

Italian



Università per Stranieri di Perugia

INDEX

Introduction to Università per Stranieri di Perugia (USP)	2
CELI 1 Reading Comprehension	7
CELI 1 Listening Comprehension	16
CELI 2 Reading Comprehension	25
CELI 2 Listening Comprehension	36
CELI 4 Reading Comprehension	53
CELI 4 Listening Comprehension	





Introduction to Università per Stranieri di Perugia (USP)

Of all the Italian institutions which conduct research into the teaching and acquisition of the Italian language and which foster knowledge of the Italian language and culture, the Università per Stranieri di Perugia (USP) is the oldest and most prestigious.

The Università per Stranieri di Perugia (USP) started with a number of summer courses in advanced culture studies, which were held at Perugia in 1921. For several decades it was run with the status of Public Institute of Higher Education under special administration.

In 1992 it was appointed a University in its own right comprising a Faculty of Italian Language and Culture and special Centres of research as the Centre for Assessment and Language Certification.

The Faculty of the Italian Language and Culture of the Università per Stranieri di Perugia offers several University Diploma Courses both for Italian and foreign students as well as courses in Italian language and culture for foreign students; the Università per Stranieri di Perugia offers also Postgraduate and Refresher Courses for teachers of Italian as a second language.

The Research Centre for Assessment and Language Certification. Origins, Development and Current Situation

Compared with other more widely spoken languages, tests and examinations in Italian as a foreign language are a fairly recent development. This results from the relative lack of linguistic analysis and descriptive research applied to the Italian language, at least until the late 1980s, when compared to other European languages. Additionally, it was not until the last decade or so that the testing of Italian as a foreign language became the subject of more extensive, systematic research programmes. Italian Linguistics has a strong philological, theoretical tradition, but very little interest has been shown towards areas of research connected with Applied Linguistics – a subject which only recently has been included among the linguistic disciplines studied within the Italian university system.

The Certification program of the Università per Stranieri di Perugia has its origins in Italy in 1987. The two levels of language proficiency certified at that time represented an advanced proficiency phase in the learning process.

In 1993 a new phase started. An agreement was signed between the Università per Stranieri di Perugia and the Ministry of Foreign Affairs, whereby the Ministry agreed to officially recognise the Certification of the Università per Stranieri di Perugia. Furthermore, the Ministry of Public Education now recognises the certificates awarded by the Università per Stranieri di Perugia and an important agreement has recently been signed between this Ministry and the Università per Stranieri di Perugia.



Since 1993, the Centre for Assessment and Language Certification of the Università per Stranieri di Perugia has been producing and distributing five levels of Italian examinations: CELI1, CELI2, CELI3, CELI4 and CELI5. CELI is an acronym for Certificate in Italian as a Foreign Language (Certificato di Conoscenza della Lingua Italiana). Since 1983 the CELI examinations have been distributed all over the world. There are around 160 examination Centres for the administration of CELI exams, the majority of which are situated in Italian Cultural Institutes in foreign countries.

The CELI examinations assess the knowledge of general Italian and are not intended as test of Italian for specific purposes; they are administered twice a year, both in Italy and abroad, in June and November.

The scale adopted is a five level proficiency scale starting from an elementary level (CELI 1) rising to an advanced level (CELI 5). This level system has been linked to the framework of the association of Language Testers in Europe (ALTE-1991) and based on the approach and the specifications outlined in the Council of Europe's Common European Framework of Reference (2001), ranging from A2 to C2 on the CEFR scale.

Each examination comprises different components according to the four basic skills: reading, writing, listening and speaking. Skills are assessed not only in isolation, but also in an integrated way, reflecting how they occur in the reality of communication.

Starting from level 3 a specific 'language structure' component was introduced to assess knowledge of grammatical and lexical elements.

Test results are reported in terms of a grading scale A-E with A-C considered as passing grades and D and E as unsatisfactory (Fail).

More than 60.000 candidates that have taken the CELI examinations all over the world. The most popular level in the CELI proficiency scale is level 3 (CELI3), based on learning objectives indicated by level B2 in CEFR; from 1998 onwards the great majority of CELI candidates take the tests between level 2 and level 4.

The CELI Proficiency Scale

Initially the CELI proficiency scale was developed intuitively, according to subjective criteria based partly on the experience of teachers of Italian as a second language and partly on the descriptive categories reported in grammars of Italian and lexical lists. The effectiveness and consistency of the categories described was verified with teachers of Italian abroad during seminars and refresher courses.

The CELI scale is based on a criterion referenced approach to test rating. In 2004 the increase in the number of candidates over the last two years persuaded the University to provide the Centre with enough funds to start a systematic validation of examination results.

Within the CELI proficiency scale, all the level descriptors have been formulated in a transparent way in order to be understood by non specialists. They were intended to describe what is being tested in terms of operations, tasks and the degrees of skill in performing those tasks.

Several publications and a comprehensive web site (<http://certificazione.unistrapg.it>) show to candidates how the system works.

The Development Process

The Centre for Assessment and Language Certification has to deal with all the aspects involved in the production and administration of the exams.



A team of expert teachers on the staff of the Università per Stranieri di Perugia has been appointed to select the materials and to write the test items. The specifications for each component of each examination provide a clear definition and detailed description of what is being tested (in terms of construct and test content).

The item writers apply the ALTE Checklists, as well as the CEFR scales (Chapter 4 and 5), to the process of selection of suitable material for the intended exam from a wide range of authentic sources: newspapers and magazines, brochures, forms, contracts, advertisements, radio items, books, etc.

They participate also in the editing process, which is led by team leaders. During the editing process the item writers work with the team leaders to check the quality of the material and items produced and make any necessary changes. All the unsuitable, problematic or weak material or items are rejected.

Items writers and team leaders have to check also that the materials selected are compatible with the cultural, social and religious background of candidates

The item writers have to ensure that the key, rubric, tapescript, etc. are accurate and comprehensive.

Item Types

Items types are selected on the basis of the operations to be tested.

The examination papers keep a good balance between objective tasks (multiple-choice, multiple-choice gap-filling, gap-filling, matching, editing, information transfer, sentence transformation) and subjective tasks (composition, guided composition, essay, summary, open ended question, guided conversation) offering also a good range of item types suitable for different cultural and cognitive backgrounds.

Test Administration

The CELI exams are administered by the Examination Centres according to strict procedures described in the Regolamento by the Centre for Assessment and Language Certification of the Università per Stranieri di Perugia.

The Marking Process

All the candidates' papers are sent back to Perugia from the Examination Centres and marked centrally at the Centre for Assessment and Language Certification. The examiners are either external teachers of Italian L2 trained for the job or personnel working under the guidance of team leaders; objective tests are marked by optical mark readers. The writing components are marked on the basis of specific rating scales and sample scripts.

Rating Scales for Writing

These scales incorporate descriptors on the basis of four assessment criteria: vocabulary control, grammatical accuracy, socio-linguistic appropriateness, coherence.

Standards for each criteria have been described on a scale from 1 to 5 (where 5 is 'very good' and 1 is 'very weak')

Rating Scales for Speaking

The speaking component is marked locally by trained examiners (generally teachers of Italian abroad) following specific rating scales. Marks are recorded on registers and sent to Perugia. The rating scales use descriptors involving four assessment criteria: vocabulary



control, grammatical accuracy, socio-linguistic appropriateness, pronunciation; standards for each criteria are described on a scale from 1 to 5 (where 5 is 'very good' and 1 is 'very weak').

Training for Examiners

For written papers, marking schemes and sample scripts are discussed by team leaders and examiners in order to standardise marking. For the speaking component special videos are produced and training involves examiners attending a special training course in Perugia. Team leaders or external consultants give regular seminars in Italy and abroad to ensure the standardisation of the assessment to the maximum possible degree

Statistical Analysis

The Università per Stranieri di Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:

1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).
3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.



CELI 1 Reading Comprehension	7
CELI 1 Listening Comprehension	16





CELI 1 Reading Comprehension

General information

Background to the Examination

CELI 1 is a general Italian qualification, which is part of the main-suite examinations of the Università per Stranieri di Perugia. Set at level A2 of the CEFR, CELI 1 assesses the candidate's ability to cope with everyday written and spoken communications at a basic level. CELI 1 is designed for learners who have basic Italian skills, of the kind needed when travelling in a foreign country.

