



Exploring The Adaptability of CEFR Descriptors in The Construction of EFL Reading Test Specifications in Indonesian

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Abstract

The implementation of the Common European Framework of Reference (CEFR) has become a global benchmark in language education, yet its contextual adaptability remains a critical issue, particularly in non-European settings such as Indonesia. This study investigates how CEFR descriptors can be systematically adapted to construct reading test specifications aligned with the learning objectives of EFL reading courses in an Indonesian university context. Focusing on the English Education Study Program at Universitas Kristen Artha Wacana, the researchers employed a qualitative descriptive approach through document analysis of three core reading course syllabi: Intensive Reading 1, Intensive Reading 2, and Extensive Reading. Instructional objectives from these syllabi were mapped against four CEFR reading descriptor scales to determine alignment with proficiency levels ranging from A2 to B2. The researchers then designed test specifications based on these alignments and validated them through expert judgment involving two language assessment specialists. A structured validation checklist was used to assess construct relevance, task appropriateness, text length, and micro-skill inclusion. The findings demonstrated a logical progression of reading proficiency across the courses and confirmed that CEFR descriptors can be meaningfully adapted to the Indonesian EFL context. While the study provides a foundational model for CEFR-aligned reading assessment, it acknowledges limitations related to scope, piloting, and generalizability. Future studies are recommended to conduct empirical trials and explore the integration of digital assessment tools. This research offers practical implications for EFL lecturers and curriculum developers seeking to improve language assessment practices in Indonesian higher education.

Keywords: *CEFR descriptors, reading assessment, test specification, Indonesian EFL, syllabus analysis, language proficiency levels*

Introduction

Many language testing researchers stress the significance of using well-defined test specifications when designing effective assessments (Fulcher et al., 2022; Gebril, 2021). Owen (2018) explains that test specifications guide item writers by detailing the content that can be assessed and the proper format for test items. These specifications then contribute to test blueprints, which define the test structure and the number of questions allocated to each scoring category. Similarly, Noveanu (2015) describes test specifications as a foundational framework for assessment development, outlining essential components. Fulcher & Davidson (2012) highlights the difficulty of converting target skills and abilities into measurable elements, emphasizing that test specifications play a crucial role in this process. In line with this, Al Lawati (2023) asserts that test specifications help translate test developers' conceptual constructs into content descriptions, which item writers then use to create actual test items.

Davidson & Lynch (2002) argue that there is no single ideal format for test specifications. Similarly, Li (2019) maintains that while the fundamental principles of test construction are consistent, the format of test specifications can differ. As a result, test writers have the flexibility to select a format that best suits their needs. Various formats have been introduced in the field, including those proposed by Davidson and Lynch (2002), Almalki & Aljohani, (2022), Mao (2022), and Akintunde (2023). However, previous research suggests that limited guidance exists on planning, designing, and writing test specifications (Sallehuddin Md Yusof, 2023), and there is still a research gap in this area (Al Lawati, 2023). Recent studies have emphasized the importance of offering training, facilitating focus group discussions, and providing support for test designers, along with establishing clear guidelines and standards for developing test specifications (Arhin et al., 2021; Haladyna & Rodriguez, 2021). Therefore, EFL lecturers are encouraged to participate in such programs to enhance their expertise and improve assessment practices.

Although research on developing test specifications is limited, some studies have proposed models for test developers, particularly in relation to the Common European Framework of Reference for Languages (CEFR) (Gestanti et al., 2019; Iskandar et al., 2021), 2019). Iskandar et al. (2021) identify several important considerations for creating CEFR-based English test specifications. First, these specifications should focus on assessing specific language skills or areas of mastery, as testing differs from assessment and evaluation. Second, they should align with the characteristics of proficiency tests, which are designed to measure English proficiency at a particular level.

Finally, the development of these specifications must consider key quality factors, including reliability, validity, and practicality. Bledsoe (2021) suggested that developing test specifications involves an iterative design process with several

essential steps: (a) consulting stakeholders, (b) drafting test specifications that outline the test construct, structure, length, question types, assessed skills, marking criteria, delivery mode, reporting, accessibility, and other relevant aspects, (c) reviewing the specifications with both internal and external language assessment experts and making necessary revisions, (d) creating sample materials, (e) producing the test, (f) conducting analysis and review, and (g) establishing an item bank.

