exams in the languages accredited in its language examination

systems (with special regard to Article 8, Section (2), Letter a) of the Government Decree)?

- VI. What is **the procedure for signing up for an examination**? Where and according to which deadlines can an examinee enter an exam? How, and how long before the exam is the examinee notified that he or she has been assigned to an exam?
- VII. How does the language examination centre (in case of external examinations in external examination locations) ensure that the **proper conditions** set out by legislation for **people with disabilities** (e.g. accessibility; special provisions for visually and hearing impaired, people with dyslexia, people with dysgraphia, people with other disabilities) are provided, making sure at the same time that their language competence has to be assessed on a full scale in every single case?
- VIII. **During the organisation and evaluation of written and listening examinations** (where relevant, the procedures in connection with the computerised examination-format have to be separately elaborated): How does the examination centre grant that an examination task measuring a language skill is not used in the same format within a year?

What is the regulation of the examination centre regarding the frequency and the maximum number re-using a written task or a written task set?

What principle does the examination center follow regarding the replacement of outdated texts tasks?

How does the examination centre ensure that the same exam tests are solved by the examinees on the different examination locations at the same time? If there is a need for scheduled controlled admissions (time locking), how does the centre organise it?

Where and how are the written exam materials sent by the language examination centre on the day of the exam? Where and how are the tests in print and electronic form stored? Where and how are the sealed envelopes containing the exam materials opened on the day of the exam and how is the procedure officially recorded?

When and how are the **listening exam materials (listening tests and the listening audio recordings)** sent to the examination locations? How do the examination locations grant their safety, where and how are the sealed envelopes containing the listening exam materials opened how is their intactness officially validated and recorded?

Please, enclose the *Guidelines for Invigilators* (AH I/1. I/11.)!

How is the safety of the examination materials granted after the written and the listening examinations? When and how do they get back to the examination centre?

Where (at the language examination centre or at the examination locations) and under which circumstances are the paper-based or the electronically recorded written and listening exam tests **assessed**?

How does the language examination centre manage double rating in case of the objectively, semi-objectively and subjectively assessed paper-based or electronically recorded exam tasks?

Where (at the language examination centre or at the examination location) and for how long are the assessed examination tests stored?

Who has access to them?

In the case of organizing a computer assisted exam:

1. Introduce the application to be installed on the local computer /web-based application that can be reached through a browser.

2. When explaining the programme in details, introduce the module, using screenshots, in the light of the following:

- elements of the user interface (description of picture and function)
 - readability (font size, information density, contrast),
 - handling (mouse, keyboard, touch screen)
 - navigation (scrolling forward/backward, skip to the task),
 - the appearance and recording of accents and special characters,
- in the case of listening tasks, the possible use of loudspeakers/headphones,
- in the case of oral exams the technical background for arranging the video and audio connections,
- guaranteeing online assistance throughout the exam,
- assisting test takers with disabilities (enlarged task, reading out loud),
- the visual separation of recording the tasks and the answers,
- the display of the test taker's identification data permanently somewhere on the screen (displaying the electronic register number),
- the display of the time available / remaining for the test taker,
- information related to finalizing the test papers.

3. When and where is the permission to access exam materials and the termination of the access takes place for the staff and the examinees?

4. How is it guaranteed that examinees have access to test papers, recorded material and are allowed to provide the answers **only at the exam site** and only for the duration of the exam?

5. When explaining the procedure concerning the storage of data entered by the test taker, include the following:

- whether data is stored on a PC and/or a server
- Type of storage:

- immediate storage: by pressing a key / by each task / by some other means, e.g. by page,
 - save initiated by the test taker,
 - frequency of automatic save and possibility of saving manually
- The method of data storage
 - encrypted data storage,
 - file compression,
 - the use of digital imaging,
- The procedure of handing over the copy to the test taker in print or in digital form.

6. What rules and procedures ensure the smooth, safe and user-friendly administration of the examination? (reserve equipment, the presence of an IT specialist, informing the examinees, testing and adjusting the IT system, rules of taking paper-based notes, etc.) Please attach the scenario for computer based exams.

7. Please attach the user information booklets prepared for test takers, examiners, invigilators and those responsible for administration which contain the rules to be followed in case of vis maior events.

IX. During the evaluation and organisation of oral exams:

How does the language examination centre form **the examination committee** operating on the basis of Article 4, Section (1) of the Government Decree? Does the examination centre ensure that examiners are regularly paired up with a different examiner partner and they do not always conduct examinations at the same exam site? If yes, how?

In the case of examinations conducted with the indirect presence of the examination board, how are the implementation of the AH's relevant regulations (I. A. 4. e., I. C. 2. c., I. C. 3. h.) ensured?

How are the tasks divided between the examination committee and the invigilator(s)? Attach the Invigilator's Guide.

How does the language examination centre ensure that **conflicts of interest** are avoided as regulated in the Civil Code (Act IV of 1959) and of any other kind? When and how are the **speaking exam batteries** sent to the examination locations? How do the examination locations store them who can access them? After the examination, when and how do they get back to the centre? What kind of rules are applied when compiling the batteries and assigning the tasks for certain speaking examinations (see AM II. A 4. c.)? How does the centre keep record of the speaking tasks solved by individual examinees? In case of paired oral exam format, according to what kind of rules does the centre pairs up examinees with each other? What is the procedure in case of an odd number of examinees?

If the examinees can **prepare** before their oral exam, where and how does it take place? How is the time allocated for preparation ensured?

If there is a need for **scheduled controlled admissions (time locking)**, how does the centre organise it?

How is **double marking** implemented?

How does the language examination centre arrange for **the recording of the oral examination performances** according to Article 4 Section (1a) of the Government Decree?

- X. What preventive measures are taken by the language examination centre to avoid **cheating on exams and 'hired examinees'**?

What kind of rules and procedures are implemented by the invigilators to prevent abuses during the administration of written and listening examinations (checking examinee ID, examinee space rate, examination room seating layout, number of invigilators, informing the examinees about the examination rules and sanctions, checking exam aids, keeping the set times, rules of leaving the examination room, collecting test papers, etc.)?

What sanctions are imposed by the language examination centre in the case of cheating discovered on-the-spot or in the case of 'hired examinees'? (See Article 8, Section (2h) of the Government Decree.)

What sanctions are imposed by the language examination centre on a colleague who has acted in an incorrect or unethical way?

- XI. **Notification of results, the regulation of inspection and reconsideration:**

In what form does the language centre (or the examination location) inform the examinee about the results within the maximum 30 day deadline following the exam?

Where (at the language examination centre or at the examination location) does the language examination centre ensure the possibility for examinees to inspect the evaluated exam tasks? What are the rules governing the organisation of the inspections?

If the examinee files a complaint for reconsideration related to the evaluation of the exam, how does the language examination centre handle it? What is the schedule of the revision?

If the examinee files the complaint for reconsideration with reference to a mathematical error or breach of law, what procedure does the language centre follow?

XII. Related to **the management of electronic registers**:

How many persons in the language centre have access to electronic registers?
Is there a colleague who is specially assigned to this task?

If the language examination centre also organises exams at examination locations, do the examination locations themselves enter data into the electronic register?

How does the language examination centre ensure that the electronic registers are uploaded with correct data?

XIII. What agreement/contract is in force **between the language examination centre and the examination locations** regarding the **division of tasks**?
Please attach a template of the agreement/contract!

How does the examination centre plan and document the systematic supervision and inspection of the examination locations?

How does the training and briefing of the invigilators take place?

XIV. How does the language centre handle **vis maior events**?

Describe the regulations for handling the following unexpected events in the four categories below:

1. general vis maior event affecting not only the examination centre (bomb alert, demonstrations, extreme weather conditions, electricity failure, etc.);
2. vis maior event in connection with the exam materials (for example total or partial destruction of exam papers, missing papers, delay; physical barriers during the exam, IT or CD failures, etc.);
3. vis maior event in connection with the examinee or the examiner (delay of the examiner, examinee or invigilator because of personal vis maior event, sickness or fainting during the examination, etc.)
4. technical problems with the examination venue at the beginning or during the examination

XV. How does the centre collect **feedback** from the examinees, the examiners and the staff participating in the administration of the examinations?

The Internal Rules for Operation document of the language examination centre has to be **at least annually updated** in accordance with the modifications of the Accreditation Manual in effect. If the examination centre changes any of the rules in the IRO, the deadline for uploading the updated version of the IRO to the REX database is the 10th day before the starting date of the examination period affected by the changes.

CHAPTER I. C.

THE OPERATIONAL CONDITIONS OF THE ACCREDITED EXAMINATION LOCATION

1. THE OPERATING EXAMINATION LOCATION

- a) The examination location is an educational institution with a document of establishment, or its member institution or its official operational site or a legal entity that was established by court registration in line with the rules set out in Act V of 2013 on the Hungarian Civil Code. The legal entity can operate as an examination location in the settlement where it has its headquarters, or its branch office or its official operational site that has been registered in the Certified Public Company Register.
- b) The establishment of an examination location in Hungary can be requested if the language examination centre does not yet have an examination location in the settlement in question, or if the language examination centre wishes to establish the examination location in the capital, there cannot be more than four examination locations in the capital. In case of a county seat or a municipal town, the language examination centre cannot have more than one examination location.
- c) Outside of Hungary, only examination locations for *Hungarian as a foreign language* examinations can be established.
- d) The total capacity of examination rooms per examination format accredited in the accreditation resolution is maximum 250 examinees.
- e) An agreement is concluded between the examination centre and the examination location which contains the rights and responsibilities of both the centre and the location. In case of computer assisted examinations, the agreement covers the provision, maintenance and replacement of computers where necessary, the acquisition and the development of the necessary software, and the training of the invigilators.

- f) An examination location that has not administered any examinations on behalf of the examination centre for 24 months will be made inactive. Upon request, the inactive status can be re-activated.

2. THE STAFFING OF THE OPERATING EXAMINATION LOCATION

a) The language examination location must have the necessary personnel background as follows: it has a fully authorised head in executive position and the necessary number of employees for organizing language examinations on their premises, that is to fulfil the administrative tasks, the examination administration tasks and the invigilation tasks of the written and listening test papers.

b) The fully authorised head in executive position can be a person who is assigned to this position and authorised to represent the company by its official registration certificate or a person duly accredited by the fully authorised leader of the company and employed on a contract basis, who is a natural person, authorised by the examination centre and named in the agreement concluded between the examination centre and the examination location. In the case of an educational institution, a person named by the examination centre.

c) In case of written examinations and listening tests, the examination room supervision can be regarded suitable if there is an individual invigilator for each room and if one invigilator oversees a maximum of 30 (+/- 10%) examinees. The presence of at least one backup invigilator is necessary at the examination location. The head of the examination location or an authorized person replacing the head is available during the whole test and is not invigilating in the meantime. **Speaking examinations conducted in the indirect presence of the examination committee are conducted in the presence and under the direction of properly trained invigilators.**

d) The head of the language examination centre assumes responsibility for the exclusion of conflicts of interest as defined in the Accreditation Manual Chapter I. (f) and (g).

e) In case of computer-based examinations, the head of the language examination centre ensures the availability of the necessary expert staff as prescribed in the Accreditation Manual II. **G. 7. (Principles of administering computer-based examinations).**

3. THE INFRASTRUCTURAL CONDITIONS OF THE OPERATING EXAMINATION LOCATION

a) The examination location and its premises are suitable for accommodating candidates waiting for their examinations; managing written partial examinations and listening tests, administering oral examinations; and the

digital recording of speaking examinations. At the examination location and on its premises the following is ensured on examination days: heating, lighting and undisturbed quiet in all examination rooms, access to sanitary facilities. In case of computer-based examinations, the availability of the necessary infrastructure is ensured as prescribed in the Accreditation Manual II. **G. 7.** (*Principles of administering computer-based examinations*).

