

BAAL TEASIG webinar

YOUNG LEARNERS ASSESSMENT AND THE CEFR

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CEFR

LEARNING, TEACHING AND ASSESSMENT

WHAT MAKES YOUNG LEARNERS DIFFERENT?

Cognitive development

- Strategies for working memory use
- Abstract concept formation
- Reasoning abilities
- Metalinguistic awareness
- Executive control
- Mind reading abilities

(Meadows 2006)

Educational, social, psychological variables

- Amount & quality of input, exposure to, experience with L2
- Social, cultural and educational context of language use (text processing & interaction)
- Development of literacy in L1 (different writing systems)
- Theory of mind (use of complex discourse and narrative skills)
- Individual differences
- Scaffolding

(Cameron 2003)

THE CEFR AND YOUNG LEARNERS

1. curriculum:

CEFR adopted to inform and evaluate YL language curricula, to set targets

2. teaching & learning:

CEFR adapted to develop age-appropriate descriptors, to guide teaching and learning, to offer feedback, to inform scope and sequence in textbooks

3. assessment:

CEFR used to align existing YL tests, to design new tests, to set cut scores, to facilitate interpretation of test scores in test reports

WHAT MAKES YOUNG LEARNERS ASSESSMENT DIFFERENT? TASK CONDITIONS

1. number of tasks
2. amount of elements/people/objects/etc. involved
3. reasoning demands
4. spacio-temporal displacement: there-and-then vs here-and-now
5. referential complexity, i.e. especially references by pronouns
6. background knowledge: content new to candidate/no background knowledge exists for candidate
7. generalisability/familiarity of task situation or task type: novel/particular/specific vs everyday
8. amount of time provided (planning time and response time)
9. amount of contextual support (e.g. in terms of questions before the text, visuals, layout, headings, etc.)
10. clarity and sufficiency of instructions, i.e. about task procedures and goals
11. task goal/outcome (e.g. complex/differentiated/convergent task goal/outcome)
12. task solution: open/complex vs closed/simple task solution
13. inferences required of learner, i.e. having to cope with what is implicit
14. amount of interaction required (both between participants/interlocutors and/or between learner and text)
15. information flow: two-way vs one-way information flow
16. gender of partner in pairs in oral tests: different gender vs same gender
17. familiarity of partner: previously unfamiliar vs familiar partner
18. age or status of partner: different vs same age or status, i.e. power variables vs solidarity leading to
19. communicative stress
20. interactional schema, script or frame

WHAT MAKES YOUNG LEARNERS ASSESSMENT DIFFERENT? TEXT FACTORS

21. length of text
22. clarity of text
23. familiarity of text used in task
24. availability of input
25. number of sources of input
26. input complexity
27. propositional density
28. frequency of vocabulary
29. grammatical/structural/syntactic complexity
30. speech rate in spoken text
31. number of speakers
32. amount of information to process
33. familiarity of information/topic/theme/domain
34. explicitness of information provided
35. concreteness of information/text/topic: abstract argumentation/explanation vs concrete description/instructions/narration
36. amount of shared knowledge/presupposed information
37. degree of task structuring
38. degree of discourse structuring (with clear signalling, incl. textual coherence and organisation)
39. familiarity of genre or text type
40. relevance/interest of topic/content to target learner group in general

WHAT MAKES YOUNG LEARNERS ASSESSMENT DIFFERENT? ACTIVITY FACTORS

41. age-appropriate activity: relevant/meaningful/purposeful/appropriate activity for learner group in general
42. complexity of activity/response required, i.e. pointing/ticking vs copying vs creatively writing/using lang
43. amount of support/modelling/help available e.g. examples, prompts, visuals, charts, diagrams, key words
44. opportunity to revise: repetition/rehearsal allowed
45. audience awareness provided/suggested, i.e. hearer/reader needs explicitly specified for candidates
46. number of steps/actions/cognitive operations necessary to complete the task
47. amount of organisation required of learner
48. amount of monitoring and revision/editing required/allowed
49. level of facilitation/ prompting supplied (back-up questions, clarification requests, repetition, etc)
50. quantity of learner output and task outcomes (i.e. in terms of number of words, length of response)
51. quality of learner output and task outcomes/standards of performance expected
52. requirement of task completion: exact response required/expected
53. phonological control: accurate phonology required in terms of clear pronunciation/articulation, stress, intonation
54. amount of fluency/promptness expected: no hesitations, pauses, false starts, delayed or halting responses allowed
55. orthographical control: accuracy in terms of copying, handwriting, correct spelling, punctuation, capitalisation
56. range of lexis and grammar expected
57. lexical and grammatical control: accuracy expected in terms of requirement of lack of obstruction of meaning
58. sociolinguistic knowledge/behaviour expected
59. pragmatic knowledge expected (amount, level and appropriacy)
60. propositional precision: precise messages required

ALIGNMENT/LINKING/MAPPING OF ... WITH ... IN ORDER TO ...