Quintana also noted that CEFR-based test specifications can be developed using various sources, including (1) level and domain descriptions from the CEFR, ensuring each test task aligns with one or more descriptors, (2) CEFR Can Do statements, (3) communicative teaching methodologies, and (4) course outlines and syllabi from instructional materials. Additionally, Gestanti et al. (2019) outlined key considerations for developing effective test specifications. These include defining the tasks, identifying the skills or competencies to be assessed, selecting appropriate text types for test input, determining text sources, choosing relevant topics, and specifying the intended competency level. They also emphasized the importance of technical aspects, such as test duration, the number and types of items, length, format, and marking system.

This study focuses on reading skills, a fundamental competency in EFL learning. Teaching reading effectively across different proficiency levels, from beginner to advanced, remains a challenge for many lecturers. Based on the preliminary studies at the home university, along with researchers' observations, it was found that EFL lecturers rarely integrate test specifications into their assessment practices, likely due to limited knowledge in this area. Despite their efforts to select appropriate instructional methods for each reading module, there is a need for a test specification model that can reliably assess students' reading competencies. Therefore, this study aims to develop reading test specifications based on CEFR descriptors, specifically adapted to the Indonesian EFL assessment context. The research question guiding this study is: "How can a reading test specification model be developed from the CEFR to suit the Indonesian EFL assessment context?"

Method

In developing the test specification recommended by CEFR, a descriptive qualitative approach was used to perform this study. This framework states that the test build, test usefulness, test content and format, technological characteristics, and necessary standards are all determined before creating the test specification (Council of Europe, 2020). The researchers employed document analysis methods to collect the data. In this methodology, researchers read and identified all relevant documents related to a particular topic.

The primary data in this study were the English Education Study Program

syllabus at the researchers' home university and the CEFR-related documents. The researchers conducted a document analysis using a particular discussion. The observation results were then crosschecked through focus group discussions with the experts to compose judgment for the initial test specifications. Two professionals in the field of language assessment participated in this study. In this case, insights from the experts were concluded as the basis for the judgment for the reading CEFR-based test specification.

Furthermore, the Manual of Language Test Development and Examining - for use with the CEFR (University of Barcelona et al., 2022), provides a process of test development including three main sections, namely: the decision to provide a test, developing the test, and final test specification where planning, design, try out and informing stakeholders are part of the second step in this process. The steps are presented in the following figure.

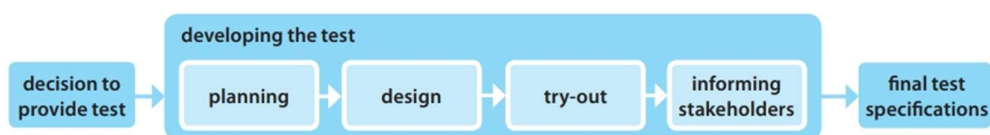


Figure 1. The test development process. Reprinted from Manual for language test development and examining (p. 20), by Council of Europe, 2011. Strasbourg: Council of Europe Publishing. Copyright Year by "©Council of Europe 2011.

For this study, the writer selected only two phases of developing the test section from the framework. They are planning and designing where the nature of weaving the CEFR scales into test specification is primarily reflected in these initial stages. However, the researchers modified these stages by adding a validation phase at the end of the design stage to have the evaluation and input from the experts. The rest of the processes will be conducted in future research as a recommendation of this current research. The analysis result was described in tables in accordance with the parts of initial considerations of constructing test specifications based on the CEFR. Thus, it was interpreted and reported in a narrative, and then the conclusion was made as the result of the study.

Results and Discussion

Planning

Based on the test specifications recommended by the CEFR, it's important to look beyond the stated objectives and identify what learners are expected to accomplish during the learning process using available resources. This process is known as resource analysis. Through document-based observation, it was found that the English Education Study Program at the researchers' home university offers three Reading Courses in its current curriculum: Intensive Reading 1,

Intensive Reading 2, and the Extensive Reading Course. The course descriptions and detailed learning outcomes for these courses are outlined in the following table.