- b) The examination location has the necessary infrastructure if it has
- the required number of adequately spaced and equipped rooms on its own premises or at a rented or provided building, which has an equipped examination room,
 - a customer service office operating in a room suitable to welcome customers personally and an electronic information interface,
 - a safe made of iron or metal sheet suitable to store examination material and certificates
 - in case of computer-based examinations, the IT infrastructure detailed in the Accreditation Manual II. **G. 7.** (*Principles of administering computer-based examinations*).
- c) If the examination location is administering the examination in a room which is not its own, or in case the examination location does not dispose about the use of the examinations rooms, the following have to be annexed to the application: valid lease contract for the examination room, or an official declaration by the owner of the examination location about making the rooms available for administering language examinations. The lease contract / declaration of availability should refer to all the rooms that are in use at the examination location.
- d) The total capacity of examination rooms in the accreditation resolution is maximum 250 examinees.

In an operating examination location written examinations and listening tests can only be administered in classrooms suitable for accommodating a minimum of 10 examinees, with examination safety being ensured. Each examination location can accredit maximum two rooms that can accommodate less than 10 examinees, where exclusively the following examinations can be conducted:

- examinees with disabilities;
 - computer-based examinations;
 - small total number of examinees.
- e) In case of written examinations and listening tests, the size of the classroom can be regarded as suitable if each examinee is provided with at least 3 m². Computer-based examinations and special language laboratories used for listening tests are exempt from the above if they are equipped with

individual work stations separated by non-transparent partitions, and it can be ensured that the examinees' examination task sheets or monitor screens cannot be seen by other examinees, and that the examinees cannot communicate with each other in any way.

- f) The examination center fulfills the requirements of the Government Decree § 8 (2) f) if it has at least one examination location in a given settlement which can provide
- one examination room accessible to examinees with disability,
 - one toilet accessible to examinees with disability, or
 - provides language examinations for people with disabilities in any other way.
- g) In the case of computer-based examinations, the operation and safe functioning of the infrastructure is checked by trained and qualified personnel at each examination location and site before the examination begins, and their state is recorded; see: *Principles of administering computer-based examinations*.
- h) In the case of a speaking examination conducted in the indirect presence of the examination committee, both the candidate(s) and the examiners are present in the (same or different) accredited rooms of an examination venue (same or different). The examination centre, respectively the examination venue shall provide and operate an IT system with a real-time, high-quality audio and video connection between the candidate(s) and the examination committee (webcam with a minimum resolution of 720p and adequate bandwidth internet connection on both the candidate(s) and examiners; at least 19" screen, good quality speaker and microphone; good quality headset or microphone and speaker on the examiner side). The operation of the system must not require any input from the candidate(s). The examination event through a videoconferencing system described above is recorded, and its retention rules are the same as for audio recordings.

CHAPTER I.D EXPANDING EXAMINATION LOCATION(S)

- a) Expanding an examination location is possible if the number of examinees increases within a given examination system. It means that in a given examination location at least in one examination period during the calendar year prior to the request for expansion the number of examinees sitting for written and/or listening examinations reached 90% of the examination room capacity available. Expansion can be applied for a temporary period of time

if there is an anticipated organizational disruption at an examination location.

- b) The capacity of an examination location can be increased by min 25, max 100 examinees.
- c) The request for expanding the examination location can only be accepted if the capacity of every accredited room of the examination location is recorded in the electronic registry of the Education Authority (**REX**), and the examination site to be included corresponds in every respect with the content of the Accreditation Manual I. C. 3.
- d) in case of computer-based examinations, the infrastructure of the examination site to be included corresponds with the contents of the Accreditation Manual II. **G. 7.** (*Principles of administering computer-based examinations*).

CHAPTER I. E CHANGING EXAMINATION LOCATION(S)/ROOM(S)

- a) Changing an examination location means that the examination location requires the termination of certain rooms and the accreditation of new rooms at the same time for a determined or undetermined period of time. It is not possible to request the exchange of a location in another settlement.
- b) A change in the examination location/room can be approved if the capacity of the new rooms exceeds the capacity of the former and no longer used locations by 30%.
- c) The request for changing the examination location can only be accepted if the capacity of every accredited site of the examination location is recorded in the electronic registry of the Education Authority (**REX**), and the exam site corresponds in every respect with the content of the Accreditation Manual I. C. 3.
- d) In case of computer-based examinations, the infrastructure of the examination site to be included corresponds with the contents of the Accreditation Manual II. **G. 7.** (*Principles of administering computer-based examinations*).

CHAPTER I. F

AUTHORITY INSPECTION

1. According to Article 5/A of the Government Decree No. 137/2008 (V. 16.) the Authority – and the expert commissioned by it – inspects the examination centres, the examination systems and the examination locations on the basis of its work plan.
2. The inspection is a procedure initiated by the Authority. The examination centre is notified about the beginning of the inspection by order. The deadline for the inspection procedure is 60 days from the first procedural act. The deadline does not include the duration of preparing the expert opinion.

Authority inspection can take place in the following cases:

- In case of a newly accredited examination system, the Authority inspects its operation within 30 days after the termination of the first year (365 days) of the operation. During the inspection special attention is paid to possible problems and shortcomings discovered during the accreditation procedure.
 - In the case of an already operating examination system, the authority inspection is part of the biennial accreditation renewal process (see AH [III. A.](#)).
 - If the renewal of the accreditation of an examination system is allowed under imposing condition(s) by the Authority (see AK [III. B. 5.](#)), the verification of compliance with the imposed condition(s) can happen in the form of authority inspection.
 - In justified cases, the Authority can order an extraordinary authority inspection.
3. If the inspection includes an on-site visit to the examination location, the visiting expert has to resent his/her official letter of commission. During the inspection the expert carrying out the inspection may
 - look into the documents related to the operation of the examination centre and location, **all written and electronic documents and records subject to inspection, including** the written test papers used at the examinations,
 - take part in examinations, and
 - ask the **staff of the examination centre and the examination venue, as well as the** examiners questions.
 4. In the course of the on-site visit, an official Visit Report is written. This document includes the visiting expert's findings made on the spot, on which the representative of the examination location can make comments on the

spot. The examination centre can also make comments on the expert's findings and opinion at the end of the inspection procedure.

5. Depending on the outcome, the inspection may be concluded by order or decision. No. 137/2008. (V. 16.) Government Decree 5 / A. §, the Authority
 - suspends the accreditation of the examination centre for a maximum of three months' period if
 - a) the examination centre fails to comply with the official notice within the deadline,
 - b) interferes with the effective procedure of the inspection,
 - c) commits a repeated or serious offense,
 - or
 - withdraws in the event of a serious and repeated legal offense that directly affects the result of the examination.

CHAPTER II. THE ACCREDITED LANGUAGE EXAMINATION SYSTEM

CHAPTER II. A. THE OPERATIONAL CONDITIONS OF THE ACCREDITED LANGUAGE EXAMINATION SYSTEM

The accreditation and the renewal of the accreditation of a language examination system can be applied for provided the examination centre meets the following conditions:

1. **The examination system is independently developed and possesses unique characteristic features.**
2. **The examination system has detailed test specifications and official test specifications.** For the detailed description and the elements of the official test specifications can be found in AH Chapter I. B: *Fundamental documentation of the language examination centre.*
 - a) In the case of a language exam in modern foreign languages, the complex language exam must include at least **four measurement units**. The examination center applying for accreditation can decide in the application form for accreditation of the examination system whether to issue a certificate to the candidate even if he or she has attained the minimum compliance and completion requirements only in the written examination or only in the oral examination. The Hungarian certification process of a foreign examination system is the same as the practice of the foreign examination owner. If the Examination Center wishes to modify its decision in connection with issuing a partial certificate, this shall constitute an examination system modification and shall require its approval.

b) The minimum performances in each skill measured cannot be less than 40 % of the total possible points gained **at every measurement unit**. If an examination system assesses a skill (e.g. mediation) in the case of two subtests (speaking and writing), the candidates must achieve 40% in both subtests in order to pass the language exam. A task and its total score can only be assigned **to only one measurement unit** when determining the minimum performance. In the case of integrated tasks where certain subscores relate to different skills (eg reading skills can be measured and scored, of course, in a mediation skill exercise), the Examination Center may decide which skill to assign to a given integrated task. It is expedient to choose the skill that is most necessary for completing the task, or the one that is given more emphasis during the measurement. In a speaking test where listening comprehension is assessed separately, the sub-scores cannot be counted separately against the performance minimum of **two measurement units** (speaking and listening). The minimum pass mark is the percentage of exam points (varying by exam center, usually 60%) that candidates must achieve in order to obtain a state-recognized certificate in the language of their examination. The minimum compliance level is determined by the examination center. No rounding shall be applied in determining whether the minimum performance level or the minimum compliance level has been reached or not.

A language for specific purposes examination system can be accredited if the given specialized language complies with the field of vocational education determined by Law CCIV / 2011 or listed as part of it. The specialized language exam assesses the knowledge of the specialized language in every language skill in at least one task.

d) An exam profile is a specific language usage within a general or specialist language exam system, which is a unique branch of an already accredited or new exam submission system. The exam profile can be introduced at up to two levels. The profile is based on the specific language use needs of a narrow group of the target population targeted by the examination system, which is well identified and supported by a needs assessment. In the case of both general and specialist language examination systems, the profile measures at least one task for each skill in a targeted way, and may differ from the initial examination system. A candidate applying for a given exam profile may only complete the written and oral exams for the given profile. The maximum number of profiles within an examination system is three.

f) The examination centre publishes a set of sample tests on its website for every examination system it has in every language and at every level. The sample test includes answer keys for the objectively assessed papers, sample performances for subjectively assessed writing task, audio-files for the listening tasks and the speaking tasks, too. The aims of publishing the sample tests are the following: (1) to prove in the course of the accreditation procedure that the examination system has properly trained expert staff, and observing the procedural requirements it is

able to measure the language knowledge and skills defined in its specification in a reliable and valid way; (2) to present good examples to follow for the item writers; (3) to provide information for the potential candidates and anyone who is interested.

3. The **examination system** is **valid**, measures the Common European Framework of Reference (CEFR) state-recognised levels (A2, B1, B2 and C1) of language knowledge at each accredited level and including each language skill, and assesses the above separately (except the classic languages). The test specification should clearly describe the alignment with the CEFR levels. Reference.

