



RELANG

Relating language examinations to the common European reference levels of language proficiency: promoting quality assurance in education and facilitating mobility

Specification

European Centre for Modern Languages and European Commission cooperation on
INNOVATIVE METHODOLOGIES AND ASSESSMENT IN LANGUAGE LEARNING



Linking Procedures in the Manual

- Familiarisation with the CEFR
- **Linking on the basis of specification of examination content**
- Standardization and Benchmarking
- Standard setting
- Validation: checking that exam results relate to CEFR levels as intended

Aims

- Raising awareness of good practice in linking to the CEFR
- Defining minimum standards in linking
- Providing practical support in linking

Raising Awareness

- of the importance of good content analysis of language examinations;
- of the CEFR, especially its descriptor scales;
- of the rationale for relating language examinations to an international framework like the CEFR;
- of ways in which the CEFR can be exploited in planning and describing language examinations

Defining Minimum Standards

In terms of:

- the quality of content specification in language examinations
- the process of linking examinations to the CEFR.

Three types of activity

- familiarisation activities
- filling in a number of checklists with details about the content of the language examination
- using relevant CEFR descriptors to relate the language examination to the levels and categories of the CEFR.

Opportunities of Specification (1)

- to increase the awareness of the importance of a good content analysis of examinations;
- to become familiar with and use the CEFR in planning and describing language examinations;
- to describe and analyse in a detailed way the content of an examination or test;
- to provide evidence of the quality of the examination or test;

Opportunities of Specification (2)

- to provide evidence of the relation between examinations/tests and the CEFR
- to provide guidance for item writers
- to increase the transparency for teachers, testers, examination users and test takers about the content and quality of the examination or test and its relationship to the CEFR

General Descriptions: Forms A1-A8

- Test Purpose
- Development Process
- Marking Procedures
- Standards
- Reporting
- Analysis and Review Procedures
- Rationale for decisions
- Initial Estimations of CEFR levels

Communicative Language Activities

Forms A9 - A18

- A9 Listening Comprehension
- A10 Reading Comprehension
- A11 Spoken Interaction
- A12 Written Interaction
- A13 Spoken Production
- A14 Written Production
- A15 Integrated Skill Combinations
- A16 Integrated Skills
- A17 Spoken Mediation
- A18 Written Mediation

Communicative Language Competences Forms A19 – A22

A19	Reception
A20	Interaction
A21	Production
A22	Mediation

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Training & Consultancy for EU and ECML Member States

RELANG Team Members

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Basic Documentation

The TaC is based on two Council of Europe / ECML publications dealing with the construction and validation of language tests linked to the CEFR:

- The ALTE Manual for Language Test Development and Examining
- Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR): Highlights

Aims

- Training and Consultancy (TaC) for the development and validation of foreign language tests and examinations (to be) linked to the CEFR.
- The TaC aims at ensuring quality in language testing and assessment, implementing the European Qualifications Framework with its requirement to relate examinations to the CEFR.

Modules on offer (1)

Developing valid language tests, related to the CEFR, for use in the classroom

In this three-day workshop teacher-trainers and other stakeholders will be introduced to the principles of valid and reliable language testing in relation to the CEFR model of language use. Special attention will be paid to the identification and possible adaptation of relevant CEFR descriptors at relevant CEFR-levels and to the identification and production of valid item types to be used in everyday classroom practice. Practical tips and exercises will be supplied and support materials adapted to the specific needs of the interested member states will be developed.

Modules on offer (2)

Constructing valid language tests and examinations based on the CEFR

In this three-day workshop language testers and examiners, item writers, curriculum developers and other stakeholders will be introduced to the principles of valid and reliable language testing in relation to the CEFR model of language use. Special attention will be paid to the construction of various item types, the stages of test development and test use, the collection and analysis of test data and to possible ways of linking the tests and examinations to the (levels in the) CEFR. Practical tips and exercises will be supplied and support materials adapted to the specific needs of the interested member states will be developed.