Candidature

CELI 1 is taken by around 500 candidates per year at 40 Examination Centres in 16 countries. Around 29% of CELI 1 candidates are aged under 18 and 37% are between 18 and 27 years of age. The remaining 34% are over 27.

Structure of the test

CELI 1 tests the skills of Reading, Writing, Listening and Speaking. Listening and Speaking are equally weighted at 30% each, reflecting the importance of oral skills for communication at A2 level; reading is weighted at 25% due to the importance attributed to understanding signs, notices, instructions and so on and to coping with everyday life situations. As a result of the importance attached to the other skills, the writing component is only weighted 15%. CELI 1 is administered in three separate papers: Paper 1, Reading and Writing, Paper 2, Listening and Paper 3, Speaking. There are two possible grades in CELI 1: pass and fail. Results are based on the candidate's aggregate scores across the four skills.

Celi 1 reading and writing paper

The paper has a fixed format, with Part A (from A.1 to A.5) testing reading skills through a variety of texts ranging from very short notices to longer continuous texts. Candidates are assessed on their ability to understand written Italian at word, phrase, sentence, paragraph and whole text level. CELI 1 candidates should be able to understand the main message, and some detail, of a variety of short factual reading texts: for example, signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newspapers and magazines. Other tasks on the paper include: A.1 - reading for gist, understanding of real-world notices, timetables, instructions, menus, signs etc. (binary choice); A.2 - reading for gist or detailed understanding of factual information contained in announcements, advertisements, short letters (multiple matching task); A.3 - reading and identifying appropriate meaning (matching two parts of a sentence) and A.4 - reading and identifying appropriate functional responses (matching questions and answers).



Task A.5

This task focuses on reading for understanding and main ideas and some additional information. The texts used can vary from various types of advertisements, to short informal communications and short news items or letters. The task adopts a three-option multiple-choice format. The texts come from authentic sources, but are occasionally adapted to make them more accessible to candidates at this level. The texts may include some vocabulary which is unfamiliar to candidates, but this should not interfere with their ability to complete the task.

Reading (CELI 1)

Test to be analysed	CELI 1 (Certificato di Lingua Italiana – Livello 1) Paper 1
Target language	Italian
Task	Reading component (Part A.5) Items 1-5 (These items were taken from the June 2002 administration.)
Rubrics	Target language
Items	Target language
Time to do total test	2 hrs. (time allocated for both reading and writing components)
Target levels	CEFR A2
	ALTE 1
Age-group sector	Teenagers and adults
Domain	Public domain
Communicative activities:	
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary and some international words.
Reading for information and argument	Can recognize the general meaning and specific information in simple written materials, such as notices, short letters, advertisements, brochures and short newspaper articles describing events.

Mark Distribution

Each of the items in part A.5 (5 items) carries two marks and the task represents 30% of the total grade for the test. All 23 other items in the test carry one mark. Total (final) score is reported on a scale of 0 - 30.

Effective level

The University of Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:



1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).
3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.

Performance of this task (part a.5, items 1-5)

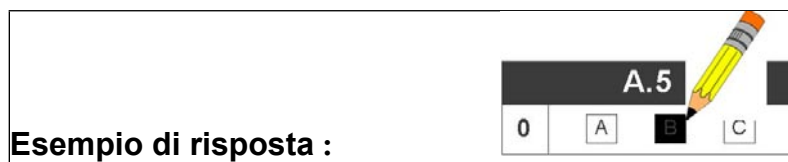
This was the most challenging task in this test. All items worked well and mean p was 0.65. Candidates found some questions, particularly 1 and 2, slightly easier.



Reading Items

Instructions to candidate:

A.5 Leggere i testi da 1 a 5. Indicare nel **Foglio delle Risposte**, vicino al numero del testo, la lettera A, B o C corrispondente alla risposta scelta.



All 5 items, each one relating to its own text, are multiple choice format. The language of the text itself is (only) occasionally adapted for A2 level comprehension. The language of the items is suitable for A2 level comprehension. Facilities and discrimination indices are provided. All statistical information is based on a sample candidature of at least 200.

Item 1

1	Elio: “Ricordo la prima vacanza a 16 anni, in giro per le isole Eolie: per me, che sono di Messina, non è stato un grande viaggio. Ma allora mi è sembrato di essere arrivato in America. Con tre amici (anche una fidanzatina) abbiamo girato, abbiamo anche dormito in tenda, abbiamo vissuto in un’atmosfera elettrizzante! Tanti anni dopo sono tornato là a cercare i sapori e i colori di quella vacanza, ma non ho più respirato quell’atmosfera”.	
Elio		
	<input type="checkbox"/> A	descrive una vacanza in campeggio
	<input type="checkbox"/> B	ricorda le emozioni di una vacanza
	<input type="checkbox"/> C	parla di un viaggio tra Messina e l’America



Item 2

2	Volete organizzare una cena romantica? Comprate una ventina di candele di piccole dimensioni che poi metterete in bicchieri di vetro, anche di forma diversa, insieme a foglie verdi. Staranno bene qua e là sulla tavola.	
	Il testo offre consigli per mettere sulla tavola	
	A	bicchieri e bottiglie
	B	foglie e fiori
	C	candele

Item 3

3	Sono impermeabili: le tenete sotto la pioggia poi le scrollate e sono buone come prima. Si aprono e si ripiegano con facilità. Stanno bene in tasca. Le piante turistiche della De Agostini segnano un bel passo avanti nella concezione di queste umili eppure grandi compagne dei nostri spostamenti.	
	Il testo descrive	
	A	un abito impermeabile
	B	una cartina turistica
	C	un libro tascabile

Item 4

4	<i>Abruzzo: escursioni nella natura, gastronomia, itinerari artistici, il mare...</i>	
	<p>Mercoledì 6 maggio</p> <p>Martinsicuro ore 20.30 - Prenotazione obbligatoria - 30 Euro</p> <p>La più antica preparazione dei marinai abruzzesi nella interpretazione di un grande ristorante storico di Martinsicuro.</p>	
Va a Martinsicuro chi vuole		
	A	conoscere le tradizioni dei marinai
	B	visitare un locale storico
	C	mangiare un piatto di antiche origini marinare



Item 5

5	Per decisione dell'autorità europea, i nuovi carnet di assegni in euro sono diversi da quelli in lire per colore e disegno. I vecchi carnet in lire devono essere consegnati in banca o distrutti. E' vietato anche correggere i vecchi assegni in lire e trasformarli in euro.	
Il testo contiene spiegazioni su come		
	A	scrivere un assegno in euro
	B	comportarsi con i carnet di assegni in lire
	C	trasformare i vecchi assegni in lire



Content analysis

Reading component

The time allocated to the complete test paper (paper 1) is 120 minutes. (Paper one consists of reading and writing tasks.) No time allocation is specified for individual tasks/components within the test.

Text Characteristics:

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors).

Test to be analysed	CELI 1 (Paper 1) Reading
Analysts	FSP, GB, FP
Task	A.5 – Items 1-5
Skill	Reading
Rubric in L1/Target language	TL
Item in L1/Target language	TL
Target language	Italian
Time to do total task	Not specified (total test 120m)
1. Text source	Magazines, newspapers, brochures, various types of advertisements. Short news items or letters.
2. Authenticity	Adapted / occasionally simplified
3. Discourse type	Descriptive, instructive
4. Discourse subtype	Short letters, announcements, advertisements
5. Domain	Personal, public
6. Topic	Various (house and home environment, free time and entertainment, etc.)
7. Nature of content	Mostly concrete
8. Text length	Max 70 words per text (5 texts)
9. Vocabulary	Frequently occurring
10. Grammar	Simple structures
Comprehensible by learner at CEF level	A2



Item Characteristics:

Item 1

Item type	MCQ - three options
Operations involved in answering	Recognize and retrieve information relating to the main meaning of the text.

Item 2

Item type	MCQ - three options
Operations involved in answering	Recognize and retrieve explicitly stated information.

Item 3

Item type	MCQ - three options
Operations involved in answering	Recognize and retrieve explicitly stated information.