- a) The assessment system conforms to the assessment instruments applied and the levels of language knowledge to be measured. The guidelines for assessment provide assessors with a uniform and reliable assessment methodology to enable them to assess the examinees' language skills according to the standards defined in the test specifications. They contain the criteria by which the assessment is conducted and provide a full briefing on the assessors' tasks, both in terms of content and format, and include the answer keys to the objectively assessed test items. The answer key provides the correct solutions to the items, along with the scores to be awarded. In case the exam specifications allow it, the answer key will also indicate the scores for the partial solutions, providing all possible variations. For tasks that measure productive skills, the guidelines for assessment have to include the rating scales. The scale descriptors adequately reflect the requirements of the given language level. The rating scale provides a clear, concise and transparent description of the performance levels associated with the various points for each competency and evaluation criterion they are to measure. A descriptor that does not provide sufficiently described professional content for the assessor to consider what candidate performance is considered appropriate for a given score is inappropriate. In the case of subjectively assessed tasks, the components of the rating scale form the basis of the expected statistical analyses, see: scale item.
- b) An examination system which contains exclusively discrete-point task types that generate non-productive language performances cannot be accredited.
- c) The examination system corresponds with the requirements of representativity, non-discrimination (neutrality) and positive test impact. Representativity refers to a comprehensive sample taken from the assessed foreign language competency by the examination tasks, on the basis of which the successful acquisition of the language proficiency appropriate to that level can be reliably judged. can be reliably assessed. A representative sample is a comprehensive selection of test tasks that are

within the constraints of feasibility. An examination system can be regarded as representative (in force as from July 1, 2016) if it assesses each productive and receptive skill with a minimum of two different task types which assess the reading comprehension or writing of a minimum of two different texts. The above regulation applies to each examination system accredited before July 1, 2016 if the average candidate number was a minimum of 1000 during the past 3 years, while at the same time the examination system included a language with a minimum of 50 candidates per level during an examination period. The regulation on representativity applies to the language of the examination system – independently of level, profile or type – provided that the two conditions above are fulfilled at the same time. The exam specification includes the language-specific differences in connection with the different representativity regulations on the different languages within the examination system. The principles of neutrality, positive and negative non-discrimination must be applied as part of the testing process already during the task development phase. The wording or answer keys that are detrimental to the users of different versions of a given foreign language; as well as the use of discriminatory topics, shocking content and taboo subject that can be offensive to any gender, ethnic group, age group, minority or religion should be avoided.

- d) The validity of the specialized language exam and exam profile should be traced back to the model of language theory forming its basis and to the results of the needs analysis.
- e) To judge the validity of the exam, the test specifications, the sample test papers, as well as the live test papers are used, complete with the sample solutions of the writing and mediation tests, etc., the audio-files for the listening comprehension tests, the answer keys of the objectively assessed tests and the videos presenting the assessment of speaking skills. The documentation of the sample and live tasks submitted to the Authority during the accreditation process, the accreditation renewal and the follow-up process has to contain the exact source of the texts used.
- f) Any form of the examination system's published tasks or task items must not be used live exams. Texts published for the purpose of language teaching or testing must not serve as a source for examination tasks. Listening comprehension must not be measured with a text written for reading purposes **without adaptation**.
- g) If the examination centre allows the use of the dictionary in the language examination, it must be consistent with the language proficiency model and measurement objectives defined in the test specification. The test specification defines for which subtest / task what kind of dictionary is allowed (monolingual, bilingual, print or electronic, general or specific, defining or synonym dictionary, etc.), and the connected rules are explained

in the Examination Regulations. Glossaries for textbooks or glossaries used supplementing course materials must not be used in accredited language examinations.

4. The examination system assesses language skills in a reliable way at each level.

- a) According to Article 8, Section (2b) of Government Decree 137/2008 (V. 16.), with the exception of the component(s) assessing speaking and oral mediation, a test may not be used in the same format within a year (that is 12 months). A test is considered to have the same format if one of the items is the same, or if one sentence in the source text is the same. The usage of test versions must be registered broken down by tasks, or if several tasks belong to the same text, by texts.
- b) At the language examination two assessors assess the candidates' each language performance. Computerised scoring of receptive tasks **supported by a software** qualifies as double marking. Double marking must be satisfactorily documented. In the case of productive writing tasks standardisation must precede assessment: a discussion about typical task-specific mistakes and the application of the marking scale on sample performances of the given task.
- c) The examination centre complies with the requirements in connection with compiling speaking and oral mediation tasks, the number of tasks within the batteries, the number of batteries, as well as the renewal of its task pool concerning each examination system. If the assessment of mediation happens orally, the following rules apply to it as well.

A speaking test is a set of tasks that a candidate have to solve. The task or set of tasks is not selected by the examiner for the candidate. There are two ways to compile a speaking test:

- The examination centre compiles the necessary set of tasks and determines the order in which the tasks are assigned to the candidates.
- The examination centre compiles the battery, from which the candidates draw the set of tasks they have to solve.

The battery of the speaking examination contains the sets of tasks to be used at the given speaking examination event with the given speaking examination board. The number of tasks within the battery has to be determined according to the following rules:

- If the candidates are assigned the tasks in a predetermined sequence, the number of tasks in the speaking battery is equal to the number of candidates assigned to the particular examination event.

- When candidates draw their tasks, the speaking battery contains at least two more sets of tasks than the number of oral examinees assigned to the examination.
- If the number of tasks for an examination event is below the relevant number required in the previous two sections, the examination can only be administered by the sluice method.

In case of a paired oral exam format, the number of paired tasks within the battery has to be determined according to the expected number of candidate pairs.

The speaking tasks must not be re-used in two consecutive exam periods, or in two consecutive exam events within the same exam period (even if the examination centre organises only one examination in a year). There is an exception to this rule if the examination centre uses the method of randomisation, that is the tasks are randomly selected for each examination event and are returned into the task pool after the event. For this method, the examination centre / examination system must have at least 60 items per tasks. If there are more than one speaking examinations at a given examination location in parallel during an exam event in several rooms, the examination boards can use similar or different batteries.

Every year at least 20 per cent of the examination tasks related to assessing oral skills have to be changed as regards each task type, unless a different set of examination tasks are used on each examination day and at each examination event within a given year. In case of randomisation, if the number of speaking tasks of the speaking pool for each level and each language is more than 100, at least 10 per cent of the examination tasks related to assessing oral skills have to be changed. However, each examination centre regularly has to inspect its speaking task pool and has to replace the outdated or badly operating tasks.

The process of renewing of the **task pool** has to be clearly documented, that is the parameters of use for a given oral task have to be systematically archived: date of entry into the system, dates and locations of use (if during an examination period different sets of examination tasks are used at different examination locations), date of extraction from the system. The documentation has to be kept for 3 years. The examination centre provides for the recurring date of **renewing the task pool** in its Internal Rules of Operation.

- d) An audio recording is made of the speaking exam after the consent of the test taker (see Article 4, Section (1a) of Government Decree 137/2008), The audio recording should be made in a digital format and in a quality that allows inspection and (re-)assessment, indicating the

data and the participants of the examination event. If the recording is not or cannot be made, the examinee has to take the test in front of a three-member Examining Board, the members of which have examiner ID and active examiner status.

- e) A speaking examination that has been accredited/advertised in a paired-format must not be administered in an individual mode.

5. Every level of the examination system is linked to the given CEFR level.

The examination centre conducts the CEFR linking procedure in every two-year accredited cycle according to the Accreditation Manual II. C.

The degree of standardization of the examination systems to the CEFR may be different. Concerning the procedures of standardization you can find more information in the publication: Relating Language Examinations to the Common European Framework of Reference for Languages and in the Manual for Relating Language Examinations to the Common European Framework of Reference (www.nyak.hu).

6. The examination centre is able to comply with the procedural requirements of the examination efficiently. The Accreditation Manual II. D contains the description of procedural requirements.

- a) The differentiation of procedural requirements of the examination depends on the types of tasks used and the amount of data treated together.
- b) The examination centre has at least two complete, unused written tests for every examination period.
- c) The examination centre regularly collects the opinion of the examiners and the candidates and learns from them.

7. Principles for administering computer-based examinations

Administering computer-based examinations is possible in an accredited examination site of an accredited examination venue (see the regulations in the AH II. G. 1.), or in an individually non-accredited exam site (online), (see the regulations in the AH II. G. 2.).

In the accredited examination venue of the accredited examination centre, the examination may be conducted by using the IT equipment provided by the examination venue, or by using the candidate's own computer, through a secure examination application.

8. Classical languages

In case of classical languages, the language skills are the following:

- reading

- writing
- mediation between languages which includes the cultural elements that are necessary for understanding language information.

Knowledge of linguistic norms

Because of the smaller number of language skills, the type of the target texts, as well as the traditions of language learning, in case of classical languages the knowledge of linguistic norms has greater emphasis than in the case of modern languages. Subordinated to the above, the terminological tools used to describe the linguistic norms are part of the measurement.

The requirements of the examination measuring B1 level language skills

It requires understanding simple or simplified texts. At B1 level the application of so called 'edited' texts cannot be ruled out. The measurement of grammar knowledge includes the elements of regular morphology (and, of course, the usage of most important irregular verbs and auxiliary verbs). In the area of simple syntax it assesses the most important participle structures that differ from the mother tongue, and in the area of complex syntax it only assesses those participle structures that carry phenomena understandable with the help of the mother tongue competences.

The requirements of the examination measuring B2 level language skills

It requires understanding simple, but authentic texts that do not differ from the canonised normative language use either regarding its dialect or format (spoken language, vulgarisms). For this, B2 candidates have to know the most important morphological irregularities, too. The exam assesses the most common elements of the whole spectrum of simple syntax (that is those that are necessary for understanding B2 texts). The knowledge of most important syntactic phenomena that differ from those of the mother tongue is expected at this level. The cultural conditions of understanding a text is assessed in the framework of measuring the mediation skill.

The requirements of the examination measuring C1 level language skills

It requires the understanding of any kind of text that can be interpreted in itself. Dialectal and social deviations from normative language use can be included, the choice of texts is not restricted to the productions of the classical periods of the given language. The mediation skill should reflect the subtle understanding of the linguistic manifestation's cultural background and the precise translation of terminology. Independent text production can be expected primarily at this level.

CHAPTER II. B.
FUNDAMENTAL DOCUMENTATION OF THE LANGUAGE EXAMINATION SYSTEM

The examination system has two fundamental documents: (1) exam specifications, (2) Official Exam Specifications (OES). The aim, number, content, update and availability of fundamental documents is regulated by the Accreditation Manual according to the table below. The regulations and information that can be found in the basic documentation of the examination centre and its examination systems are consistent with each other. See: AH I.B *Fundamental documentation of the examination centre.*

Document	Purpose	Number of documents	Content regulation	Target population	Updating* and uploading	Accessibility
Exam specifications (specification)	the source document for test development; it defines the purpose, the content and the ways of assessment	1 per each examination system, the differences in languages should be indicated where relevant	AH Chapter II. Point A.2.	test developers, examiners, raters (+developers of IRO)	in case changes in the AH or the modification in the system makes it necessary	rex*
Official Exam Specification (HVL)	abstract of the exam specifications with standardized content and structure, consisting of points	1 per each examination system, the differences in languages should be indicated where relevant	AH Official Exam Specifications Part C	experts of the Accreditation Centre and Board for Language Examinations	when the exam specifications change	rex*

*in case of operating examination centres and systems

1. EXAM SPECIFICATIONS (ES)

The exam specifications is the initial document of exam development, which determines the aim, content and methodology of the assessment. The examination centre prepares **one** test specifications document for each of its examination systems, in which the differences among the languages and profiles are indicated in the relevant places. The exam specifications document is updated and uploaded to REX again if changes in the AH or modifications on the given examination system make it necessary.

The exam (test) specifications document details the following:

- aim of the exam;
- target group;
- level judgement of the exam and description about what the candidate knows in real life who reaches a given level;
- concepts the exam has about language knowledge (its construct, theoretical framework);

- the structure and schedule of the exam
- weighting of the subtests with their justification;
- typical situations in the target language;
- text types and the length of texts;
- skills to be examined;
- language elements to be examined (language content);
- topics;
- types of task;
- the number of tasks and item; **the nature, number, length and other characteristic features of the prompts;**
- standardized instructions (written performance) and moderation (oral communication, oral interaction);
- in case of dictionary use the rules and the exact types of dictionaries that are allowed;
- grading/assessment criteria;
- method of assessment, rating scales;
- determining the minimum performances and the pass scores for the whole exam or for its parts (e.g. **measurement units** or partial exam);
- method of calculating the results (e.g. converting points, post-standardisation, etc.);
- link to the pretested sample tests;

The exam specifications include the annexes cited.

