

16.00-17.30 CET 5th March 2026

Two presentations

Assessing mediation in national examinations

Evdokia Karavas and Julia Zabala

This session will consist of two separate presentations on the same theme, followed by a **Q&A session** for participants to pose their own questions.

Evdokia Karavas will present the results of a study focusing on the specific criteria script raters use in assessing B1 and B2 level candidate cross linguistic mediation scripts in the writing paper of the Greek National Exams of Foreign Language Proficiency (Kratiko Pistopiitiko Glossomathias: KPG). More specifically, the KPG has assessed cross linguistic mediation since 2003, operationalizing it as a testing construct and including cross-linguistic tasks in B and C level speaking and writing papers. In the writing paper, candidates' cross linguistic mediation scripts are evaluated holistically on the basis of their ability to convey overall or specific meanings from a source text into a contextually appropriate target text.

Recognizing the need for more detailed specifications for the assessment of candidates' written mediation performance, a small-scale bottom-up study was conducted in which experienced raters assessed B level mediation scripts and articulated their implicit criteria through written protocols. The presentation discusses these criteria, how they were prioritized by raters and how they distinguish satisfactory from unsatisfactory mediation performance at B1 and B2 level.

Julia Zabala will present how mediation is assessed in the **CertAcles Digital exams**, developed by the Spanish Association of Language Centres in Higher Education (ACLES). From their creation, CertAcles exams had the goal of prioritizing the needs of students in Higher Education, "university exams developed by universities and for universities". Our model has been successfully helping universities for many years, but it was time to adapt to the new needs and to better reflect the concepts behind the Companion Volume. CertacleS digital is just that, an update of a model created in partnership with Cambridge, which has allowed us to put together the best of both worlds: the reliability of objectively scored items and efficiency of a computer adaptative test, with the qualitative mediation-based tasks that are meaningful to students and reflect their real-life use of the language.

And here is some information about the **speakers**:

Evdokia Karavas is Professor of Applied Linguistics at the Department of English Language and Literature of the National and Kapodistrian University of Athens (NKUA). She is a member of the Central Examination Board for the KPG exams, has the scientific responsibility for assessor training for the KPG exams and is Director of the marking centre for the KPG exams. She is a member of the Research Centre for Multilingualism and Language Policy of NKUA and is a representative of NKUA in the Expert Group on Multilingualism in the framework of the CIVIS alliance. She has done extensive research and published on issues regarding foreign language teaching and testing, as well as on teacher education and training. Her most recent book is *Plurilinguism and Foreign Language Education* (Pedio Publishers, 2024).

Julia Zabala holds an MA in English Philology from the Universitat de València, an MA in Language Testing from Lancaster University and a PhD in Language and Technology from the Universitat Politècnica de València. She works at the Universitat de Girona and is Vice-President of ACLES (Spanish Association of Language Centres in Higher Education) and President of CercleS (European Confederation of Language Centres in Higher Education). She is also a founding member of NULTE and has been actively involved in several Council of Europe-related initiatives and European projects.