Item 4

Item type	MCQ - three options
Operations involved in answering	Recognize and retrieve information relating to the communicative purpose of the text.

Item 5

Item type	MCQ
Operations involved in answering	Understand main meaning and argument expressed in the text

Answer Key

- 1 – B
- 2 – C
- 3 – B
- 4 – C



Statistical Report

Statistical Report (Whole Task)

mean facility (p)	0.65
mean discrimination	0.40
Mean item total (Biserial)	0.53

Statistical Report (Individual Items)

	item 1	item 2	item 3	item 4	item 5
Facility (p)	0.75	0.84	0.51	0.61	0.55
Discrimination (i.d.)	0.32	0.27	0.46	0.49	0.48
Point Biserial (Pb)	0.49	0.51	0.54	0.56	0.56
Sample size	>200				



CELI 1 Listening Comprehension

General information Listening Comprehension CELI 1

Background to the Examination

CELI 1 is a general Italian qualification, which is part of the Università per Stranieri di Perugia main-suite examinations. Set at level A2 of the CEFR, CELI 1 assesses the candidate's ability to cope with everyday written and spoken communications at a basic level. CELI 1 is designed for learners who have basic Italian skills, particularly those needed when travelling in a foreign country.

Candidature

CELI 1 is taken by around 500 candidates per year in 16 countries, at 40 Examination Centres. Around 29% of CELI 1 candidates are under 18 and 37% are between 18 and 27 years of age. The remaining 34% are over 27.

Structure of the test

CELI 1 tests the skills of Reading, Writing, Listening and Speaking. Listening and Speaking are equally weighted at 30% each; reading is weighted at 25% and writing at 15%. CELI 1 is administered in three separate papers: Paper 1, Reading and Writing, Paper 2, Listening and Paper 3, Speaking. There are only two possible grades in CELI 1: pass and fail. Results are based on the candidate's aggregate scores across the four skills.

Celi 1 listening paper - paper 2

The paper has a fixed format, with Part C (from C.1 to C.4) testing listening skills by means of twenty-five short monologues or dialogues, corresponding to the variety of listening situations which candidates at this level can be expected to deal with in real-life situations. The tasks correspond to everyday listening situations, where knowledge of and familiarity with recurrent and predictable situations or topics assist accurate comprehension. The clear pronunciation of the speaker, using of standard Italian, contributes to comprehension.

Each text in part C is played twice to candidates.

Task C.4

This task focuses on listening for the essential meaning of short simple announcements about predictable everyday topics. The candidates show their understanding of the texts by answering five binary choice questions. The monologues are adapted for listening tasks from genuine texts, and recorded in standard Italian with slow and clear articulation. Some irrelevant information may be included in the text and candidates are expected to recognize and ignore this in favour of what is relevant to task completion. The text takes the form of a



short informational monologue, taken from a range of possible contexts, which may include announcements, recorded messages, advertisements, providing information about products, locations, bargains and so on.

Listening (CELI 1)

Test to be analysed	CELI 1 (Certificato di Lingua Italiana – Livello 1) Paper 2
Target language	Italian
Task	Listening component (Part C.4) Items 1-5 (These items were taken from the test administration of June 2002)
Rubrics	Target language
Items	Target language
Time to do total test	Approx. 25m (inc. 3 m transfer time)
Target levels	CEFR A2
	ALTE 1
Age-group sector	Teenagers and adults
Domain	Public domain
Communicative activities: (all test)	
Overall listening comprehension	Can understand general meaning and extract the essential information or argument from short, recorded passages dealing with predictable everyday matters.
Listening for information and argument	Can retrieve the main points and specific information from recorded texts provided that they are pronounced slowly and clearly in standard Italian.

Mark Distribution

Each of the 5 items in part C.4 carries one mark and the task represents 16% of the total grade. All the other 26 items in the test carry one mark. Total (final) score is reported on a scale of 0 - 40.

Effective level

The Università per Stranieri di Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:

1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).



3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.

Performance of this task (part c.4, items 1- 5)

Part C.4 focuses on the candidate's ability to pick out specific information in the context of a monologue and to answer binary choice questions. Candidates generally found this task much more challenging than the other parts of the test, in particular item 4.



Listening Items

Instructions to candidate:

C.4 Ascoltare i testi da 1 a 5. Indicare nel **Foglio delle Risposte**, vicino al numero del testo, la lettera A o B corrispondente alla risposta scelta.
Ascolterete i testi due volte.

Esempio di risposta :

Each of the five items relating to its own specific text is in binary choice format. The language of the texts is adapted for listening from genuine texts and the items are designed to be comprehensible at A2 level. All the statistical information provided below is based on a sample candidature of at least 200.

Item 1

1	Questo annuncio delle Ferrovie propone	
	<input type="checkbox"/> A	biglietti a costo fisso
	<input type="checkbox"/> B	sconto solo sui biglietti di prima classe

Item 2

2	“Magico Mondo” è una collana di	
	<input type="checkbox"/> A	audiocassette di fiabe
	<input type="checkbox"/> B	libri di fiabe

Item 3

3	Chi partecipa al concorso può vincere	
	<input type="checkbox"/> A	regali
	<input type="checkbox"/> B	denaro



Item 4

4	Questa pubblicità di “mare Club” propone	
	<input type="checkbox"/> A	vantaggi a chi prenota in anticipo
	<input type="checkbox"/> B	prezzi più bassi in alcuni mesi dell’anno

Item 5

5	Con una telefonata è possibile	
	<input type="checkbox"/> A	abbonarsi a un quotidiano
	<input type="checkbox"/> B	ricevere vecchie copie di un quotidiano



Content analysis

Listening component

The time allocated to the complete test paper (paper 2) is approximately 25 minutes. The paper consists of four tasks. No time allocation is specified for individual tasks within the test paper.

Text Characteristics:

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors).

Test to be analysed	CELI 1 (Paper 2) Listening
Analysts	FSP, GB, FP
Task	C.4 – Items 1- 5
Rubric in L1/Target language	TL
Item in L1/Target language	TL
Target language	Italian
Time to do total task	Not specified (total test 25m)
1. Text source	Public announcements and notices
2. Authenticity	Adapted for listening from genuine text
3. Discourse type	Instructive / descriptive
4. Discourse subtype	Personal instructions, advertisements, announcements
5. Domain	Public
6. Topic	Services, free time and entertainment
7. Nature of content	Concrete
8. Text length	Max. 30 sec. per text (5 texts)
9. Vocabulary	Frequently occurring
10. Grammar	Simple structures
11. Text speed	Slow
12. Number of participants	One
13. Accent	Standard Italian
14. Clarity of articulation	Clear
15. How often played (how many times?)	Twice
Comprehensible by learner at CEF level	A2

**Item Characteristics:****Item 1**

Item type	Binary choice
Operations	Recognize and retrieve information explicit in the text
Item level estimated	A2

Item 2

Item type	Binary choice
Operations	Recognize and retrieve information explicit in the text
Item level estimated	A2

Item 3

Item type	Binary choice
Operations	Recognize and retrieve information explicit in the text
Item level estimated	A2

Item 4

Item type	Binary choice
Operations	Recognize and retrieve information explicit in the text
Item level estimated	A2

Item 5

Item type	Binary choice
Operations	Recognize and retrieve information explicit in the text
Item level estimated	A2

Answer Key

- 1 – A
- 2 – B
- 3 – A
- 4 – A
- 5 – B



Statistical Report

Statistical Report (Whole Task)

mean facility (p)	0.54
mean discrimination	0.54
mean item total	0.54

Statistical Report (Individual Items)

	item 1	item 2	item 3	item 4	item 5
Facility (p)	0.55	0.50	0.86	0.32	0.50
Discrimination (i.d.)	0.50	0.62	0.26	0.69	0.65
Point biserial (Pb)	0.50	0.59	0.45	0.62	0.58
Sample size	>200				



CELI 2 Reading Comprehension	25
CELI 2 Listening Comprehension	36





CELI 2 Reading Comprehension

General information

Background to the Examination

CELI 2 is a general Italian qualification which is part of the Università per Stranieri di Perugia Main-suite Examinations. Set at level B1 of the CEFR, CELI 2 recognises the ability to cope with everyday written and spoken communications. CELI 2 is designed for learners whose Italian skills are adequate for many practical purposes, including work, study and social situations requiring a predictable use of language.