2. OFFICIAL EXAM SPECIFICATIONS (OES)

The Official Exam Specifications (OES) is a shortened, edited form of the most important elements of the Exam Specifications, which is made for the Authority and its experts in Hungarian. The examination centre prepares **one** test specifications document for each of its examination systems, in which the differences among the languages and profiles are indicated in the relevant places. Since the OES is an abstract from the ES, it does not contain anything contrary to the ES, or any information that is not presented in the ES. It is updated and uploaded to the REX at the same time with the ES.

1. Summary about the structure of the examination (including each level).

(The number of lines can be extended according to the number of the measured skills or other measurement units, as well the used tasks.)

Partial exam	Measured skill	Task type and text type	Specialized language / general language/ profile	Item and length	Maximum Score	Proportion (%) of this score in relation to the whole exam	Performance minimum	Time
Oral								
Written								

2. Typical situations in the target language for each level (to be listed in max. 2000 n)

3. Topics for each level (to be listed in max. 2000 n)

4. Rating scales for each level (in full length)

5. Describing the method of assessment (oral, written, max. 6000 n)

6. Describing method of calculating the results (oral, written, for example conversion of points, post standardisation procedures, etc. max. 6000 n)

7. Conducting oral examinations, for example standardized instructions (max. 6000 n)

8. Link for downloading sample tests

The Official Examination Specifications shall be updated when the OE change.

CHAPTER II. C.
LINKING THE LANGUAGE EXAMINATION TO THE CEFR

The main stages of the linking scheme are the following:

- Familiarisation
- Specification
- Standardisation training/benchmarking
- Standard setting
- Validation

In case of operating language systems, the linking procedure is conducted in the following way in each two-year accreditation cycle regarding each language, each level and the number of test-takers (N) for one examination period:

category	familiarisation	specification	standardisation	internal empirical validation	internal empirical validation with the comparative analysis of repeated tasks (items)
$N < 200$	✓	✓	✓		
$201 < N \leq 1000$	✓	✓	✓	✓	
$N > 1000$	✓	✓	✓	✓	✓

In case of operating language systems, the familiarisation, specification and standardisation procedures have to be conducted during the two-year accredited cycle if at a given level of a given language the average number of test-takers per examination period is less than 201.

Besides the familiarisation, specification and standardisation procedures, an internal empirical validation procedure has to be conducted as well during the two-year accredited cycle if at a given level of a given language the average number of test-takers per examination period is more than 200 but less than 1000.

Besides the familiarisation, specification, standardisation and internal empirical validation procedures, the comparative analysis of repeated tasks/items has to be conducted as well during the two-year accredited cycle if at a given level of a given language the average number of test-takers per examination period is more than 1000.

The CEFR linking process concerns the whole examination matrix that is all measurement units.

In case of classical languages, the CEFR linking process is not required.

When submitting a new accreditation application, the examination system makes a declaration in connection with the expected number of test-takers, on the basis of which the alignment category is determined. The documents proving the

completion of relevant stages in the chart below have to be attached to the accreditation application for a new examination system.

The chart below contains the aims of the different stages of the linking procedure and the documentation accompanying the process. The examination centre conducts the CEFR linking procedure in every two-year accredited cycle at least once, in an arbitrarily selected examination period. At this time the analysis of scale items has to be conducted, too.

Stages of the linking procedure	Aims	Documentation	Comments
1. Familiarisation	To acquire a detailed knowledge of the CEFR, its levels and illustrative descriptors.	<ul style="list-style-type: none"> Registers of Attendance, the theme of the workshop, the questionnaires used during the training, statistical analyses on the reliability of the participants' CEFR familiarisation level, Final Report. 	The familiarisation stage has to be repeated before each procedure based on subjective judgements. The reliability of the judges has to be proved (the intra-rater and inter-rater consistency has to be checked).
2. Specification	To link the test specifications, the tasks (items, rating scales) to the CEFR.	<ul style="list-style-type: none"> Tests Specifications 2 sample tests (new accreditation) 1 live test (operating exam centre) 	The examination system has to measure the language proficiency specified by CEFR in its full scope, with respect to each language skill at each accredited level, and has to assess each skill at each level separately.
3. Standardisation	To ensure the comparability of local test performance samples and the requirements of the given CEFR level, as well as the interchangeability of sample tasks and the future item pools. To standardise the assessment. To set cut scores (standards).	<ul style="list-style-type: none"> minutes, the theme of the workshop/training, Final Report, local standardised performance samples 	Besides benchmarking, standard setting (to set cut scores) is compulsory as well. The recommended procedure for this is the modified Angoff method (test-centred procedure), which is advantageous to compare with teachers' judgements or item statistics (for example difficulty and discrimination index or logit value).
4. Internal empirical validation	To ensure the internal validity of the sample tasks (and further tasks as well).	<ul style="list-style-type: none"> a summary and an analysis of the statistical data on the pretesting (when accrediting a new examination system), or on the live examination (in case of applying for renewal of the accreditation); Final Report. 	The internal validity of each item pool used for live examinations has to be investigated.
5. Internal empirical validation with the comparative analysis of repeated tasks (items)	To ensure the systematic internal validity of the sample tasks (and further tasks as well).	<ul style="list-style-type: none"> a summary and an analysis of the statistical data on the internal empirical validation conducted by the comparative 	The recommended procedure for this is conducting correlation analysis and comparing the average difficulty of tasks (items).

		analysis of repeated tasks (items); • Final Report.	
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The detailed description of the different stages of the linking process can be found in the *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*.

CHAPTER II. D. PROCEDURAL REQUIREMENTS

Ten chronologically successive phases may be differentiated within the examination procedure:

1. Task design; preparing drafts.
2. A special committee consisting of staff from the examination centre assess the tasks. The assessors discuss task design at various meetings (moderation). The test developers carry out the suggested modifications and elaborate the test or, if the committee rejects it, prepare new ones. If needed, the committee is called together again in order to assess the modified tasks.
3. The committee checks whether the tasks are improved.
4. The experimental trials of the tasks and analysis of the **trial** results.
5. The decision of the specialized committee on modifying the tasks further on the basis of the results of the **trial**. If after the trial a task is modified, it is professionally justified to try it out again. Checking whether the modifications are implemented. Revealing and correcting the editing, linguistic and typographic deficiencies.
6. The reproduction and encryption of the final test material. The preparation of examiners and assessors to assess the **candidate performances on the given tasks**.
7. The operation of the exam, the assessment of the **candidate performances** tasks.
8. Monitoring the operation of the exam: the analysis of the results (data, solutions, partial results) treated together to determine whether the exam tasks worked from a professional point of view and whether they assessed the knowledge of the candidates as expected. Analysis and assessment of the feedback received from candidates and examiners.
9. Summary of the results, preparation to make a decision concerning the exam results. The possible modification of those tasks that worked poorly for the sake of using them in the future.

10. The corporate decision of the examining body on the exam results and on the possible modification of the instruments and examination procedure.

Owing to the fact that the procedural requirements form a framework, the actual content of the different phases may differ in the case of different language exams and languages (e.g. less frequently learned languages), especially regarding point 4 and 8 above.

Differentiation of procedural requirements

The procedural requirements depend on

- the task types applied (assessment instruments)
- the average number of exam results treated together
- the level of development of the examination system (use of test banks, etc.).

In order to meet the procedural requirements, the number of candidates taking the tasks of the given examination part must be taken into account for the analysis of the live exam results, while for determining the number of candidates for the trial exams, the average number of examinees taking the live exams in the previous calendar year should be taken into account.

In the case of new accreditation the examination system declares the number of candidates estimated to take the exam 12 months after the accreditation and selects the number of people who take the pretests accordingly. In case of a language for special purposes the estimated number of candidates shall be determined according to the needs analysis.

The chart below details points 4 and 8 of the procedural requirements. It designates the possibilities of differentiation and determines the minimum level of the quality assurance instrument to be used.

Objectively assessed tasks

		The number of exam results treated together: 1-200	The number of exam results treated together: from 201
4. Pretesting	Number of pretesting	In the case of new accreditation: at least six language users whose operational language	at least fifty language users whose operational language skills represent the level of the exam target group; using a multi-layer sample

		<p>skills represent the level of the exam target group; but in order to prove reliability at least one level and at least 30 people</p> <ul style="list-style-type: none"> • in case of an average 1-10 candidates minimum 3 people • in case of an average 11-50 candidates minimum 6 people • in case of an average 51-100 candidates minimum 15 people • in case of an average 101-200 candidates minimum 30 people 	
	Method of analysis	<ul style="list-style-type: none"> • 1-29 people: qualitative • from 30 people: item analysis 	item analysis; + probabilistic methods are recommended, in case of using a test bank they are expected
	Calculated indicators	-	difficulty index, discrimination and reliability; in case of using probabilistic methods: item fit indicators as well
	Comments	In case a task is modified following the pretesting, it is professionally justified to test it again.	It is recommended to conduct the pretesting by the method of overlapping data collection. In case a task is modified following the pretesting, it is professionally justified to test it again.
8. The operation of	Number of analysis	the number of exam results treated together	<p>random sampling: 201-1000 people: 70% of the number of exam results treated together; but at least 200 candidates; 1001 people: 50% of the number of exam results treated together</p>

			Recommended: 100% of the number of exam results treated together
	Method of analysis	<ul style="list-style-type: none"> • 1-50 people: qualitative • 51-200 people: item analysis 	item analysis; + probabilistic methods are recommended, in case of using a test bank they are expected
	Calculated indicators	In case of item analysis: difficulty index, discrimination, reliability, correlation between measurement units	difficulty index, discrimination, reliability correlation between measurement units; in case of using probabilistic methods: item fit indicators as well
	Comments	The final analyses have to be completed by the 60 th day following the announcement of the exam results the latest.	

Subjectively assessed tasks

		The number of exam results treated together: 1-200	The number of exam results treated together: from 201
4. Pretesting	Number of pretesting	In the case of new accreditation: at least six language users whose operational language skills represent the level of the exam target group; in case of already operating systems: <ul style="list-style-type: none"> • in case of an average 1-10 candidates minimum 3 people 	at least 10 language users whose operational language skills represent the level of the exam target group
	Method of analysis	qualitative	qualitative

8. The operation of the live examination	Calculated indicators	-	-
	Comments	In case a task is modified following the pretesting, it is professionally justified to test it again.	
	Number of pretesting	the number of exam results treated together	the number of exam results treated together
	Method of analysis	<ul style="list-style-type: none"> • 1-50 people: qualitative; • 51-200 people: rank order correlation or a similar method for each pair. Conducting the item analysis of rating scale items is recommended in each examination period, but it is compulsory during the re-standardisation in every two years.	qualitative; rank order correlation or a similar method for each pair; Conducting the item analysis of rating scale items is recommended in each examination period, but it is compulsory during the re-standardisation in every two years
	Calculated indicators	<ul style="list-style-type: none"> • 1-50 people: - • 51-200 people: mean and deviation; inter-rater reliability or agreement in case of each assessor pair; correlation between measurement units; in the case of item analysis the difficulty index and discrimination of scale items and the reliability of the whole measurement units 	mean and deviation; inter-rater reliability or agreement in case of each assessor pair; correlation between measurement units; in case of item analysis the difficulty index and discrimination of scale items and the reliability of the whole measurement units
Comments	The final analyses have to be completed by the 60 th day following the announcement of the exam results the latest.		

