

16.00-17.30 CET 7th May 2026

Tasks and rubrics for incorporating the assessment of intra-linguistic mediation in a high-stake exam(CertAcles)

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Intralinguistic mediation as a task type offers testing bodies an opportunity to expand the test construct to include authentic *ability for use* test tasks and is of great relevance as a representation of English lingua franca usage in the higher education context. As part of an exam re-development process written intralinguistic mediation has been incorporated into the bi-level **CertAcles** exam delivered by the Centro de Lenguas Modernas of the University of Granada. The two presentations report on the development of tasks and an analytic rating scale for one of the mediation task specifications included on this exam, that of *facilitating communication in delicate situations and disagreements*.

Adolfo Sánchez Cuadrado will first present the development of the task specification for this task type. An evidence-centered design (ECD) approach to task development proposed by Mislevy, Steinberg and Almond (2002) was followed. The presentation will outline the use of the first layers of ECD; *domain analysis* and *domain modeling* in order to inform valid task creation for mediation. Prototype tasks were developed and piloted and insights from verbal reports and focus group discussions with both students and teachers were then fed back into the task development cycle in order to make improvements on features of the tasks which would better elicit the required evidence.

Caroline Shackleton will then go on to present the development of an analytic rating scale for the assessment of tasks developed from this task specification. The scale was co-constructed by raters based on theoretical considerations, example scripts, and CEFR/CV descriptors. Raters used the scale to mark 80 performances across three tasks, and results were analyzed using a many-facet Rasch hybrid partial credit model, which pays particular attention to the functioning of an analytic scale and its categories. Findings show that despite the complexities of this multidimensional construct, it can be operationalized through well-designed tasks and a strategic scale-development process. Following focus group feedback and further reflection on the quantitative results, minor refinements were made to the scale. The study has clear implications for other testing bodies hoping to include mediation in their proficiency exams.

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

Dr. Caroline Shackleton is a teacher and language testing professional presently working at the University of Granada's Modern Language Centre, where she co-ordinates the UGR bi-level ACLES proficiency test. She holds an MA in Language Testing from the University of Lancaster and a PhD in Applied Linguistics from the University of Granada. She has extensive experience in the field of CEFR-related test development and regularly provides training in all aspects of language test development.

Dr. Adolfo Sánchez Cuadrado holds a BA in Translation and Interpreting (ES, EN, DE) from the University of Granada, an MA in Foreign Language Pedagogy from the University of Delaware and a PhD in Linguistics from the University of Granada. He is a lecturer in Linguistics at the University of Granada. His research interests lie within the fields of pedagogical translation, linguistic mediation, cross-linguistic cognitive grammar, and language teacher training.