Candidature

CELI 2 is taken by around 2000 candidates per year in 26 countries and in 59 Examination Centres. Around 69% of CELI 2 candidates are in the 18-30 age group and only 11% are aged under 18; the remaining 20% are in the age group 30-55.

Structure of the test

CELI 2 tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. CELI 2 is administered in three separate papers. Paper 1, Reading and Writing, Paper 2, Listening and Paper 3, Speaking. There are five possible grades in CELI 2: three pass grades (A-B-C) and two fail grades (D-E). Results are based on the candidate's aggregate scores across the four skills.

Celi 2 reading and writing paper - (paper 1)

The paper has a fixed format, with Part A (from A.1- to A.5) testing reading skills through a variety of texts ranging from very short notices (between 60 and 120 words max.) to longer continuous texts (200 words max.). Candidates are assessed on their ability to understand written Italian at word, sentence and text level.

CELI 2 candidates should be able to understand factual texts taken from signs, brochures, letters, newspapers and magazines. They should be able to understand the main message of a text, some details and specific information and recognise descriptions of events, feeling and wishes. They also should be able to extrapolate main conclusions, as well as demonstrating strategies for dealing with unfamiliar words and structures. Other tasks on the paper include: (A.2) scanning a factual text for specific information (true-false task); (A.3) reading for understanding of lexico-structural patterns at sentence level (multiple-choice gap filling); (A.4) reading for understanding of lexico-structural patterns at text level (multiple-choice gap filling); (A.5) reading for understanding of structural patterns at sentence level (gap filling).



Task A.1

This task focuses on reading for general information, detailed understanding and main ideas. Each text is taken from real life. This could be a short newspaper article, an advertisement, a notice or a sign, a short letter in a magazine, the information printed on product packaging or a short personal letter or message. Understanding of each text is tested through one three-option multiple-choice question which focuses either on the overall message, on a point of detail in the text or on the main argument and purpose of the text. The texts selected for this test are taken from a range of sources and the subject matter reflects core CELI 2 topics such as entertainment, services, sport and leisure.

Reading (CELI 2)

Test to be analysed	CELI 2 (Certificato di Lingua Italiana – Livello 2) Paper 1
Target Language	Italian
Task	Reading component (Part A.1) Item 1-7 (These items were taken from the June 2002 administration.)
Rubrics	Target language
Items	Target language
Time to do total test	2 hrs (time allocated is for both the reading and the writing component)
Target levels	CEFR B1
	ALTE 2
Age-group sector	Teenagers and adults
Domain	Public/personal
Communicative activities (all test)	
Overall reading comprehension	Can understand straightforward, factual texts related to his/her field of interest.
Reading for information and argument	Can identify main argument and writer's purpose. Can extrapolate the main conclusions and find specific, predictable information

Mark Distribution

Task A1 of Paper 1, testing reading skills, is composed of seven items. Each item carries two marks, representing the 38% of the marks available across the total test. Each item of part A2 to A5 carries one mark. Total (final) score is reported on a scale of 0 – 40.



Effective level

The University of Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:

1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).
3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.

Performance of this task (part a.1, item 1-7)

Most candidates handled the questions well. Question 4 was the most challenging and Question 3 was the easiest.

In Item 4, a substantial number of lower quartile candidates chose option A, rather than C, the correct answer.

The wording of the sentence in option A was probably attractive to most candidates because the use of the expression "gara sportiva" is distracting the weaker ones, picking up on the phrase "gara multi-sportiva" in the notice.

In Item 3 the facility is rather high.



Reading Items

Instructions to candidate:

A.1 Leggere i testi da 1 a 7. Indicare nel **Foglio delle Risposte**, vicino al numero del testo, la lettera A, B o C corrispondente alla risposta scelta.



All 7 items relating to the texts are multiple choice format. The texts are authentic. The language of the items is adapted for B1 level comprehension. The language of the questions is generally less grammatically complex than that of the texts.

Facilities and discrimination indices are provided below. All statistical information is based on a sample candidature of at least 100.

Item 1

Emulgel

Va applicato solo su pelle integra e sana: non applicare sulla pelle screpolata o con ferite.

Non impiegare *Emulgel* su occhi e mucose (ad es. bocca); qualora ciò avvenisse, lavare subito con acqua corrente e contattare il medico. Non ingerire.

Il testo contiene consigli per

<input type="checkbox"/> A	indica i disturbi che il medicinale cura
<input type="checkbox"/> B	elenca le parti del corpo su cui si deve usare il medicinale
<input type="checkbox"/> C	contiene avvertenze utili per l'uso del medicinale



Item 2

**Università di Economia
La Bocconi al secondo posto dopo Harvard**

La Bocconi entra a far parte della ristretta élite di Università nelle quali si laureano quelli che diventeranno i migliori economisti del mondo. Lo dimostra una ricerca di Tom Coupé della Université Libre de Bruxelles, che fa una classifica dei 100 economisti più produttivi del mondo. Al primo posto c'è l'Università di Harvard, al secondo la Bocconi, a pari merito con Mit, Berkley e Cambridge.

(“Il Messaggero”, 23 giugno 2001)

L'Università Bocconi è presente in questa classifica perché

- A la laurea qui ottenuta è considerata tra le più prestigiose
- B qui insegnano i migliori professori di economia
- C tra i laureati ci sono i migliori professionisti

Item 3

Lettere al Direttore

Gentile Direttore,

io ho iniziato a imparare l'inglese circa venti anni fa, dopo anni di vani incitamenti da parte di mio padre, grazie ad un lettore, Ralph Warburton, che ha saputo instillare in me l'interesse e la passione per questa lingua. Ho seguito le sue lezioni all'Università di Torino (Facoltà di Agraria) per un paio di anni e queste hanno costituito per me il giusto approccio all'inglese che ho approfondito ulteriormente negli anni successivi. In me rimane ancora vivo il ricordo di quelle lezioni.

Riccardo, Torino
(“La Stampa”, 14 maggio 2001)

Riccardo scrive al giornale per

- A raccontare le difficoltà che ha incontrato nello studio dell'inglese
- B ricordare la persona che gli ha insegnato l'inglese
- C spiegare perché per lui è stato utile lo studio della lingua inglese



Item 4

Signore in gara

Siete donne abituate ad affrontare carriera, mariti, fidanzati, figli e trovate il tempo per coltivare passioni costruttive, organizzare viaggi, praticare sport? Siete le candidate ideali per entrare a far parte del club delle Amazzoni. Torna anche quest'anno, a giugno, il trofeo delle Amazzoni, una gara multisportiva che vede iscritte squadre composte da 3 donne manager. L'iscrizione è gratuita e ogni anno si fronteggiano i team di grandi aziende. Informazioni allo 02-4552.

(“Corriere Lavoro”, 22 dicembre 2000)

Nel testo

- A si cercano persone che vogliono organizzare una gara sportiva
- B si danno indicazioni utili per iscriversi a una gara sportiva
- C si danno informazioni sull'esistenza di un'organizzazione e su una sua iniziativa

Item 5

Se il tuo peso è più o meno stabile, non hai ragione di contrastare un impulso sano come quello dell'appetito. Anche se mangi quando lo desideri, difficilmente ingrasserai. Recenti studi hanno dimostrato che nella normalità ciascuno di noi ha scritto nel proprio patrimonio genetico il livello di peso che manterrà, più o meno, per tutta la vita. Una persona di 60 chili potrà perciò oscillare fra i 66 e i 54, cioè nell'ambito di un 10% in più o in meno, rispetto a un suo ipotetico peso ideale. E se si oltrepassano questi limiti, l'organismo reagisce per farci tornare nei ranghi. Se si ingrassa troppo, l'appetito tende a scomparire. Se si dimagrisce troppo, l'appetito ci costringe a sederci a tavola. Bisogna però saperlo ascoltare.