Table 1. Course Descriptions and Learning Outcomes of Reading Courses

Course	Course Description	Learning Outcomes
Intensive Reading 1	This course aims to enhance students' proficiency in reading, interpreting, and comprehending the meaning and information presented in non-fiction texts. It focuses on applying effective reading strategies to identify meaning, understand unfamiliar vocabulary, determine main ideas and supporting details, extract explicit information, skim and scan for specific details, recognize the communicative value of sentences, and distinguish different writing styles.	<ol style="list-style-type: none"> 1. Appreciate the diversity of cultures, views, religions, beliefs, and opinions or findings of someone else's original. 2. Master a variety of information and ideas in a variety of ways, a form of media to society that is appropriate to the field or the general public 3. Able to apply logical, critical, systematic thinking, and innovation in the context of development or implementation of science and technology, pay attention to and apply humanities values according to their field of expertise
Intensive Reading 2	This course is designed to provide students with the knowledge and practice needed to comprehend English texts related to general information and everyday communication. Students will develop the ability to analyze the format, linguistic elements, and content of various texts, explore their underlying	<ol style="list-style-type: none"> 1. Act as a proud citizen and love the homeland; have nationalism and feelings of responsibility to the state and nation; 2. Mastering English at least equivalent to level post-intermediate to create

	<p>values, and apply their understanding both orally and in writing.</p> <p>Course materials include newspapers, magazines, manuals, announcements, menus, advertisements, and both formal and informal letters. Instruction is delivered through lectures, face-to-face interactions, and class discussions, supported by online learning via the CALL (Computer-Assisted Language Learning) method and ICT tools. Assignments are given both individually and in groups, inside and outside the classroom. Assessment is based on midterm and final exams, assignments, and class participation.</p>	<p>good communication verbally and in writing fluently, accurately, effectively</p> <p>3. Able to demonstrate independent, quality, and performance-measurable</p>
Extensive Reading	<p>This course is designed to develop students' critical reading skills in English by offering engaging and level-appropriate reading materials. It aims to enhance students' ability to analyze texts critically, extract moral, ethical, and religious values, and apply them in both academic settings and daily life.</p> <p>Course materials include academic texts and literary works, featuring complete and original texts on various topics and genres such as news items, exposition, discussion, analytical exposition, explanation, and reviews. Instruction is delivered through lectures, face-to-face interactions, and class discussions, both individually and in groups. Outside of class, students engage in ICT- and CALL-assisted reading activities, additional</p>	<p>1. Developing critical and principal thinking creative- realistic based on a noble conscience and guided by the word of God</p> <p>2. Mastering various information and ideas in various media forms to society appropriate to the field or the general public.</p> <p>3. Able to assess development implications or implementation of science and technology, pay attention to and apply appropriate humanities values with expertise based on rules, procedures and scientific ethics in order to produce</p>

text readings, and related exercises, either individually or collaboratively.

solutions, ideas, art design or criticism

Assessment is based on a portfolio of classroom activities, class participation, assignments, and midterm and final exams.

The researchers defined the objectives and learning outcomes for each course based on the referenced table to ensure the validity of the test content. The designed test must closely align with the course objectives to maintain coherence and relevance. Overall, the reading courses outlined in the syllabus aim to develop students' reading skills. The specific instructional objectives for each course are presented in the following table.

Table 2. The instructional objectives of each Reading course

Course	Instructional Objectives
Intensive Reading 1	<ol style="list-style-type: none"> 1. Applying effective reading strategies to determine meaning and interpret unfamiliar vocabulary, topics, and main ideas from supporting details. 2. Identifying and comprehending explicit information in texts. 3. Utilizing skimming and scanning techniques to locate specific details. 4. Interpreting the communicative value of sentences. 5. Distinguishing different types of writing.
Intensive Reading 2	<ol style="list-style-type: none"> 1. Examining the structure, linguistic features, and content of texts. 2. Identifying and interpreting underlying values within the texts. 3. Applying acquired knowledge in both oral and written contexts during the learning process.
Extensive Reading	<ol style="list-style-type: none"> 1. Critically evaluating texts to assess meaning and implications. 2. Extracting noble values aligned with religious, moral, and ethical principles. 3. Integrating these insights into the learning process.

Although the instructional objectives for each course have been established, some are broad and difficult to directly translate into a structured reading assessment. Objectives such as "understanding the communicative value of sentences," "exploring embedded values," "applying these in the learning process,"

and "deriving noble values aligned with religion, morals, and ethics" are complex and require further refinement to facilitate the test design process.