	Curriculum	Teaching and learning	Assessment	Other standards
Curriculum	to compare curricular aims			
Teaching and learning	to see whether instruction follows curriculum aims and content	to identify best practice in teaching and learning		
Assessment	to see coverage of curriculum content in an assessment	to see if classroom activities and test tasks are aligned in content	for conversion tables	
CEFR (standards)	to inform language curricula, based on a well-evidenced learning progression	to inform materials, set targets, guide scope & sequence, for classroom (self)-assessment	to facilitate interpretation of test scores	to compare standards across qualifications based on various curricula

**AGE OF INNOCENCE
AWAKENING & DISILLUSIONMENT
REALISTIC ACCEPTANCE**

ZIEKY (1994) ON STANDARD SETTING AND CUT SCORE METHODOLOGY

CURRICULUM AGE OF INNOCENCE



NEEDS ANALYSIS

planning
backwards
from learners'
real life
communicative
needs, with
consequent
alignment
between
curriculum,
teaching and
assessment
(CEFR 2018:28)

CEFR DESCRIPTORS FOR YOUNG LEARNERS: TIM GOODIER

macmillan education

Theoretical assumptions

Communicative & linguistic competences: Pre-A1 to C2

Some higher level tasks may demand a level of cognitive / social maturity and experience not typically expected of YLs

Parallel task, with differences in typical domain / topic for YLs

Closer correspondence between many YL portfolio and CEFR illustrative descriptors at low levels

Literacy, socio-cognitive development and maturity

Age groups?

7-10

11-15

(Szabo and Goodier 2018)

younger children: 5/6-8/9

older children: 8/9-12/13

teenagers: 13-17

(Hasselgreen & Caudwell 2016)

early teens: roughly 13/14

mid-teens: roughly 14/15

late teens 15-17

(Morgan 2013)

NEW CONSTRUCTS FOR INTEGRATED MULTIMODAL COMMUNICATIVE PRACTICES: MEDIATION, ONLINE INTERACTION, PLURILINGUAL/PLURICULTURAL COMPETENCE

old skills described in new ways: collaborative problem solving, contributing to a shared understanding, helping others to understand



TARGET SETTING

Specific
Measurable
Achievable
/ Attainable
Relevant /
Realistic
Time-
bound /
Timely



‘As a very rough guide,

- A1 (Breakthrough) is appropriate to progress in the first foreign language at the 10 or 11 year primary / secondary interface,
- A2 (Waystage) to around 14,
- B1 (Threshold) to 16+, the lower secondary goal,
- B2 (Vantage) to 18+, the completion of upper secondary education, and
- C1 and C2 to specialist university level’

TRIM (2005:4)

Extracts on Speaking from ELLiE country policy documents			
Country	Age	Descriptors	CEFR level
EN	By 11 yrs	Converse briefly, without prompts	A1
IT	By 11 yrs	Can exchange personal information about familiar topics	A1+
NL	By 12 yrs	Can ask, or orally provide information and express themselves without anxiety	A1–2
PL	By 10 yrs	Asks/answers simple questions briefly, describes people, places and activities and talks about themselves, their likes and dislikes.	A1
ES	By 11 yrs	Interact in simple, familiar oral situations	A1
SE	By 11 yrs	Say something simple about themselves; contribute to simple discussions on everyday topics	A1–2
HR	By 10 yrs	Develop sensitivity for another language code, based on multisensory and holistic approach and grounded in situation-based oral communication	A1

Figure 16: ELLiE study – Examples of expected outcomes (Speaking)

Age groups	Limits of CEFR levels potentially attainable
Young children (roughly between 5/6 years and 8/9 years)	A2
Older children (roughly between 8/9 years and 12/13 years)	B1
Teenagers (roughly between 13 and 17 years)	B2
Exceptional older teenagers	C1

TEACHING AND LEARNING: AWAKENING & DISILLUSIONMENT

SCOPE AND SEQUENCE

	Level	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12
1	Pre-A1	copy word (e.g. sign, label)											
2			write word (e.g. greeting)										
3				write phrase									
4	A1				write simple sentence								
5						write complex/compound sentence							
6							join two sentences 'and'						
7	A2							write simple text with sentences linked 'and' 'but' 'because'					
8									write description				
9										write correspondence			
10	B1										write own narration/experience		
11												write own opinion (argument)	
12													summarise (rep)

right emphasis, predictable sequencing, and expected rates of growth

Scope and sequence

Welcome

Vocabulary: **Numbers:** twenty-one to fifty
Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Months of the year: January, February, March, April, May, June, July, August, September, October, November, December

Structures: What's your favorite day? My favorite day is Sunday.
 When were you born? I was born in January.
 Were you born in May? Yes, I was. / No, I wasn't. I was born in June.

1 Nature

Vocabulary: **Nature:** birds, sun, clouds, trees, animal, pond, mushrooms, rock, insects, flowers, butterflies, wind, ants, sky, worms, spiders, roses, rainbow

Values: Play outside. Play safe!

Structures: How many animals are there? There's one purple animal.
 How many birds are there? There are two blue birds.
 There are some spiders. / There aren't any spiders.
 Is there a rainbow? Yes, there is. / No, there isn't.
 Is there any wind? Yes, there's some wind. / No, there isn't any wind.
 Are there any ants? Yes, there are. / No, there aren't.