(“Corriere Salute”, 22 aprile 2001)

Nel testo si sostiene che

- A è pericoloso variare il peso durante la vita di più del 10% rispetto al peso ideale
- B è bene mangiare quando si ha fame e non mangiare quando l'appetito diminuisce
- C è opportuno non ascoltare i propri desideri quando ci si siede a tavola



Item 6

1	2	3
<p>Dottore, mi fa male qui (di Giuseppe Gottardi, l’Airone, Roma, pp.208, 18.000 lire) permette, quando ci troviamo all’estero, di raccontare a un medico di lingua francese, inglese, tedesca o spagnola quali disturbi stiamo accusando. Il libro, che consigliamo con l’augurio di non doverlo mai usare, è articolato in capitoli corrispondenti alle specializzazioni più correnti (medicina generale, cardiologia, ginecologia, ortopedia, oculistica eccetera).</p>	<p>Il clima nel mondo per chi viaggia (di AA. VV., De Agostini, pp.216, 15.900 lire) presenta i dati climatici fondamentali di 186 località turistiche, dai gradi di calore alle ore di sole al giorno, dalla temperatura del mare alla media mensile di piovosità. Tascabile, chiaro, facile da consultare, questo piccolo libro si consiglia soprattutto a quei viaggiatori d’affari che normalmente devono toccare diverse località successive in una sola tornata.</p>	<p>Guida ai viaggi a occhi aperti (di Luciano Del Sette e Alfredo Luis Somoza, Airplane, pp. 267, 18.000 lire) offre, Paese per Paese, i consigli di comportamento per evitare guai. Per importanza, naturalmente, le prime cautele sono quelle igieniche e sanitarie, ma a ruota seguono quelle sulla criminalità, sulla violenza, sull’atteggiamento nei confronti delle donne, sole o accompagnate, e sul loro abbigliamento. Ogni Paese ha un indice di rischio che va da 10 a 0.</p>
<p>(“Gente Viaggi”, maggio 1999)</p>		
<p>Quale guida è consigliabile per chi viaggia molto per lavoro e vuole avere in valigia tutto l’occorrente per le diverse condizioni in cui si può trovare?</p>		
<p><input type="checkbox"/> A la guida n. 1</p> <p><input type="checkbox"/> B la guida n. 2</p> <p><input type="checkbox"/> C la guida n. 3</p>		



Item 7

Quasi sette anni di carcere con l'accusa di omicidio, per poi essere riconosciuto innocente in Cassazione. Ma Francesco Turrise (25 anni) quei sette anni di vita in cella non li ha sprecati: si è immerso nello studio, ottenendo la licenza media e preparandosi per gli esami di maturità che ora sta affrontando come candidato esterno. Quel che a causa del carcere gli è sfuggito è, invece, il primo premio di un concorso indetto dall'ambasciata del Brasile: un viaggio oltreoceano, in quella terra a cui ha dedicato un saggio molto apprezzato dalla commissione giudicatrice. Ma il premio non gli è stato assegnato perché al momento della proclamazione del vincitore era ancora in carcere.

(“Il Messaggero”, 23 giugno 2001)

La notizia riguarda una persona

- A che è stata condannata ingiustamente
- B che ha fatto un viaggio vinto in un concorso
- C che in carcere ha terminato gli studi con buoni risultati



Content analysis

Reading component

The time allocated to the complete test paper (paper 1) is 2 hrs. (Paper one consists of reading and writing tasks.) No time allocation is specified for individual tasks/components within the test or sub-tests.

Text Characteristics:

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors).

Test to be analysed	CELI 2 (Paper 1) Reading
Analysts	FSP, GB, FP
Task	A.1 – items 1 – 7 (MCQ)
Skill	Reading
Rubric in L1/target language	TL
Target language	Italian
Item in L1/Target language	TL
Time to do total task	Not specified (total test 120 m)
1. Text source	Newspapers, magazines, advertising material, public announcements and notices, <u>instructional material</u> .
2. Authenticity	Authentic
3. Discourse type	Descriptive, instructive
4. Discourse subtype	Announcements, instructions
5. Domain	Public/personal
6. Topic	Daily life, leisure, services
7. Nature of content	Mostly concrete
8. Text length	Around 300 words in total
9. Vocabulary	Mostly frequent words
10. Grammar	Mostly simple structures
Comprehensible by learner at CEF level	B1

**Item Characteristics:****Item 1**

Item type	MCQ - three options
Operations involved in answering	Recognize and retrieve information relating to the communicative purpose of the text
Item level estimated	B1

Item 2

Item type	MCQ – three options
Operations involved in answering	Recognize and retrieve main argument and specific information in the text
Item level estimated	B1

Item 3

Item type	MCQ – three options
Operations involved in answering	Recognize and retrieve specific information in the text
Item level estimated	B1

Item 4

Item type	MCQ - three options
Operations involved in answering	Recognize and retrieve information relating to the main argument and to the purpose of the text.
Item level estimated	B1

Item 5

Item type	MCQ - three options
Operations involved in answering	Recognize and retrieve specific information relating to the main argument of the text
Item level estimated	B1

Item 6

Item type	MCQ - three options
Operations involved in answering	Scan and retrieve information relating to specific information in the three texts
Item level estimated	B1



Item 7

Item type	MCQ – three options
Operations involved in answering	Recognize and retrieve specific information
Item level estimated	B1

Answer Key

- 1 = C
2 = C
3 = B
4 = C
5 = B
6 = B
7 = A

Statistical Report

Statistical Report (Whole Task)

mean facility (p)	0.62
Mean item total	0.46
mean i.d.	0.45

Statistical Report (Individual Items)

	item 1	item 2	item 3	item 4	item 5	item 6	item 7
Facility (p)	0.79	0.58	0.88	0.29	0.62	0.59	0.61
Discrimination (i.d.)	0.44	0.62	0.24	0.30	0.53	0.44	0.61
Point biserial	0.47	0.55	0.32	0.36	0.50	0.46	0.57
Sample size	>100						



CELI 2 Listening Comprehension

General information

Background to the Examination

CELI 2 is a general Italian qualification which is one of the Università per Stranieri di Perugia Main-suite examinations. Set at level B1 of the CEFR, CELI 2 assesses the ability to cope with everyday written and spoken communications. CELI 2 is designed for learners whose Italian skills are adequate for many practical purposes, including work, study and social situations requiring a predictable use of language.

Candidature

CELI 2 is taken by around 2000 candidates per year in 59 Examination Centres in 26 countries. Around 69% of CELI 2 candidates are in the 18-30 age group and 11% are aged under 18; the remaining 20% are in the age group 30-55.

Structure of the test

CELI 2 tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. CELI 2 is administered in three separate papers: Paper 1, Reading and Writing, Paper 2, Listening and Paper 3, Speaking. There are five possible grades in CELI 2: three pass grades (A-B-C) and two fail grades (D-E). Results are based on the candidate's aggregate score across the four skills.

Celi 2 listening paper (paper 2)

The paper has a fixed format, with Part C (from C.1 to C.3) testing listening skills by means of ten texts (of different lengths) with different tasks. On any version of the paper the range of text genres, text types and tasks reflects a large variety of listening situations which candidates at this level can be expected to deal with. The tasks correspond to real-life listening situations where familiar contexts and topics related to everyday life and work assist accurate comprehension. Texts are recorded with a clear, standard Italian pronunciation.

Each text in part C.1 and C.2 is played twice to candidates. Part C.3 is composed of two longer texts (with 25 binary choice items in total); text 1 is played only once while text 2 is played twice.

Task C.2

This task focuses on listening for understanding main points and specific information, using multiple choice items. Irrelevant information is included in the text and candidates are expected to recognize and ignore this in favour of what is relevant to task completion. The four



short texts take the form of informational monologues, taken from a range of contexts, which may include recorded messages providing information about places or events, radio announcements, news or advertisements.

Listening (CELI 2)

Test to be analysed	CELI 2 (Certificato di Lingua Italiana – Livello 2) Paper 2
Target language	Italian
Task	Listening Component (Part C.2) Items 1- 4, (These items were taken from the June 2002 administration)
Rubrics	Target language
Items	Target language
Time to do total test	20m (inc. 3 m transfer time)
Target levels	CEFR B1
	ALTE 2
Age-group sector	Teenagers and adults
Domain	Public/personal domain
Communicative activities	
Overall listening comprehension	Can understand main points and identify factual information from clear recorded passages dealing with everyday matters.
Listening for specific information	Can identify and select relevant details from a text containing some irrelevant information. Can recognise and retrieve information, as long as the text is clearly pronounced in standard Italian and the topics are familiar.