CHAPTER II. E. STATISTICAL REQUIREMENTS

The fundamental statistical indicators have to be taken into consideration in case of each measurement unit in which at least 201 exam results are treated together when processing the statistical data. Apart from the above, in case of applying *Classical Test Theory*, the requirements related to the observed score indicators have to be met, while in case of applying *Modern Test Theory*, the requirements related to probabilistic indicators have to be met.

Indifferently from the method used, it is compulsory to calculate the item difficulty and item discrimination for each population over 50 candidates. In addition to the above, for the subjectively assessed tasks, the rater reliability and the rater agreement must be calculated for each pair, and in the case of each pair the discrimination and the correlation, too. In analyses according to modern test theory, goodness-of-fit (GOF) indicators have to be calculated. In connection with subtests, it is required to calculate the reliability and the correlation.

During the review procedures connected to accreditation applications, the statistical indicators are taken into account to two decimal places by the experts commissioned by the Authority.

In case of using other than the procedures listed above, please, attach references in connection with the method of calculation and the internationally acceptable values/indicators.

Fundamental statistical indicators and their acceptable values

indicator	acceptable value	bibliography
reliability	Cronbach's $\alpha \geq .75$	Crocker & Algina, 2006, p. 142
item discrimination	$D_m - n_m > 0$	Bachman, 2004, p. 138
rank order correlation	$r_s \geq 0.80$	Nunnally & Bernstein, p.265
rater agreement	Krippendorff's $\alpha \geq 0.80$ Cohen's $\kappa \geq 0.61$	Krippendorff, 2004, p. 241 Fulcher, 2010, p. 83

- In case of objectively assessed measurement units, the smallest acceptable value of the Cronbach's reliability coefficient is 0.75.
- The inter-rater reliability can be detected by calculating the rank order correlation or the rater agreement. In case of subjectively assessed measurement units, the smallest acceptable value of rater consistency is 0.80 when calculating the rank order correlation coefficient. The correlation has to be statistically significant. When calculation the rater agreement, the smallest acceptable value of Krippendorff's α is 0.80; and the smallest acceptable value of Cohen's κ is 0.61.

The indicators of observed scores and their acceptable values

indicator	acceptable value	bibliography
item difficulty	$0.70 \geq p\text{-value} \geq 0.30$	Fulcher, 2010, p. 182
item discrimination	Ebel's D ≥ 0.30 score-biserial correlation ≥ 0.25 corrected score-biserial correlation $\geq 0,20$	Crocker & Algina, 2006, p. 315 Henning, 1987, p. 53 Zijmans et al., 2017, p. 1003.

- The difficulty of items is acceptable if in case of
 - *binary items* the proportion of right answers falls between 70%-30%;
 - *partial credit items* the mean score value falls between 70%-30%; and
 - *scale items – if they undergo statistical analysis-* the mean score value falls between 70%-30%.
- The smallest acceptable value of item quality is 0.30 in case of Ebel's D; 0.25 in case of score-biserial correlation, **and 0,20 in case of corrected score-biserial correlation.**
- The items should not function differently (DIF) in heterogeneous test-taker populations of the same language skill level.
- The operation of tasks / items is sufficient if at least 90% of the items properly discriminates and at least 80% of the items is of sufficient difficulty.

The indicators of probabilistic methods and their acceptable values

method	acceptable value	bibliography
test-fit analysis	R1C : df proportion ≤ 1.5	Hemker, 1996, p. 35
item-fit analysis	$-2 \leq M_i \leq 2$ $0.5 \leq \text{infit MS} \leq 1.5$ $0.5 \leq \text{outfit MS} \leq 1.5$	Verhelst, Glas, & Verstralen, 1995, p. 14 Wright & Linacre, 1994, p. 370 Wright & Linacre, 1994, p. 370

- The IRT can only apply if there is no clear evidence for the requirement of item-independence.
- When using a unidimensional model, it is required to justify that all the data treated together describes one main component.
- It has to be proved by a global statistical method that the model does not show significant deviation from the total number of data recorded from the test. .
- It has to be justified by individual item-fit analyses that the forecast of the model does not deviate significantly from the operation observed in the test

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CHAPTER II. F. SERIOUS OFFENCES AND PROFESSIONAL MALPRACTICE

For your information

Article 5/A of the Government Decree No. 137/2008 (V. 16.) prescribes the processes of inspection as follows:

5/A. §18 The Authority – and the expert commissioned by it – inspects the examination centres and the exam sites on the basis of its work plan.

(2) During inspection the person carrying out the inspection

a) may look at the documents related to the operation of the examination centre and exam site and view the written test papers used at the exams,

b) may take part in the exams, and

c) may ask the examiners questions.

(3) If, during the inspection, the Authority decides that the accredited examination centre, the whole examination system or a part of it, or the exam site do not comply with the legal regulations and those stipulated in the Accreditation Manual, it asks the examination centre to correct the offence and assigns a deadline to complete that.

(4) The Authority may suspend the accreditation of the examination centre for no more than three months if the examination centre fails to comply with its request before the deadline, if it hinders the inspection procedure or commits a repeated or serious offence.

(5) The Authority revokes the accreditation in the case of a serious and repeated offence that has a direct influence on the results of the exam.

(6) In the resolution concerning suspension or revocation the Authority shall specify the way of solving the financial, legal and organisational questions that become necessary due to the

suspension or revocation. The final decision on the suspension or revocation of an accreditation shall be made public on the website of the Authority.

The chart below contains those cases that endanger the interests of the test-takers, the safety of the examinations, the professional and administrative guarantees and the professional quality of the measurement, and thus qualify as serious offences or serious professional malpractice.

Legal reference:	Accreditation Manual reference points	Serious legal offence	Serious professional malpractice	Risk factors
<p><u>D. 2. § (5)</u> A certificate can be issued for an oral exam, for a written exam and for an oral and a written exam taken within the same examination period at the same language examination centre. Language certificates issued for oral and written exams can together be equivalent to language certificates certifying a successful complex language exam independently of the period of time elapsed between the two examinations and also of the language centres conducting the exams.</p>		<p>the treatment of examinations within the same period does not happen</p>		<p>the safety of certification and the interest of the test-taker is damaged</p>
<p><u>D. 2. § (6)</u> (6)2 Language exams measure all language skills listed in section (2) § 2 comprehensively having regard to section (3) § 2.</p>	<p>Chapter II. A/3.</p>	<p>The examination does not measure each skill representatively.</p>	<p>The representative sampling is not implemented in case of each skill.</p> <p>The validity of the exam is undermined: the exam tasks are not suitable for assessing the model of language competence defined by the exam specifications (e.g. the tasks are not aligned with the CEFR or the exam specifications, the content and quality of the texts are questionable, the answer keys are wrong, success is influenced by non-linguistic skills or background knowledge, the</p>	<p>The measurement is inaccurate, the certificate does not necessarily reflect the test-takers language proficiency level.</p>

			quality of the recording is bad).	
<p>D. 4. § (l)</p> <p>Language examinations – except for computer based speaking examinations - are held in front of a board consisting of at least two people who are delegated by an accredited language examination centre. In the course of the speaking examination, the examiner and the assessor who, according to the Civil Code, are related to the examinee or those who participated in preparing the examinee for the exam shall not be members of the examining board.</p> <p>The examination centres send the test booklets of the written exam to the exam sites or make them available electronically on the day the exam is held. Records shall be made about the opening of the safe and closed packages that contain the test booklets: the place and time of the opening and the state of the package (damaged or undamaged) shall be recorded. The opening of the digital test material must be electronically recorded with a time stamp in such a way that the test material cannot be modified. D. 4. § (lb) The language examination centre shall inform the examinee about their result – in e-mail or by post as requested by the examinee - within 30 days after the date of the exam at the latest.</p>	<p>Chapter I. 1/4.</p> <p>Chapter I. 1/3.</p>	<p>one-member examining board;</p> <p>conflict of interest between the test-taker and the examiner according to the Civil Code</p> <p>the exam materials are transferred to the examination sites not on the day of the exam; opening records are not taken</p> <p>the results of the examination are not announced up to 30 days after the exam event</p>		<p>suspected bias in the assessment</p> <p>possibility of cheating</p> <p>the exam papers can be made public before the examination</p> <p>the delay can cause damage of interest for the test-taker</p>
<p>D. 4. § (lc)</p> <p>Except for software-assisted assessment, two assessors must assess the candidate's each language performance in the language examination.</p> <p>D. 4. § (la)</p> <p>At the language exam the language performance of the examinees shall be assessed by two assessors.</p>	<p>Chapter II. A/4.</p> <p><i>See: Accreditation Board Resolution on double marking</i></p>	<p>The double assessment does not take place (kivéve a szoftverrel támogatott értékelést).</p> <p>The double assessment is not satisfactorily documented.</p>		<p>The reliability of the assessment can get damaged.</p>
<p>National Higher Education Act 107/A § (8)</p> <p>The oral exam, with the agreement of the examinee, is recorded. Regarding the preservation of the sound recordings the rules determining the preservation of the written tests shall apply. At the language exam the language performance of the examinees shall be assessed by two assessors. The examinee and his/her legal representative may have a look at all the test booklets of the</p>	<p>Chapter II. A/4.</p>	<p>no audio recording is taken despite the consent of the test-taker</p>	<p>no audio recording is taken despite the consent of the test-taker, or the recording is unsuitable for the inspection of the administration and the assessment, or the identification</p>	<p>suspected possibility for cheating, impossible to inspect the administration and the assessment</p>

<p>examinee together with the task descriptions and the evaluation guidelines, or listen to the audio recording of their oral language examination performance, as well as the assessment of the oral exam within fifteen days following the publication of the exam results. The examinee may make a handwritten copy of his/her test papers. Such reproduction must be made in a way that does not make it possible to access the assessors' personal data. The time provided for looking at the test papers and making handwritten copies of them shall not be shorter than forty-five minutes. The opportunity for viewing the test papers shall be organized in a way that its time precedes the deadline stipulated for the submission of the request for reviews.</p>		<p>the test-taker is deprived from the opportunity of reviewing their exam papers</p>	<p>of the participants</p>	<p>the test-taker's legal rights and safety are damaged</p>
<p>D. 4. § (1d) Exam papers and audio recordings of the language examination must be archived and retained for three years.</p>				<p>The feasibility of retrospective inspection of the operation of the examination centre is damaged.</p>
<p>D. 4. § (3) It is possible to submit a request for review regarding the assessment of the exam, referring to a violation of the legal regulations or a miscount in the calculation of the scores within 15 days following the publication of the exam results. The head of the language examination centre examines the appeal and if he/she agrees with its content the language examination centre alters its decision. The head of the language examination centre makes his/her decision regarding the appeal, including a detailed professional justification, within 15 days of the day following its receipt and informs the examinee of the decision. The information about the decision has to be given in accordance with the provisions of the General Administrative Procedure Act (Ákr).</p>		<p>no decision is made about the appeals within the set deadline</p>		<p>the test-taker's right for legal remedy is damaged</p>
<p>D. 4. § (4) The language examination centre issues a language exam register about the exam on the electronic interface of the Authority. The examination centre opens the language exam register no later than ten days before the date of the exam. The language centre continuously completes the language exam register with the data related to exam assignment, examiners, assessors and assessment. The language</p>		<p>the registers are not opened by the centre at least 10 days before the exam</p> <p>the data are not uploaded continuously by the centre</p> <p>the register does not contain all the necessary data 10 days</p>		<p>the traceability of the exam process is damaged,</p> <p>the transparency of data managing is damaged</p>