Modules on offer (3)

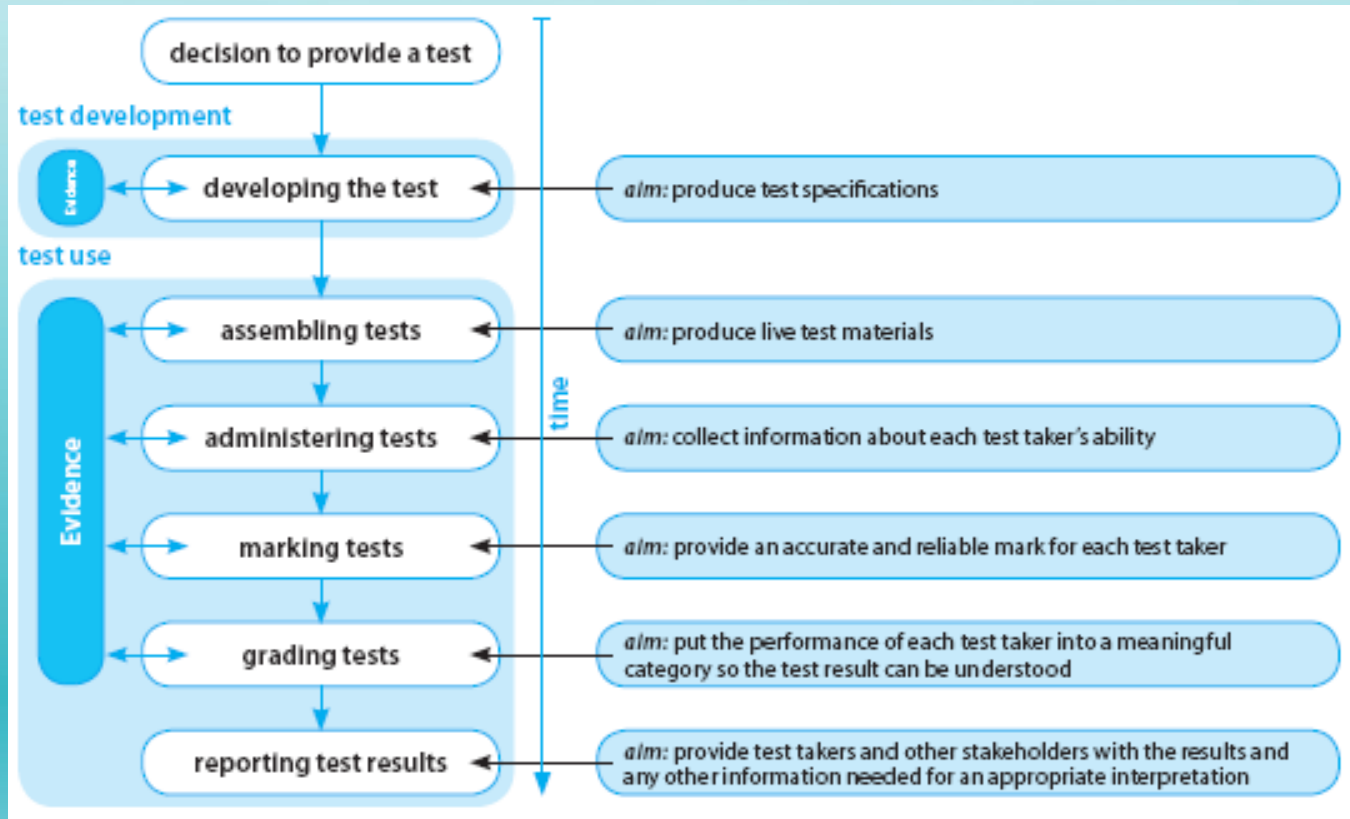
Relating existing tests and examinations to the CEFR

In this three-day workshop language testers and examiners, item writers, curriculum developers, school inspectors, policy makers and other stakeholders will be introduced to the principles of valid and reliable language testing in relation to the CEFR model of language use. During the workshop these principles will then be applied to existing tests and examinations. Special attention will be paid to the principles of linking examinations to the CEFR, the need for the collection and interpretation of test data and the validation of the linking process. Practical tips and exercises will be supplied and support materials adapted to the specific needs of the interested member states will be developed.

Topics to be discussed

- The CEFR Model of Language Use: language actions performed by persons - individuals and social agents
- Aligning Tests to the CEFR: starts with adapting the CEFR to the context of the test
- Issues: validity, reliability, fairness, ethical concerns

The Stages of Test Development and Use



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Workshop issues to consider (1)

- Length of intervention: preparatory ½ day + workshop (3 days)
- Location
- Language of communication
- Use of interpretation: consecutive or simultaneous
- Specificity of workshop theme
- Representativeness of stakeholders
- Aims of workshop: concrete goals (e.g. sample format for test, set of specification forms etc.)

Relating Jokes to the CEFR

To avoid offence, every country should concentrate on developing self-deprecating jokes (just as rabbis tell the best Jewish jokes). Self-deprecating humour is the ultimate sign of emotional and political maturity.

Amsterdam is like a Tour de France. Just a lot of people on drugs riding bikes.