Mark Distribution

Each of the items in parts C.1 (4 items) and C.2 (4 items) carries 2 points. In parts C.3 and C.4 items carry one point each. Total (final) score is reported on a scale of 0 - 40.

Effective level

The University of Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:

1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).



3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.

Performance of this task (part c.2, items 1-4)

This task tests the candidates' ability to listen out for and select, from a list of three statements, specific information from the listening texts. Candidates generally found this task (together with the second text of part C.3) the most challenging part of the listening test. Most strong candidates managed to select the right answers for all four questions. These items showed ideal characteristics, discriminating well between weak and strong candidates.



Listening Items

Instructions to candidate:

C.2 Ascoltare i testi delle notizie da 1 a 4. Indicare nel **Foglio delle Risposte** la lettera A, B o C corrispondente alla risposta scelta. Ascolterete i testi due volte.

Esempio di risposta :

Each of the four items is in a multiple choice format. The language of each text is adapted for Listening Comprehension from genuine texts. The language used in the items is suitable for B1 level comprehension.

Item 1

1	Per questo concorso gli studenti devono	
	<input type="checkbox"/> A	scrivere un romanzo
	<input type="checkbox"/> B	dipingere un paesaggio
	<input type="checkbox"/> C	trovare descrizioni di paesaggi

Item 2

1	Gli studenti di Milano possono	
	<input type="checkbox"/> A	fare sport in montagna con la loro classe
	<input type="checkbox"/> B	fare sport in una zona della città
	<input type="checkbox"/> C	imparare a scuola diversi sport



Item 3

1	Ogni anno studenti e professori possono	
		rendere più bello il loro istituto scolastico
	A	aiutare i volontari a pulire la città
	B	raccogliere materiale scolastico

Item 4

1	I bambini che partecipano a questa iniziativa possono vincere	
	A	detersivi per le loro case
	B	giochi per le loro case
	C	arredi per il loro asilo



Content analysis

Listening component

The time allocated to complete the test paper (paper 2) is 20 minutes. Paper two consists of THREE tasks: C.1, C.2 and C.3. The third task, C.3 is composed of two sub-tasks; the two texts used for these tasks are longer than the ones used in C.1 and C.2.

Text Characteristics:

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors).

Test to be analysed	CELI 2 (Paper 2) Listening
Analysts	FSP, GGB, FP
Task	C.2 - Items 1 - 4)
Rubric in L1/Target Language	TL
Item in L1/Target Language	TL
Time to do total task	not specified (total test 20 m.)
1. Text Source	Public information
2. Authenticity	Adapted for listening from genuine texts
3. Discourse type	Descriptive
4. Discourse subtype	News
5. Domain	Public
6. Topic	Entertainment, services
7. Nature of content	Concrete
8. Text length	50 seconds maximum for each text
9. Vocabulary	Mostly frequently occurring
10. Grammar	Mostly simple structures
11. Text speed	Normal speed for context
12. Number of participants	One
13. Accent	Standard Italian
14. Clarity of articulation	Clear
15. How often played (how many times?)	Twice
Comprehensible by learner at CEF level	B1



Item Characteristics:

Item 1

Item type	MCQ – three options
Operations	Understand the general message and specific factual information
Operations	Select and retrieve the main point from text containing some irrelevant information
Item level estimated	B1

Item 2

Item type	MCQ – three options
Operations	Understand the general message and specific factual information
	Select and retrieve the main point from text containing some irrelevant information
Item level estimated	B1

Item 3

Item type	MCQ – three options
Operations	Understand the general message and specific factual information
	Select and retrieve the main point from text containing some irrelevant information
Item level estimated	B1

Item 4

Item Type	MCQ – three options
Operations	Understand the general message and specific factual information
	Select and retrieve the main point from text containing some irrelevant information
Item Level Estimated	B1

Answer Key

1. C
2. B
3. A
4. C



Statistical Report

Statistical Report (Whole Task)

mean facility (p)	0.62
mean discrimination	0.47
Mean item total	0.95

Statistical Report (Individual Items)

	item 1	item 2	item 3	item 4
Facility (p)	0.68	0.58	0.77	0.48
Discrimination (i.d.)	0.45	0.40	0.43	0.63
Point biserial (Pb)	0.61	0.94	0.60	0.65
Sample size	>100			



CELI 4 Reading Comprehension	45
CELI 4 Listening Comprehension	53





CELI 4 Reading Comprehension

General information

Background to the Examination

CELI 4 is a general Italian qualification which is part of the Università per Stranieri di Perugia main-suite examinations. Set at level C1 of the CEF, CELI 4 recognises the ability to communicate with confidence in Italian and deal with most aspects of daily life. CELI 4 is designed for learners who are reaching a standard of Italian that is adequate for most purposes, including study in higher education in the Italian academic context.

Candidature

CELI 4 is taken by around 1000 candidates per year in 27 countries and 65 Examination Centres. Around 60% of CELI 4 candidates are in the 21-30 age group only 11% are aged 18 or under; the remaining 29% are aged between 30-55.

Structure of the test

CELI 4 tests the skills of Reading, Writing, Listening and Speaking and also has a specific paper to assess grammatical and lexical knowledge named: "Competenza Linguistica". CELI 4 is administered in five separate papers: Paper 1, Reading and Writing; Paper 2, "Competenza Linguistica"; Paper 3, Listening and Paper 4 Speaking. Of the five parts forming the test each one has a different weight, in accordance to the test's context and purpose. Productive abilities are weighted overall at 55%, receptive abilities at 35%. The "Competenza Linguistica" is weighted at 10%. There are five possible grades in CELI 4: three pass grades (A, B and C) and two fail grades (D and E). Results are based on candidates' aggregate scores across the five components of the test.

Celi 4 reading and writing paper - (paper 1)

The paper has a fixed format, with Part A (from A.1 to A.3) testing reading skills through a variety of long and complex texts. A.1 consists of two tests (around 700 words in total) each with its own task employing: 5 multiple choice items (four options). testing a particular range of reading sub-skills. The texts in the reading paper are drawn from a range of sources including novels, magazines, newspapers, journal articles, contracts, regulations. Candidates are expected to be able to show understanding of gist, detail and text structure, and deduce meaning by applying strategies for dealing with unfamiliar words and structures. Candidates at this level are expected to understand a wide range of demanding longer texts, sometimes of abstract content, and recognise implicit meaning from various textual clues (lexical, structural). Task A.2 (short answer questions) assesses candidate ability to read for detail, skim for gist and deduce the meaning of unfamiliar words in context. Task A.3 requires the candidate to scan similar texts for content and communicative purpose as well as to retrieve specific information. It adopts a multiple matching format.



Task A.1 (text 1)

This task focuses on reading for detailed understanding and main ideas and tests the ability to identify particular information, to recognise implicit meaning and infer attitude and intentions. The text comes from authentic sources, and is not adapted, it is generally a continuous text, such as a newspaper or a magazine article sometimes of specialist nature. The texts may include vocabulary which is unfamiliar to candidates, but this should not interfere with their ability to complete the task.

Reading (CELI 4)

Test to be analysed	CELI 4 (Certificato di Lingua Italiana – Livello 4) – Paper 1
Target language	Italian
Task	Reading Component (Part A.1) Items 1 - 4 (These items were taken from the November 2002 administration.)
Rubrics	Target language
Items	Target language
Time to do total test	2 hrs 45 min. (time allocated to both the reading and the writing components together)
Target levels	CEFR C1
	ALTE 4
Age-group sector	Adults
Domain	Public domain
Communicative activities: (all test)	
Overall reading comprehension	Can understand in detail long and complex texts of various kinds and subject matter, for both information and general interest.
Reading for information and argument	Can understand the gist of a text and distinguish main from subsidiary points. Can identify attitudes from minor details and infer meaning and opinions from grammatical and lexical clues.
	Can locate specific information, both explicit and implicit, by comparing parallel texts.