<p>examination centre assigns the examinee to an exam on the 10th day preceding the exam date the latest and simultaneously informs the examinee about it. The electronic language exam register must be closed within 90 days from the date of the exam at the latest. The Authority issues certificates only on the basis of fully completed and orderly language exam registers. If the examinee does not take his/her certificate within a year following its issue, the examination centre destroys the certificate. Upon the request of its holder and on the basis of the language exam register the Authority issues an official duplicate of the language certificate.</p>		<p>before the exam</p> <p>the register is not closed up-to 90 days after the exam</p>		
<p><u>D. 8. § (1)</u> An examination centre can be accredited if <i>ac)</i> in the case of examining in English, French, German, Italian, Russian and Spanish, it can prove the employment of at least five, while in the case of other languages a minimum of three people as qualified examiners.</p>	<p>Chapter I. 1/4.</p>	<p>the examination centre employs less test developers and examiners than prescribed</p>		<p>the professional quality of the examination may deteriorate</p>
<p><u>D. 8. § (2)</u> The duties of a language examination centre and the rules governing its operation: a) it announces at least one exam per year in all its accredited languages and on all levels; b) a test, used unaltered and measuring an individual skill – except for oral skills – can only be used once in a year;</p>	<p>Chapter II. A/4.</p>	<p>the examination centre does not announce at least one exam per year in all its accredited languages and on all levels</p>		<p>The test-takers right for taking an examination in an accredited language at least once a year is damaged.</p>
		<p>The task use disagrees with the regulations of the Accreditation Manual (the test versions are recurrently repeated, the replacement of tasks does not happen according to the AH regulations).</p>		<p>The test paper can be made public, and thus may become unfit for measurement, or the test-takers can get a familiar task.</p>

<p><u>D. 9. § (1)</u> The accredited language examination system:</p> <p>a) measures and separately assesses the four language skills on at least three levels applying a language exam elaborated specifically for the level in question;</p> <p>b) documents the internal validity and reliability of its exams at every exam event;</p>	<p><u>AH II. A. 2. a.</u> The complex language exam must include at least four measurement units.</p> <p><u>AH II. A. 3.</u> The examination system is valid, measures the Common European Framework of Reference (CEFR) state-recognised levels (A2, B1, B2 and C1) of language knowledge at each accredited level and including each language skill, and assesses the above separately (except the classic languages).</p> <p><u>AH II. A. 4.</u> The examination system assesses language skills in a reliable way at each level.</p>	<p>The examination centre does not conduct statistical analyses for each exam period according to the AH regulations.</p>	<p>a) The examination centre does not conduct the statistical analyses prescribed for the given number of exam results treated together</p> <p>b) In case of at least 201 exam results treated together, if the statistical values for the items, the measurement units and the assessors do not meet the <i>Statistical Requirements</i> prescribed in the Accreditation Manual in more than one third of the examinations within 365 days, and the examination centre does not take measures to improve the values.</p>	<p>the quality of the exam may deteriorate,</p> <p>the quality of the exam may become uncontrollable,</p> <p>the difficulty, the quality and the reliability of the exam is not satisfactory</p>
<p><u>D. 9. § (1)</u> d) its evaluation system is in line with the tools of measurement applied.</p>	<p>Chapter II. A/3.</p> <p>Az értékelési rendszer illeszkedik az alkalmazott mérési eszközökhöz és nyelvtudásszinthez. Produktív készségeket mérő feladatok esetében az értékelési skála deskriptorai az adott szint követelményeit megfelelően tükrözik.</p>	<p>the evaluation system of the examination system is unsuitable for measuring the language skills at the given level</p>	<p>the success at the exam does not necessarily mean that the test-taker's language skills are at the given level; the failure does not necessarily mean that the test-taker's language skills are not at the given level</p>	

G. Principles for computer-based language testing

The examination center details the progress of the computer-based test on its information interfaces and / or publishes sample sets of tasks reflecting the format and user interface of the computer-based test.

1. Principles for computer-based language testing at an accredited examination venue of an accredited language examination centre

The following conditions are provided at all examination venues/sites of the examination center:

- a. the presence of at least one IT staff per examination venue during each examination, who sets up, tests and records the equipment and computer interfaces provided by the examination venue before the examination, is available during the examinations to deal with any technical problems that may arise and does not fulfil other tasks (eg room supervision);
- b. the arrangement of the computers in such a way that the candidates behind and next to each other cannot see each other's screens;
- c. in each room there is at least one back-up computer installed as a full-fledged examination workstation meeting the conditions described in point 1 is available for every 10 candidates, connected to the IT system of the examination center,
- d. d. that the central and local computer administration centers are able to handle vis maior events during the examination, both in terms of personal and material conditions.

The closed IT system operated by the examination center ensures:

- e. the continuous, uninterrupted and secure data transmission between the central administration system and the systems operating at the test sites;
- f. that any unauthorized person other than the responsible staff of the examination center cannot have access to the data of the candidates, the examination tasks and/or taskbooklets, the answer keys and the assessment data, solutions and the assessment, and that the editing and access is logged and archived;
- g. the candidate IDs, the tasks assigned to the candidate, the solutions provided by the candidate and the answer keys are traceably linked for evaluation, analysis and review.

The computer system used for the examination has to ensure that:

- h. the conditions are the same at each examination venue: e.g. the time frame available for the solution is the same and the exam tasks appear in the same way;
- i. a uniform screen diameter of at least 15 "; a keyboard with a character layout specific to the language of the examination, with at least 101 keys with the same keyboard layout per test language is available; the tasks are clearly visible during the exam, the size of the characters used to display the tasks can be

changed according to the candidate's needs; volume can be adjusted during the listening comprehension test;

- j. candidates cannot access any other application (eg other dictionary programmes, text editors, websites) other than the permitted dictionary in the examination interface of the computer;
- k. the candidate is not disturbed by any pop-up window (eg operating system or antivirus update) during the exam;
- l. after the identification and registration, at least one piece of identification data (eg name, code, registration number) is continuously visible on the candidate's monitor during the examination process;
- m. the candidate is able to clearly follow the serial number of the tasks and the time available to complete the tasks and the time remaining until the end of the exam;
- n. immediately after the examination has been completed by the candidate, the computer system makes a digital imprint with a time stamp on the solutions submitted by the candidate.

A computer-based language examination taken on the candidate's own computer (self-computerized language examination) can be held in an examination room accredited for a paper-based exam, in which the candidates have the possibility of drawing electric power, and the table/work surface available for one candidate is at least 1 m wide and 50 cm deep. During the self-computerized language exam, the examination tasks are solved on the candidate's notebook computer through a closed-system examination application provided by the examination center, to which the above requirements apply. In the case of point i above, the requirements of the examination center shall prevail. The examination center inspects the conformity of the examination tool and the installed examination application before each examination event. During the examination event, in accordance with the regulations of AH and the examination center, the examination is supervised at the accredited examination venue by a minimum of 1 invigilator for every 20 examinees, who has been trained to invigilate self-computerized language examinations. In an accredited examination room, an examination can be organized as part of an examination event, only either in paper-based or computer-based format.

2. Principles for (online) computer-based language testing at an individually non-accredited examination venue of the examination center

In the case of online language examinations at an individually non-accredited examination venue, in addition to the implementation of the above relevant principles the examination center :

- a. on its constantly updated information surfaces informs the candidates about the rules and conditions of the online language exams in sufficient detail and accuracy in accordance with the law and in accordance with the regulations;
- b. is responsible for the operation of the computer-based examination system, its access rights and the complete security of the IT system;
- c. defines the roles and responsibilities of the staff involved in the online language test - IT staff, support officers and invigilators - and develops the protocol for the training the involved staff members and performing the tasks;
- d. develops a procedure for vis major cases during the online language examinations and a detailed protocol for the support processes;
- e. in its Internal Rules of Operation and Examination Regulations lays down the detailed procedure to be followed in the event of interruption of the Internet connection at different time intervals for each device used by the candidate; and if the online connection cannot be re-established, it must provide a new examination appointment for the candidate(s);
- f. in its Examination Regulations lays down the rules for breaks during the examination and for leaving the examination room (when and for how long) in such a way that it can only take place after the submission of the completed exam booklet for the given examination part, and only in case if all candidates solve the parts in the same order; in its Internal Rules of Operation details how the examination security is ensured in the above cases.

Before every examination event the examination centre

- g. verifies the candidate's identity by comparing a webcam image with at least one photo ID;
- h. makes sure that the environment presented by the candidate - the individual examination site - meets the requirements and that the candidate's equipment works in accordance with the regulations.

During every examination event the examination centre

- i. constantly checks that no one other than the candidate is present at the examination site and that the candidate does not use unauthorized aids;
- j. ensures and verifies that none of the devices used by the candidate during the examination disturb the candidate (eg call, message sound) and do not allow external assistance solutions (eg virtual machine, remote control); and prevents the possibility of opening other applications and pop-ups;
- k. maintains a continuous online connection to the individual examination site throughout the examination on the devices used in the examination supervision process and provides customer service contact through at least one additional channel;

- l. in order to demonstrate the safety of the examination, makes at least two, minimum 1 FPS full resolution video recordings that include audio recording, too, during the entire examination: the front camera image can be used to continuously check the candidate's position from the shoulder to the top of the head, as well as the candidate's eye movements and behavior; a video taken from an angle clearly shows the candidate's full posture, desk and screen during the examination;
- m. assigns at least one member of staff per 15 candidates trained for the task continuously monitors the activities of the candidates during the examination on at least one camera image during in real examination time;
- n. makes sure that the candidate does not make copies of the examination tasks and solutions either manually or electronically, and does not record the listening texts used to assess listening comprehension, as well as the speaking tests; and excludes the use of screen capture and transmission applications.

After every examination event, the examination centre

- o. stores all the video recordings made according to section I. for at least 90 days, while the voice recordings of oral examinations for 3 years;
- p. complies in all respects with the legislation regulated in the relevant Government Decree on the assessment process, the communication of results, the inspection, the appeal, the review and the conditions for issuing the examination certificate.

CHAPTER III. RENEWAL OF THE ACCREDITATION

CHAPTER III. A. CONDITIONS FOR THE RENEWAL OF THE ACCREDITATION

According to Article 12 of the Hungarian Government Decree No. 137/2008 (hereinafter Decree), an accredited language examination centre is entitled to renewing the accreditation of the language examination centre, of its language examination systems and languages, as well as its examination locations. The request for renewal can be submitted to the Educational Authority by the examination centre in the 24th month from the date of receipt of the concluding document ending the last revision / the last resolution about the renewal of accreditation.

The examination centre has to **annex** the following to the request:

1. the name of the examination centre, the name of the examination system, the list of languages to be renewed, their level, type, specialisation, the list of examination locations to be renewed and to be terminated with their registration number according to the Authority's electronic registration system (hereinafter rex);
2. Declarations about:
 - a. the genuineness of the documents in REX;
 - b. the updating of the examination system's/systems' examiner list in rex, and the examiners are trained and re-trained as prescribed in Article 8, Section (2 g) of the Decree;
 - c. whether the information provided on the websites of the examination centre and the examination locations to be renewed is full and correct;
 - d. the planned and documented inspection of the legitimate operation of the examination locations on the basis of the Examination Regulations by the examination centre.
 - e. the fact that in case of a foreign language exam centre the cooperation agreement has been updated concerning the administration of exams in Hungary and the conditions
3. proof of payment of the administrative proceedings and service fee as prescribed in the Annex 3 to Ministry of Human Capacities Decree No. 12/2013. (II.12.) about the rules of administrative proceedings and service fees in connection with tertiary education and the operation of accredited language examinations, as well as the chart showing the underlying data for calculating the fee (it is possible to request an invoice from the Educational Authority before submitting the request for the renewal of accreditation, indicating the pre-calculated sum on the basis of the above mentioned Decree);
4. the valid statutes/copy of register of the examination centre.
5. apart from the above, upload on the relevant page of rex the renewed version of the valid *Agreement for Cooperation* document between the examination centre and the examination location signed by both parties, regarding each examination location separately.