In this context, the CEFR offers a structured, transparent, and coherent framework for defining language proficiency with a focus on language use, making it a suitable foundation for test development (University of Barcelona et al., 2022). Additionally, it is recommended that new resources, including curricula, textbooks, and language assessments, be developed and documented in alignment with CEFR criteria to ensure consistency with this framework.

To refine and specify the instructional objectives, the researchers aligned the CEFR descriptors with the development of the reading test specifications. This involved identifying the illustrative CEFR descriptor scales that best correspond to the course objectives. Through this process, four relevant CEFR scales were selected: overall reading comprehension, reading for orientation, reading for information and argument, and reading as a leisure activity.

In this alignment phase, the researchers matched each instructional objective with the most applicable CEFR illustrative scale to determine students' proficiency levels for each course. Depending on the objective's nature, one scale might be a better fit than another, though in some cases, multiple scales may be equally relevant (University of Barcelona et al., 2022). The results of this analysis are presented in the following table.

Table 3. The profile of Reading Courses objectives to CEFR levels

Courses	Instructional Objectives	CEFR Descriptions and Levels
Intensive Reading 1	1. Applying effective reading strategies to determine meaning and interpret unfamiliar vocabulary, topics, and main ideas from supporting details.	Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language (A2).
	2. Identifying and comprehending explicit information in texts.	Can locate specific information in lists and isolate the information required (e.g. use the "yellow pages" to find a service and tradesman) (B1).
	3. Utilizing skimming and scanning techniques to locate specific details.	Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.) (B1).
	4. Interpreting the communicative value of sentences.	

		Can find and understand relevant information in everyday material, such as letters, brochures and short official documents (B1)
		Can pick out important information about preparation and usage on the labels on foodstuffs and medicine (B1).
		Can assess whether an article, report or review is on the required topic (B1).
		Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations (B1).
Intensive Reading 2	1. Examining the structure, linguistic features, and content of texts.	Can understand straightforward, factual texts on subjects relating to his/her interests or studies (B1).
	2. Identifying and interpreting underlying values within the texts.	Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g., critical contributions to an online discussion forum or readers' letters to the editor) (B2).
	Applying acquired knowledge in both oral and written contexts during the learning process.	Can identify the main conclusions in clearly signaled argumentative texts (B2).
		Can recognize the line of argument in treating the issue presented, though not necessarily in detail (B2).

		Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints (B2).
		Can recognize when a text provides factual information and when it seeks to convince readers of something (B2).
		Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect Relationships (B2).
Extensive Reading	1. Critically evaluating texts to assess meaning and implications.	Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively (B2)
	2. Extracting noble values aligned with religious, moral, and ethical principles.	Can read novels that have a strong narrative plot and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary (B2).
	3. Integrating these insights into the learning process.	

The document analysis revealed that the Intensive Reading 1 course corresponds to student proficiency levels ranging from A2 to B1 on the CEFR scale. In the Intensive Reading 2 course, proficiency levels progress to B1 to B2, while students in the Extensive Reading course achieve a B2 proficiency level. This progression indicates that students' reading proficiency steadily improves from A2 to B2, demonstrating positive academic development throughout the reading courses.

Table 4. Aligning the CEFR descriptors to the instructional objectives

The existing source	Alignment with the CEFR descriptors
Intensive Reading 1 Course	
1. Emphasizing the use of reading strategies appropriate to identify meaning and using unfamiliar lexical items, topics and main ideas from supporting text details;	1. Can understand the main information from the text
2. Understanding explicit information;	2. Can find and understand relevant information from the text
3. Skimming and scanning specific information;	3. Can find and locate specific information from the text
4. Understanding communicative value sentences and recognizing types of writing	4. Can assess types of text based on the types of sentences provided
Intensive Reading 2 Course	
1. Analyzing the format, linguistic elements, and content of the text reading	1. Can understand a straightforward factual text
2. Exploring the values contained	2. Can understand the line of argument in the text
3. Applying it in the learning process, both orally or written	3. Can recognize different structures in the reading text
Extensive Reading Course	
1. Analyzing text critically	1. Can understand the different structures in the reading text
2. Deriving values noble in accordance with religion, morals and ethics	2. Can read for pleasure with a large degree of independence
3. Applying it in the learning process and life.	3. Can manage and use sources of reading effectively

Following CEFR guidelines, the researchers examined the identified scales to find the descriptors that most accurately align with the course objectives. They began by selecting descriptors at the targeted or expected proficiency level. If a descriptor contained multiple "can-do" statements, the researchers also reviewed descriptors from adjacent levels to determine whether the objective was above or below the expected level. Key phrases differentiating each descriptor from its neighboring levels were then identified.