Mark Distribution

In task A.1 (text 1), each item carries three marks and the task represents approximately 30% of the marks available across the total test score. In task A.2 each of the five items carries three marks, while in A.3 each of the ten items carries one mark.



Effective level

The University of Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:

1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).
3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.

Performance on this task (part a.1, text 1, items 1-4)

Overall, candidates found this the most challenging task on the reading part of the paper. In A1 the facility and discrimination indices fell within acceptable parameters. The items appeared to operate at the correct level for the sample of candidates. There was, however, a range of difficulty over the 4 items of A.1- text 1. Item 1 was the easiest and item 4 the most challenging.

In item 1 all the stronger candidates, as well as a good proportion of the weaker ones, chose the right answer. This was probably due to the fact that option D: "Il loro senso di coesione e misura" quite clearly synthesized Elisa Togut's opinion on the reasons for the Italian female volley-ball team success and just a little inference is required to select the correct answer.



Reading Items

Instructions to candidate:

A.1 Leggere i due testi. Indicare nel **Foglio delle Risposte**, vicino ad ogni numero da 1 a 4, la lettera A, B, C o D corrispondente alla risposta scelta.

Esempio di risposta :

A.1				
1° Testo				
0	A	B	<input checked="" type="radio"/>	D

1° testo

Campionesse italiane Belle, brave, praticamente d'oro

Il loro segreto? In fondo, quello di non averne nemmeno uno. Dice Elisa Togut, la donna che schiaccia come un uomo e che nella finale di Berlino del 15 settembre contro gli Stati Uniti ha portato l'Italia del volley femminile al primo titolo mondiale: «Siamo ragazze semplici, che stanno bene assieme. Siamo cresciute giorno dopo giorno, allenandoci con umiltà, mettendo da parte gli egoismi e cercando di pensare al gruppo». Non aspettatevi messaggi «urlati», dalle pallavoliste d'oro. L'Italia delle donne ha avuto il suo punto di partenza nell'oro olimpico di Sara Simeoni, frutto di una tenacia diventata esemplare. Correva l'anno 1980. Proprio Sara Simeoni, in una recente intervista, ha giustificato così il boom: «Il salto di qualità deriva da un approccio finalmente serio delle donne allo sport. Prima c'era un movimento di base ma era dopolavoristico. E nessuno credeva in noi». Antonella Bellutti, olimpionica del ciclismo su pista, aggiunge: «Non è un caso che le ragazze italiane vincano ora che le risorse sono scarse. La verità, infatti, è che si sono sempre dovute arrangiare, con minori mezzi rispetto ai colleghi maschi». Ma quelli sono stati exploit individuali, mentre oggi alla laurea c'è una squadra. Una nazionale, oltretutto, esplosa in tempi brevi (il progetto è del 1997) nonostante riscuotesse scarsa fiducia. Nessuno poteva immaginare che la pallavolo femminile italiana riuscisse a saltare sull'onda del successo, raccolto alla fine degli anni ottanta dalla selezione maschile e dal suo demiurgo, Julio Velasco. Fu proprio lui, allenatore di due titoli iridati, tre europei, un'infinità di World League e un argento olimpico, a diffondere pessimismo sulle possibilità delle donne. Chiamato a guidarle nel 1997, Velasco fu colpito in particolare da un atteggiamento. Eccolo, raccontato dalle sue parole dell'epoca: «È la cultura dell'alibi, o del "sì, sì, però..."», frase con la quale si tenta di trovare sempre e comunque una scappatoia». Abituato a vedere in palestra giocatori «con gli occhi di tigre», mentre spesso sui volti delle pallavoliste notava «occhi di mucca» (metafora di uno sguardo spento), il c.t. cominciò a lavorare intervenendo sulla mentalità, sull'approccio all'allenamento, sui criteri di una corretta gestione del corpo. In fondo la ricetta del successo è l'aver accettato di copiare i metodi dei maschi, compreso il lavoro con i pesi. Oggi le azzurre sono atlete migliori rispetto a qualche anno fa. L'attuale allenatore, Marco Bonitta, il duro della panchina, è così riuscito a quadrare il cerchio. Impresa peraltro difficile, che merita l'encomio perché basata su una percezione sfuggita ad altri: «La donna è meno individualista dell'uomo; e soprattutto sa ascoltare». Sarà per questo che l'ultimo commissario tecnico è riuscito a spianare i residui della «cattiva mentalità» e a imporre il suo metodo: sedute in palestra concentrate («L'allenamento è il "non luogo" della democrazia: non c'è tempo per discutere, si deve solo produrre»), senso del collettivo, equilibrio. Bonitta ha aperto un nuovo fronte nello sviluppo dello sport al femminile.

(F. VANETTI, "Io Donna", 28 settembre 2002)



Item 1

1	«L'arma vincente» delle campionesse di pallavolo è	
	<input type="checkbox"/> A	avere sempre puntato al titolo mondiale
	<input type="checkbox"/> B	avere valorizzato le individualità
	<input type="checkbox"/> C	un particolare tipo di preparazione atletica
	<input type="checkbox"/> D	il loro senso di coesione e misura

Item 2

2	Gli attuali buoni risultati femminili, secondo alcune atlete, dipendono	
	<input type="checkbox"/> A	da una maggiore selezione fra le praticanti di uno sport
	<input type="checkbox"/> B	dalla maggiore professionalità delle atlete stesse
	<input type="checkbox"/> C	dalla competizione con i colleghi maschi
	<input type="checkbox"/> D	da un incremento dei fondi per il settore femminile

Item 3

3	Secondo l'allenatore Velasco era necessario, per le pallavoliste,	
	<input type="checkbox"/> A	assumere un comportamento più grintoso
	<input type="checkbox"/> B	esaltare le proprie peculiarità femminili
	<input type="checkbox"/> C	imitare l'atteggiamento di altre squadre femminili
	<input type="checkbox"/> D	sottoporsi ad allenamenti più frequenti

Item 4

4	L'allenatore Bonitta	
	<input type="checkbox"/> A	ha rivoluzionato il metodo del suo predecessore
	<input type="checkbox"/> B	ha fornito nuove motivazioni alle atlete
	<input type="checkbox"/> C	ha capito la psicologia delle atlete
	<input type="checkbox"/> D	ha instaurato un dialogo con le ragazze



Content analysis

Reading component

The time allocated to the complete test paper (paper 1) is 2h. 45. (Paper one consists of both reading and writing tasks.) No time allocation is specified for individual tasks/components within the test or sub-tests.

Text Characteristics:

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors).

Test to be analysed	CELI 4 (Paper 1)
Analysts	FSP, GGB, FP
Task	A1 – Text 1 items 1 – 4
Skill	Reading
Rubric in L1/Target language:	TL
Target language	Italian
Item in L1/Target language	TL
Time to do total task	Not specified (total test 165 minutes)
1. Text Source	Magazine
2. Authenticity	Authentic
3. Discourse type	Narrative /argumentative
4. Discourse subtype	Reports/comments
5. Domain	public
6. Topic	free time, entertainment
7. Nature of content	Mostly concrete
8. Text length	500 words
9. Vocabulary	Rather extended
10. Grammar	Wide range of complex structures
Comprehensible by learner at CEF level	C1



Item Characteristics:

Item 1

Item type	MCQ – four options
Operations involved in answering	Understand specific point of detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

Item 2

Item type	MCQ – four options
Operations involved in answering	Understand specific point of detail in the text.
	Intensive reading and detailed comprehension.
	Understanding rephrased information and relating it to the original text.
Item level estimated	C1

Item 3

Item type	MCQ – four options
Operations involved in answering	Infer specific meaning from the context.
	Intensive reading and detailed comprehension.
Item level estimated	C1

Item 4

Item type	MCQ – four options
Operations involved in answering	Infer specific meaning from the context.
	Intensive reading and detailed comprehension.
Item level estimated	C1

Answer Key

- 1 D
- 2 B
- 3 A
- 4 C



Statistical Report

Statistical Report (Whole Task)

mean facility (p)	0.72
mean discrimination (Pb)	0.47
Mean Item total	0.49

Statistical Report (Individual Items)

	item 1	item 2	item 3	item 4
Facility (p)	0.84	0.76	0.68	0.62
Discrimination (i.d.)	0.33	0.55	0.45	0.55
Point Biserial	0.42	0.62	0.49	0.42
Sample size	>100			



CELI 4 Listening Comprehension

General information

Background to the Examination

CELI 4 is a general Italian qualification, which is one of the main-suite examinations of the Università per Stranieri di Perugia. Set at level C1 of the CEFR, CELI 4 assesses the ability to communicate with confidence in Italian and deal competently with most aspects of everyday communication. CELI 4 is designed for learners who are reaching a standard of Italian that is adequate for most purposes, including study in higher education in the Italian academic context.