The request has to be submitted to the Educational Authority in 1 printed copy and on 1 electronic storage media (CD/DVD) in Word and/or PDF formats with exactly the same content in both formats.

CHAPTER III. B. THE PROCESS OF RENEWING THE ACCREDITATION

1. The accredited examination centre submits its request for the renewal of the accreditation according to the AH Chapter III.A 1-4. The Authority inspects whether the request is formally compliant and

- a) in case of a formally compliant request, launches the accreditation renewal process,
- b) in case of missing documents, calls upon the applicant to submit them. If the administrative proceedings and service fee is not paid until the deadline of submitting the missing documents, the request will be rejected.

2. In case of having received a fully documented request, the Educational Authority provides the Examination Centre with the Self-assessment Report customised to its examination systems and languages, which the Examination Centre completes for each language, and provides the required additional documentation. The deadline for submitting the self-assessment report is 20 days from its receipt. Content improvement or rectification is not possible. If the Self-assessment Report is not fully completed by the Examination Centre, the Educational Authority and the NYAT will make a decision on the basis of the available information and data.

3. Members of NYAT / experts pay on-the-spot inspection visits during live examinations at about 20% of the active examination locations (at least 1, up to 10) either during the renewal process, or before the expiry of the accreditation period, during the last examination period, or ask for submission of earlier speaking exam performances' sound recordings.

On the basis of the inspected examinations, the Educational Authority and the NYAT ascertain whether the organisation and the safe administration of the examinations, as well as the assessment of speaking examinations are satisfactory.

The overall expert report on the concurrent review will be part of the final documentation of the renewal application and its experience will be part of the renewal decision.

4. On the basis of submitted documents, the NYAT examines whether the operation of the examination centre meets the requirements prescribed in the Decree and Chapter II., points 1-6. of the Accreditation Manual. The Authority examines whether the operation of the Examination Centre is satisfactory, that is whether the cooperation between the examination centre and its examination locations is properly documented and safe, and whether the information provided about the examinations is full and valid.

On the basis of the above, the NYAT makes a resolution and issues a Summarised Board Report on the renewal of the accreditation regarding the examination centre, the examination systems and the examination languages.

The operation of the examination centre does not meet the requirements prescribed in the Decree and Chapter II., points 1-6. of the Accreditation Manual

if the examination centre infringes legislation with serious offences or professional malpractice.

5. The Authority makes a decision about the renewal of the accreditation, or imposes conditions in connection with the further operation. The Educational Authority in his resolution

- a) renews the accreditation for each requested examination system, examination language and examination location for 24 months;
- b) renews the accreditation for some requested examination systems, some requested examination languages or some requested examination locations for 24 months, while at the same time imposes conditions in connection with the further operation of some requested examination systems, some requested examination languages or some requested examination locations;
- c) suspends or terminates the operation of the examination centre and its examination systems.

CHAPTER III. C. SELF-ASSESSMENT REPORT

The form provided here will be sent to the Examination Centre by the Authority, customized according to the contents of the examination centre's application for renewal of accreditation, the number of the applicant's examination systems and languages, as well as the number of candidates. The Self-assessment Report (SR) and its annexes have to be submitted to the Educational Authority in 1 printed copy and on 1 electronic storage media (CD/DVD) in Word and/or PDF formats with exactly the same content in both formats.

Each examination centre must answer questions 1-7 on the examination centre, as well as questions 1, 2 and 4, regarding examination systems and languages. The exact details of the documentation to be submitted regarding the remaining points will be determined by the customized SR.

i Please write your answers into this form, unless a separate appendix is indicated. The appendices, both the online and printed formats, should be given standardized names and attached separately. In the case of several languages, the appendices belonging to one particular language can be put into one folder or written onto on CD.

Name of examination centre:

Period monitored:/.... –/.... (year/month – year/month)

QUESTIONS REGARDING THE LANGUAGE EXAMINATION CENTRE

When filling in the chart, please give answers that are brief and to the point.

1. INFORMATION

- a. What forms of information are applied by the examination centre?
- b. How has the examination centre developed its forms of information in the past two years?
- c. What measures have been taken to guarantee that correct and exhaustive information can be found on the websites of the exam sites? How are such content monitored?

2. MONITORING

- a. Attach the annual plan of the examination centre, in a clear tabular form, developed to monitor its exam sites for the year
- b. Name of the appendix: **1_02_MONITORING_„EC“**
- c. Briefly describe the way monitoring was carried out. What general conclusions have the examination centre come to?
- d. What measures were necessary as a result of monitoring?

3. INSPECTION (looking at test papers)

- a. What percentage of candidates asks for inspection? Has there been a change regarding this percentage?
- b. What experiences have been gained on the basis of these inspections?
- c. Have there been irregularities during these inspections? If yes, how did the examination centre treat these cases?

4. REASSESSMENT

- a. What percentage of candidates asked for the reassessment of a measurement unit? What percentage of them asked for reassessing their performance at the oral exam?
- b. How were the scores given by the original two assessors changed by the third assessor?

5. EXAM FRAUD

- a. How many cases of exam fraud (using illegal equipment, information exchange, different person) have been registered annually and for what reasons?
- b. Has the examination centre introduced any new measures to prevent exam fraud? If yes, please give information.

6. TRAININGS

i Forms of training can be: individual or group, online or personal. The information should contain the aim and content of the particular trainings.

- a. Does the examination centre organize the trainings according to languages or examination systems?
- b. In a tabular form, please summarize the initial and further training courses organized during the inspected examination period, describe the form of training, its content, the participants and their number.

Name of appendix: 1_06_TRAININGS „EC“

- c. What experiences have you gained from the above trainings? (organizational difficulties, participation, usefulness)

7. EXAMINERS

- a. How does the examination centre control the work of assessors and interlocutors and how do examiners receive feedback on the results of the control?
- b. How does the examination center make use of the experience of inspections and how does it integrate them into examination training?

QUESTIONS REGARDING THE OPERATION OF THE EXAMINATION CENTRE AND THE OPERATION OF ITS EXAMINATION SYSTEM(S)

1. EXAM DEVELOPMENT, GENERAL DOCUMENTATION

 Please briefly describe all the changes regarding the content, organization, administration, assessment, etc. of the exams during the inspected examination period.

- a. What parts of what system/systems are affected?
- b. The essence of the development(s)
- c. The results of the development(s), experiences gained:
- d. Has the examination centre updated the general documentation with the changes that were initiated during the exam period reviewed? Please list the documents affected, where and what changes were introduced.

2. COOPERATION BETWEEN THE EXAMINATION CENTRE AND ITS EXAM SITES, ORGANISING AND CONDUCTING EXAMS

- a. Please provide brief information about the changes concerning the cooperation with the exam sites during the period reviewed.
- b. Please provide brief information about the changes concerning organising and conducting exams during the given period.
- c. Has the examination centre updated its basic documents with the changes related to points **a.** and **b.** during the given period? Please list the documents affected, where and what changes were introduced.

QUESTIONS REGARDING THE EXAMINATION SYSTEMS AND THE LANGUAGES RESPECTIVELY

..... examination system, language

2. EXAM ADMINISTRATION

i The requirement of identification means that the coding used for the purposes of calculation and analysis must be clear and understandable for an outsider expert/assessor, that is, the concrete items, tasks and tests appearing in the various calculations and analyses should be easily recognizable. The pair of raters should be coded in a similar manner.

The appendices should include all the statistical calculations described in Section C of the Procedural Requirements (AH) regarding live tests (if applicable), together with their written analysis and the conclusions drawn.

In case the tasks used for the live exam are selected from an item bank developed on probabilistic basis, the appendix should include the fit statistics used to determine the final score

Live tests do not have to be handed in here as they are in the appendix belonging to Point 6.

In the following calculations, analyses and declarations every item, test, examiner and rater must be clearly recognizable, while the statistical and qualitative procedure(s) must be understandable and relevant. Detailed analyses must be attached as a separate document. Foreign examination centres should provide the data, calculations, analyses and their interpretations that were produced at the Hungarian exam sites.

3.A

Please describe the qualitative analyses of the results of live test administration and the conclusions drawn on the basis of their posterior interpretation.

Please attach a declaration on where and with how many participants were the tasks/tests used at the live exam pretested or the tests of what former examination period were used.

Selected examination period(s):

Name(s) of the appendix(es):

2_03_OPERATION_„EC“_gen/...spec_lang_11/21_„LANGUAGE“_„LEVEL“

3.B

Please describe the statistical and qualitative analysis of the live tests and the conclusions on the basis of their posterior interpretation. Furthermore, please describe the quality assurance procedures applied in the case of examiners/raters of subjective skills. Provide a detailed overview about the lessons and conclusions drawn on the basis of the reliability indices and other statistical analyses and their consequences.

Please attach a declaration on where and with how many participants were the tasks/tests used at the live exam pretested or the tests of what former examination period were used.

Selected examination period(s):

Name(s) of the appendix(es):

2_03_OPERATION_„EC“_gen/...spec_lang_1I/2I_„LANGUAGE“_„LEVEL“

4. TEST VERSIONS

i One appendix should contain the different versions of each examination system and language. It is recommended to use an Excel file and use a separate worksheet for each examination system and language. On the basis of its registry the Language Accreditation Centre/Board may conduct random inspections.

To check the test versions during the inspected examination period, please hand in your records developed on the basis of question one in Point VIII. of the IRO regarding the tests completed in writing for each level.

Name of appendix: 2_04_TESTVERSIONS_„EC“

5. ORAL TASKS

Please explain the way you meet the requirements described in the AH chapter entitled Requirements concerning the application of speaking tasks, according to which: „Every year at least 20 per cent of the examination tasks related to assessing oral skills have to be changed as regards each task type, unless a different set of examination tasks are used on each examination day and at each examination event

within a given year." Please present (in an attached form) how the oral tasks (including mediation) changed in the past two years.

Name(s) of the appendix(es):

2_05_ORAL_„EC“_gen/...spec_lang_1I/2I_„LANGUAGE“_„LEVEL“

6. STANDARDISATION

i The document should not be a general description, but a presentation of the concrete procedures connected to the examination period selected by the examination centre with respect to the level indicated by the self-assessment report. See also the requirements of the AH in the document: Linking the language examination to the CEFR relevant to the existing examination systems

Please describe the procedures of linking the tests to the CEFR applied during the examination period selected within the inspected two-year period (in an attached word document which is at least two pages, but no more than 5 pages long). Explain the phases of familiarization, specification, standardization and internal empirical validation paying special attention to the numbers prescribed by the AH.

Level selected:

Name of appendix:

2_06_LINKING_„EC“_gen/...spec_lang_1I/2I_„LANGUAGE“_„LEVEL“

7-8. CONTENT VALIDITY AND TOOLS FOR ASSESSMENT

To assess the content validity of the tests, every task belonging to the following examination periods and people should be handed in, together with their assessment. The package should contain the test, the answer sheet (if it is separate), **the candidate performances**, the answer keys, the assessment guide, the assessment, the description of the method used to formulate the final score for the given test paper, the audio files and their scripts, the accurate sources of the texts used, the scoring sheets of the oral examiners and the tasks used for the oral exam.