Additionally, adaptations were made when existing descriptors did not fully

align with the specific context of the study. It is important to recognize that CEFR descriptors are flexible rather than fixed. According to University of Barcelona et al. (2022), the "can-do" statements can be: (1) adopted as originally written, (2) removed if deemed irrelevant to the given context, (3) modified to better suit a particular context or learner population, (4) Completely rewritten to ensure alignment with the specific educational setting.

Designing Reading Test Specifications

After connecting the reading courses from the syllabus to the CEFR levels, the design of the reading test specification based on the CEFR was conducted at this stage. The finding is presented in the following table.

Table 5. Reading Test specifications based on the CEFR Descriptors

Paper/Timing	Format	No. of Qs	Test Focus
Intensive Reading1 90 minutes	Part 1: Matching Task	10	Finding specific information (A2 CEFR level)
	A single informational text (250-350 words)		
	Part 2: Comprehension Questions Task	8	Understanding main ideas (A2 CEFR level)
	A single text with sentence-length gaps (250-350 words)		
	Part 3: Multiple-Choice Task (4-option)	7	Understanding relevant/explicit information (B1 CEFR level)
	A single text (350-450 words)		
	Part 4: Multiple-Choice Task (4-option)	5	Assessing the type of text (B1 CEFR level)
	Various text types (350-450 words)		

Intensive Reading 2 90 Minutes	Part 1: Multiple-Choice Task (4-option)	10	Understanding straightforward factual information (B1 CEFR level)
	One informational text (350-550 words)		
	Part 2: Short Answer Task	10	Understanding the line of argument in the text (B1-B2 CEFR Level)
	A single text (article, report, etc.) (450-550 words)		
	Part 3: Comprehension Questions Task	10	Recognizing different structures in the reading text (B2 CEFR Level)
	A single text (450-550 words)		
Extensive Reading One semester project	Part 2: Short Essay	1	Reading with a large degree of independence
	Approximately 1,500-2,000 words		(B2 CEFR Level)
	Part 2: Short Essay	1	Analyzing text critically
	Approximately 1,500-2,000 words		(B2 CEFR Level)
	Part 3: Annotated Bibliography	1	Managing and using sources (B2 CEFR Level)
Length not specified			

Generally, the test specification should include the paper or subject taught, the test format, the number of questions, and the test focus. In this research, the test focus depicts the instructional objectives developed from the CEFR scale descriptors. In addition, the test formats and level and length of texts were adjusted to the CEFR level. For example, for the A2 level, matching task and comprehension questions task with approximately 250-350 words of text will be used. For the B1 level, multiple choice questions and short answer tasks with a text length of approximately 350-450 words will be used. Lastly, for the B2 level, comprehension questions task and written report of a text reading with approximately 450-550

words text will be used.

A matching task for the Intensive Reading 1 course will test students' ability to find specific information (A2 level) with ten approximately ten questions. To test student's understanding of main ideas (A2 level), a comprehension questions task will be applied with eight questions. Furthermore, in testing students' understanding of relevant/specific information (B1 level), a four-option multiple-choice task will be used with seven questions. Finally, to find whether students can assess the type of text (B1 level), five questions of multiple-choice task will be used using several types of texts. Students will answer these 30 questions in 90 minutes on a paper-based test.

In testing student's mastery in Intensive Reading 2, 10 questions of multiple-choice task will be used to test their straightforward understanding of factual information (B1 level). Meanwhile, to test their understanding of the line of argument (B1/B2) in the text, ten 10-question short answer tasks will be used. Finally, ten questions in the comprehension task will be used to test students' knowledge of recognizing different structures in the reading text.

Lastly, for the Extensive Reading course, students will be given a one-semester project to choose their readings based on their interests. To determine the considerable independence of their reading (B2 level), they will be asked to write a report in approximately 1500-2000 words. Next, short essays will be written between 1500 and 2000 to assess students' ability to critically analyze texts (B2 level). Finally, an annotated bibliography will be used in this assessment to test how students manage and use the sources.