Candidature

CELI 4 is taken by around 1000 candidates per year in 65 Examination Centres in 27 countries. Around 60% of CELI 4 candidates are in the 21-30 age group. Only 11% are under 18 years of age; the remaining 29% are aged between 30 and 55.

Structure of the test

CELI 4 tests the skills of Reading, Writing, Listening and Speaking and also has a specific paper to assess grammatical and lexical knowledge named: "Competenza Linguistica". CELI 4 is administered in four separate papers: Paper 1, Reading and Writing; Paper 2, "Competenza Linguistica"; Paper 3, Listening and Paper 4, Speaking. Of the five parts forming the test, each one has a different weight, in accordance with the test's context and purpose. Productive abilities are weighted overall at 55%, receptive abilities at 35%. "Competenza Linguistica" is weighted at 10%. There are five possible grades in CELI 4: three pass grades (A, B and C) and two fail grades (D and E). Results are based on the candidate's aggregate scores across the five components of the test.

Celi 4 listening paper (paper 3)

The paper comprises three recordings, each with a separate task: D.1, D.2 and D.3. On any version of the paper there is a range of tasks and text types, reflecting the variety of real-world listening situations which candidates at this level need to be able to cope with. The listening texts are drawn from various sources. Content can be quite complex, involving difficult and abstract concepts. The dialogues or monologues are generally recorded in standard Italian, but, in some parts of them, non-standard, regional accents can also be heard. The texts may include unfamiliar vocabulary, idiomatic expressions and colloquialisms, but this should not interfere with the candidate's ability to complete the task.

Candidates are expected to understand general meaning of extended spoken texts as well as to extract specific details, understand opinions and infer meanings which may not be made explicit in the recording.



Texts for parts D.1 (open-ended questions) and D.2 (true/false questions) are heard twice. The text for D.3 (information transfer) is heard once only.

Part D. 3

This task focuses on listening for a detailed understanding and identifying particular information. Candidates are asked to transfer part of the information heard into a table. Key words in the column heads of the grid will help candidates to match meanings in the recorded texts with the information they should provide in the table. The information transfer format also requires some writing, though candidates will not be penalised for spelling or grammatical mistakes.

Listening (CELI 4)

Test to be analysed	CELI 4 (Certificato di Lingua Italiana – Livello 4) Paper 3
Target language	Italian
Task	Listening Component (Part D.3) items 1-5. (These items were taken from the November 2001 administration)
Rubrics	Target language
Items	Target language
Time to do total test	Approximately 25 minutes (including three minutes transfer time)
Target level	CEFR C1
	ALTE 4
Age-group sector	Adults
Domain	Public domain
Communicative activities: (all test)	
Overall listening comprehension	Can understand in detail extended speech on abstract and complex topics beyond his/her own field of interest.
	Can follow most talks, lectures, debates with relative ease, even if some parts of the speech are not in standard Italian.
Listening for information	Can identify finer points of detail including implicit attitudes and relationships between speakers.

Mark Distribution

Each of the items in parts D.1 (8 items) and D.2 (11 items) carries 2 points. In part D.3 the 11 items carry one point each. The first 5 items of part D.3, therefore, carry 17% of the total marks for the test. Total (final) score is reported on a scale of 0 - 30.



Effective level

The Università per Stranieri di Perugia started systematic analysis of reading and listening tests for all five levels of the CELI in June 2000. This program is ongoing. The objectives of the analysis are:

1. To check the reliability, and other statistical properties, of the tests.
2. To examine the way individual items function within the context of the task and the test (internal validation).
3. To compare different versions of the same test with a view to establishing equivalence across versions.
4. To collect information which can be used to align the CELI examinations to the Common European Framework of Reference (CEFR).
5. To identify items suitable for banking and reuse.
6. To form a basis for the anchoring and calibration of the CELI test system using IRT (Rasch) methodology. Rasch anchoring procedures will be applied to the CELI tests from 2006.

As the population of CELI candidates has grown considerably since 2004, the University has decided to fund a pretesting programme for future tests. Pretesting will begin in 2006, using volunteer candidates from established testing centres. A full range of age, gender and nationality groups will be represented in the pretesting population, corresponding to the candidate population of live testing sessions. Fully pretested items will start to be used in 2007.

Performance on this task (part d.3, item 1-5)

This was an information transfer task based on descriptive texts (monologues) in which two different Italian itineraries are presented. Items focused on detailed information from the texts. The items were generally well answered, facilities were mainly good and the items discriminated well between weaker and stronger candidates. Only five candidates scored full marks. Item 2 turned out to be the most challenging, while candidates coped particularly well with items 1, 3, 4 and 5. To deal with this type of test, candidates are requested to identify specific information, through key words defining the points of interest, and to write this information down.



Listening Items

Instructions to candidate:

D.3 Ascoltare i testi che illustrano alcuni itinerari italiani. Trasferire negli spazi numerati da 1 a 2 nella tabella nel **Foglio delle Risposte** solo le informazioni richieste (massimo cinque parole).

Ascolterete i testi una sola volta.

Esempio di risposta:	D.3		
	A	B	C
	0 esempio		

	A	B	C
	CARATTERISTICA DEL PAESAGGIO	ATTRATTIVA DELLA ZONA	ALTRA FONTE DI INTERESSE
LUNIGIANA	...(1)...	...(2)...	...(3)...
APPENNINO DA PISTOIA A BOLOGNA	...(4)...	...(5)...	



Content analysis

Listening component

The time allocated to the complete test paper (paper 3) is 25 minutes. (The paper consists of THREE parts.)

Text Characteristics:

(Analysis of example tasks and items has been carried out in conjunction with the [Dutch CEF Grid](#), the [CEFR](#), the [ALTE](#) can-do statements and the [DIALANG](#) performance descriptors).

Test to be analysed:	CELI 4 (Paper 3)
Analysts	FSP, GB, FP
Task	D. 3 – items 1 – 5
Skill	Listening
Rubric in L1/Target language	TL
Target language	Italian
Item in L1/Target language	TL
Time to do total task	Not specified
1. Text source	Instructional material
2. Authenticity	Adapted for listening from genuine texts
3. Discourse type	Descriptive/expository
4. Discourse subtype	Descriptions/accounts
5. Domain	Public
6. Topic	Itineraries
7. Nature of content	Mostly concrete
8. Text length	2 minutes per text (two texts)
9. Vocabulary	Rather extended
10. Grammar	Limited range of complex structures
11. Text Speed	Normal speed for context
12. Number of participants	One
13. Accent	Standard Italian
14. Clarity of Articulation	Clear
15. How often played (how many times?)	Once
Comprehensible by learner at CEF level	C1



Item Characteristics:

Items

Item type, operations and CEFR target level are identical for all items.

Item Type:	Information transfer
Operations:	Recognize and retrieve specific and technical information in a text.
Operations:	Understand details
Item Level Estimated:	C1

Answer Key

Text n. 1 LUNIGIANA

Item 1- abbonda di rocche e castelli

Item 2- reperti archeologici (stele)

Item 3- funghi – cucina speciale

Text n. 2 APPENNINO DA PISTOIA A BOLOGNA

Item 4- bella natura

Item 5- "ecomuseo" fabbriche del ghiaccio



Statistical Report

Statistical Report (Whole Task)

mean facility (p)	0.67
mean discrimination	0.39
mean item total	0.35

Statistical Report (Individual Items)

	item 1	item 2	item 3	item 4	item 5
Facility (p)	0.75	0.47	0.78	0.73	0.64
Discrimination (i.d.)	0.30	0.38	0.36	0.30	0.62
Point biserial (Pb)	0.26	0.35	0.39	0.29	0.50
Sample size	>100				