Name(s) of the appendix(es):

2_07_CONT_VAL_„EC“_gen/...Spec_lang_1I/2I_„LANGUAGE“_„LEVEL“

9. LANGUAGES WITH SMALL NUMBER OF CANDIDATES

Summarize on maximum one page the experiences gained with respect to the exams conducted during the inspected two-year period (test development, number of candidates, success rate of exams, etc.). Please describe how the examination centre ensured the proper conduct of the exams and met the same standards and regulations that apply to the other languages in spite of the small number of candidates, examiners and exam developers.

Name(s) of the appendix(es):

2_09_LESSFREQUENTLANG_„EC“_gen/...spec_lang_11/21_„LANGUAGE“

CHAPTER IV. ACCREDITATION PROCEDURES AND THEIR DOCUMENTATION

During the accreditation procedures, the submitted applications are examined by experts commissioned by the Educational Authority. Based on the expert opinions, the Accreditation Board for Foreign Language Examinations makes a proposal to accept or reject the application, and on the basis of the proposal the Educational Authority makes a decision. The Educational Authority notifies the applicant about the result of the assessment within 60 days.

CHAPTER IV. A. ESTABLISHING A NEW LANGUAGE EXAMINATION CENTRE

The conditions governing the operation of the examination centre are regulated by the Accreditation Manual Chapter I.A.

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each formats.

The application must include proof of payment of the accreditation fee in accordance with Decree 12/2013. (II.12.) of the Ministry of Human Capacities Regulation.

The following application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

[Application form for accrediting a new language examination centre \(in Hungarian\)](#)

CHAPTER IV. B.

ESTABLISHING, EXPANDING OR CHANGING EXAMINATION LOCATIONS/ROOMS

The conditions governing the operation of examination locations are regulated by the Accreditation Manual Chapter I. C., D. and E. The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each format. The application must include proof of payment of the accreditation fee in accordance with Decree 12/2013. (II.12.) of the Ministry of Human Capacities Regulation.

The following relevant application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

[Application form for establishing a new examination location \(in Hungarian\)](#)
[Application form for expanding examination locations/rooms \(in Hungarian\)](#)
[Application form for changing examination locations/rooms \(in Hungarian\)](#)

CHAPTER IV. C.

THE ACCREDITATION OF A NEW LANGUAGE EXAMINATION SYSTEM

The conditions governing the operation of the language examination systems are regulated by the Accreditation Manual Chapter II.

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each format.

The application must include proof of payment of the accreditation fee in accordance with Decree 12/2013. (II.12.) of the Ministry of Human Capacities Regulation.

The following application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

The Educational Authority will inspect the operation of the examination system within 30 days after one year (365 days) of operation from the original accreditation (see. AH I. F.).

[Application form for the accreditation of a new examination system making \(in Hungarian\)](#)

CHAPTER IV.D. THE EXPANSION OF AN EXAMINATION SYSTEM

The examination system accredited according to 5.§ 1(c) of the Ministry Of Human Capacities Decree 137/2008 (V. 16.) can be expanded with further language(s) and level(s). If the examination centre intends to expand its already accredited system, in the course of a supplementary accreditation procedure it must justify that that the test papers developed for the new language or level suit the already accredited examination system, their development has happened in the same way as the one of the test papers of the already accredited system, and that the centre employs enough trained examiners necessary to operate the expanded system.

1. THE EXPANSION OF AN EXAMINATION SYSTEM TO INCLUDE A NEW LANGUAGE

In case of expanding the examination system with a new language, a monolingual system can only be expanded in a monolingual structure, a bilingual system can only be expanded in a bilingual structure.

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each format. The application must include proof of payment of the accreditation fee in accordance with Decree 12/2013. (II.12.) of the Ministry of Human Capacities Regulation.

The following application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

Application form for the accreditation of a new examination language (in Hungarian)

2. THE EXPANSION OF AN EXAMINATION SYSTEM TO INCLUDE A NEW LEVEL

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each format. The application must include proof of payment of the accreditation fee in accordance with Decree 12/2013. (II.12.) of the Ministry of Human Capacities Regulation.

The following application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

Application form for the accreditation of a new examination level (in Hungarian)

CHAPTER IV. E. MAKING BILINGUAL EXAMINATIONS MONOLINGUAL

In case of examination systems that were originally accredited as bilingual, the examination centre operating the exam may request the transformation of its system into monolingual, to run a monolingual version of the exam at the same time. According to the legal provisions in force, the Educational Authority and the Hungarian Accreditation Board for Foreign Language Examinations treats each request to make a bilingual exam monolingual individually. To launch the procedure, the required documents should be submitted to the Educational Authority.

The request can only aim at the necessary changes for making bilingual examinations monolingual (omitting mediation, giving the instructions and prompts in the target language). The changes that are not directly in connection with making a bilingual examination monolingual are considered modification of the examination system.

The documents required for launching the procedure have to be submitted in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format, with exactly with the same content in each format.

The request can only aim at the necessary changes for making bilingual examinations monolingual: omitting mediation, giving the instructions and prompts in the target language. Changes that are not directly in connection with

making a bilingual examination monolingual are considered modification of the examination system.

Making a bilingual system monolingual can be initiated by submitting an application.

The examination centre can request making its already existing bilingual examination monolingual by submitting an application form. The following relevant application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

[Application form for making bilingual examinations monolingual \(in Hungarian\)](#)

CHAPTER IV. F. MODIFICATION OF AN EXAMINATION SYSTEM

According to Article 9 Section (3) of the Government Decree 137/2008. *'if the language examination centre intends to modify any element of the language exam system, it has to submit a related application to the Authority'*. The intention of modification is *indicated by sending a **modification plan** to the Authority* prior to submitting the application. The application for the modification can be submitted in a year's time after the original accreditation the earliest. The modification of a non-Hungarian language examination system can only be initiated by the non-Hungarian examination provider (the owner of the language examination system) via its Hungarian centre.

The planned modification has to be justified in details. The Authority invites NYAT to assess the modification plan on the basis of **(a)** legislation, **(b)** the Accreditation Manual, **(c)** the international theoretical and practical achievements in language assessment, as well as the degree and the professional justification of the modification. The Authority decides on which one of the following three procedures to apply:

- 1) The examination centre **is subject to a reporting obligation** and informs the Authority about the date and method of introducing the modifications which were accepted by NYAT on the basis of the plan and are also in accordance with the plan.
- 2) The examination centre **submits an application for modifying the system** determined by the Authority based on the plan and submits documentation verifying the modification.
- 3) If the modification plan of the examination system affects the originally defined construct, the examination centre **submits an application for accrediting a new examination system**. The examination centre can apply for accrediting a new examination system as defined in the Accreditation Manual Chapter II., and the Application form for the accreditation of a new language examination system and its required appendices are to be attached (Accreditation Manual Chapter IV. C.).

The documentation of system modification required for launching the process has to be submitted to the Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each format. In every case, the documentation supporting the system modification has to include the list of all changes and their justification, as well as the updated Official Exam Specifications. Further details of the documentation will be determined by the Authority based on the modification plan. The following documentation can be required :

- two new sample tests (oral and/or written),
- guidelines for item writers and examiners,

- CEFR standardisation documents,
- reliability statistics in connection with the sample tests,
- performance samples,
- justification of construct stability.

In case of operating a monolingual and a bilingual examination system in parallel, the system modification can only be applied for simultaneously. The modified examination system cannot operate simultaneously with the original system, it will replace it.

The Accreditation Board may require additional documentation on the sub-tests affected by the modifications with reference to points **(a)**, **(b)** and **(c)**, as well as the degree and professional justification of the modification(s). The Authority will notify the applicant about its decision within 60 days.

All of the changes below (such as Accreditation Manual IV E. : *Making Bilingual Examinations Monolingual*; Accreditation Manual IV H. : *The Accreditation of Computerized Examination Format*; Accreditation Manual IV G.: *The Accreditation of An Exam Profile*) are changes to the Examination System that can be applied for by submitting a modification plan at least one year after the original accreditation of the Examination System the earliest.

CHAPTER IV. G. THE ACCREDITATION OF AN EXAMINATION PROFILE

Including a new profile into an already existing examination system means the modification of the system that can be initiated by submitting a modification plan (see AH IV. E.), after one year after the successful accreditation of the examination system the earliest.

If the examination centre intends to include a new profile into the examination system, it has to prove that the test papers developed for the new profile suit the already accredited examination system, their development has happened in the same way as the one of the test papersts of the already accredited system, and that the centre employs enough trained examiners necessary to operate the new profile. In the case of expanding the system with a new language, the monolingual examination systems may be expanded in the pattern of a monolingual examination, while the bilingual system in the pattern of a bilingual examination. Prior to the introduction of the examination profile, the examination centre must conduct a needs analysis and attach its results to the application.

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each format.

The following application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

Application form for the accreditation of an examination profile (in Hungarian)

CHAPTER IV. H. THE ACCREDITATION OF COMPUTERIZED EXAMINATION FORMAT

The accreditation of a computerised examination format can happen **in accordance with point II. A. 7.** in the course of the following procedures:

- accrediting a new examination centre and new examination locations for computerised examinations (see Accreditation Manual I., and IV.A, B., H.),
- accrediting a new computerized examination system (see Accreditation Manual I., II., and IV.A, H.),
- transforming an already operating, paper-based examination system into a computerized examination system, or to supplement it with a computerized format (see Accreditation Manual IV.D. and IV.H.).
- **supplementing an already existing computer-based examination system with the accreditation of online language examinations at an individually non-accredited examination location (Id.: AK IV. H.)**

In all four cases, along with the relevant applications you must complete the form below. A signed and stamped Declaration is attached to the application to declare the acknowledgement and commitment to apply the *Principles for computerized examinations* (AH II. A. 7.). Before organising computerized exams on their premises, an accreditation procedure is required for every examination location and room where this happens.

The following application form has to be submitted with the required annexes. The official language of the accreditation process is Hungarian, so the application form must be submitted in Hungarian.

Application form for the accreditation of computerized examination format (in Hungarian)

In addition to the relevant applications, the relevant form(s) below must be completed. In order to organize a computer-based examination, an accreditation procedure always has to be carried out with regard to the examination locations. To apply for self-computerised examinations in examination rooms accredited for paper-based examinations, you have to submit the *Application for the accreditation of computerised examination format* form above. The additional annex requested in point 5.2 should also be submitted.

An application for an online language examination can only be submitted by an examination center which operates an accredited computer-based examination system. An examination center which does not have a computer-based language examination system may at the same time submit an application for supplementing it with a computerized examination format and for a language examination at an individual examination location (online).

Application form for the accreditation of (online) language examinations at an individually not accredited examination location (in Hungarian)

DOCUMENTS FOR LANGUAGE EXAMINATIONS AND CEFR LINKING

Common European Framework of Reference for Languages (CEFR) (2001). Council of Europe.:

<https://rm.coe.int/1680459f97>

Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Descriptors (2018). Council of Europe.:

<https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>

Manual for Language Test Development and Examining (2011). ALTE

<https://rm.coe.int/manual-for-language-test-development-and-examining-for-use-with-the-ce/1680667a2b>

Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). A Manual.

(2009). Council of Europe.: <https://rm.coe.int/1680667a2d>

Reference Supplement to the Preliminary Pilot Version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. DGIV/EDU/LANG (2004) 13. Strasbourg.)

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