Validation

The validation process for the reading test specifications was meticulously carried out by two independent evaluators who are experts in both the Common European Framework of Reference for Languages (CEFR) and test development. Their expertise ensured that the test specifications aligned with internationally recognized language proficiency standards. The evaluation aimed to confirm that the reading test adhered to the CEFR descriptors, ensuring its validity and appropriateness for assessing reading proficiency at the intended levels. By relying on these experts, the validation process-maintained objectivity and credibility, reinforcing the test's reliability.

To facilitate the validation, a comprehensive checklist was employed. This checklist covered various essential aspects of the reading test, including the construct being measured, the content relevance, and the appropriateness of the text length. Additionally, it evaluated the number of test items, the inclusion of relevant micro-skills, the formulation of questions, the clarity of test directions, and the overall time allotment. By systematically assessing these factors, the evaluators ensured that the test met the required linguistic and pedagogical standards.

During the review process, the evaluators meticulously examined whether the test specifications adequately reflected the intended reading competencies. They analyzed whether the text length was appropriate for the targeted proficiency levels and whether the distribution of test items was balanced. Furthermore, they scrutinized whether the micro-skills—such as skimming, scanning, and inferencing—were effectively integrated into the test design. This level of detailed analysis helped identify any inconsistencies or areas for improvement in the test specifications.

As a result of this rigorous evaluation, the experts approved the reading test specifications, deeming them suitable for use. However, they recommended minor revisions, specifically concerning the length of the texts. This suggested modification aimed to ensure that the test remained both challenging and manageable for test-takers within the allotted time frame. By making these refinements, the test developers could enhance the overall effectiveness and fairness of the reading assessment.

Ultimately, this validation process reinforced the credibility of the reading test specifications, ensuring that they adhered to internationally recognized standards. The careful review by experts, combined with the structured evaluation checklist, provided a strong foundation for a reliable and well-balanced reading test. These refinements contribute to the accuracy of language proficiency assessment, benefiting both test developers and examinees by maintaining a high standard of quality in reading evaluation.

Conclusion

This research focused on developing a test specification for Reading Courses based on the Common European Framework of Reference for Languages (CEFR) within the English Education Study Program at Artha Wacana Christian University. Through document analysis, the researcher examined key materials, including the university syllabus and CEFR descriptors, to construct a well-aligned and effective reading test specification. The findings revealed that the reading proficiency levels assessed ranged from A2 to B2, ensuring that the test was appropriately designed for students at different stages of language development.

A key outcome of the study was the successful alignment of CEFR scale descriptors with the instructional objectives of the three targeted courses—Extensive Reading 1, Extensive Reading 2, and the Extensive Reading course. This alignment ensured that the reading assessment accurately reflected the skills and competencies expected at each proficiency level. Additionally, careful consideration was given to the test format, number of questions, and text length to maintain consistency with CEFR guidelines while meeting the specific needs of students.

To enhance the reliability and validity of the test specification, the draft version underwent expert validation. Two specialists in CEFR and test development reviewed the specification, offering valuable feedback that contributed to its refinement and improvement. Their insights helped to ensure that the test framework was not only theoretically sound but also practical for implementation in an academic setting.

Despite its contributions, this study has several limitations. First, it primarily relied on document analysis and expert validation without conducting a practical trial of the test specification with students. As a result, the actual effectiveness and suitability of the designed tests in real classroom assessments remain untested. Second, the study focused on reading courses within a single university program, which may limit the generalizability of the findings to other institutions or educational contexts with different curricula. Additionally, while the CEFR provides a widely accepted framework for language assessment, variations in interpretation and implementation across institutions could affect the applicability of the test specification.

Lastly, the study did not explore the impact of technological advancements in assessment, such as computer-based testing or adaptive testing models, which could offer additional insights into modern assessment strategies. While this study provides a foundational step in test specification design, future research should take further strides in developing standardized assessment tools that align with international best practices. Specifically, subsequent studies should focus on implementing a pilot phase to evaluate the effectiveness of the proposed test specification in real classroom settings.

Additionally, further research could explore alternative testing methods, such as digital or adaptive assessments, to enhance the flexibility and applicability of CEFR-based reading evaluations. By advancing from the initial try-out phase to the final test specifications, future studies can contribute to the continuous improvement of language assessment and pedagogy within higher education contexts

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