Cross-curricular:
Math: Plus, minus, equals

Phonics: air, ear
 hair, year

2 Me

Vocabulary: **Physical characteristics:** blond hair, dark eyebrows, brown eyes, curly hair, gray hair, glasses, a black mustache, a short beard, blue eyes, red hair, black beard, white teeth, big chin, long eyelashes, pink lips, red nose, big mouth

Values: Have good habits. Keep clean and healthy.

Structures: I have glasses.
 I don't have glasses.
 He has dark eyebrows.
 She doesn't have dark eyebrows.
 Do you have long eyelashes? Yes, I do. / No, I don't.
 Does he/she have curly hair? Yes, he/she does. / No, he/she doesn't.

Cross-curricular:
Science: Wild animals

Phonics: ay, er
 say, dinner

3 Pets

Vocabulary: **Animal body parts:** tail, beak, wings, feathers, claws, fins, paws, whiskers, skin, fur
Animal characteristics: soft fur, a hard shell, sharp claws
Adjectives: cute, scary, fast, slow

Values: Take care of your pet.

Structures: What does it look like? It has a tail. It doesn't have wings.
 What do they look like? They have whiskers. They don't have fins.
 Do you have a dog? Yes, I do. It's cute. / No, I don't.
 Does it have soft fur? Yes, it does. / No, it doesn't.

Cross-curricular:
Science: Animal life cycles

Phonics: ea, oi
 tea, oil

4 Home

Vocabulary: **Furnishings:** picture, stove, sofa, shower, sink, mirror, trash can, TV, computer, plant, closet, window
Prepositions: next to, behind, above, below, in front of
Household items: toothbrush, towels, pots, blankets, comb, shelf, pans, plates

Values: Help at home.

Cross-curricular:
Art: Mosaics

Structures: There's a plant in the living room.
 There are two plants in the living room.
 The plant is below the mirror. / It's below the mirror.
 The plants are below the mirror. / They're below the mirror.
 Is the computer in the bedroom? Yes, it is. / No, it isn't. It's in the living room.
 Are the plates on the shelf? Yes, they are. / No, they aren't. They're in the sink.

Phonics: a_e, i_e, o_e
 cake, time, home

5 Clothes

Vocabulary: **Clothing:** a baseball cap, a sweatsuit, a polo shirt, shirt, shorts, jeans, a belt, a uniform, a jacket, a sweatshirt, flip-flops, sneakers, sandals, beanie, hiking boots, scarf, tights, ski jacket, wool sweater
Material/style: plain, colorful, fancy

Values: Be polite.

Cross-curricular:
Social science:
 Household chores

Structures: What are you wearing? I'm wearing a baseball cap/sandals.
 What's he/she wearing? He's/She's wearing a baseball cap/sandals.
 Are you wearing a baseball cap/sandals? Yes, I am. / No, I'm not.
 Is he/she wearing a baseball cap/sandals? Yes, he/she is. / No, he/she isn't.
 This is my favorite scarf.
 These are my favorite tights.
 I love my scarf/tights.

Phonics: sc, sk, sm, sn, sp, squ, st, sw
 scarf, skate, smell, snip, spoon, squid, star, swim

6 Sports

Vocabulary: **Abilities:** do taekwondo, catch a ball, play tennis, run, play baseball, ride a bike, play basketball, play soccer
Sports facilities: gym, baseball field, basketball court, running track, stadium, ski slope, beach, swimming pool, tennis court, soccer field

Values: Be active.
 Exercise every day.

Cross-curricular:
Health: Exercise

Structures: I/He/She can run and jump.
 I/He/She can run, but I/he/she can't jump.
 Can you/he/she play tennis? Yes, I/he/she can. / No, I/he/she can't.
 I/He/She was at the gym.
 I/He/She wasn't at the gym. I/He/She was at the baseball field.

Phonics: bl, fl, gl, pl, sl
 black, flag, glass, plate, sleep

7 Food

Vocabulary: **Fruit/vegetables:** peas, mangoes, carrots, cucumbers, plums, oranges, peaches, potatoes, tomatoes, strawberries, beans, broccoli, lettuce, spinach, cabbage, pears, apricots, avocados, cherries

Values: Stay healthy. Eat more fruit and vegetables.

Cross-curricular:
Science: Healthy eating plate

Structures: Do you like peas? Yes, I do. / No, I don't.
 Does he/she like peas? Yes, he/she does. / No, he/she doesn't.
 Is there any broccoli? Yes, there is. / No, there isn't.
 Are there any pears? Yes, there are. / No, there aren't.

Phonics: br, cr, dr, fr, gr, pr, str, tr
 brown, crab, drop, frog, green, press, string, train

8 Things we do

Vocabulary: **Actions:** listening to music, walking, sleeping, reading, doing homework, drinking, eating, cleaning, dancing, playing the piano, playing the trumpet, playing the flute, playing the violin, singing
Adverbs of manner: quickly, quietly, terribly, loudly, slowly

Values: Learn new things.
 Develop your talents.

Cross-curricular:
Science: Flying machines

Structures: What are you doing? I'm sleeping.
 What are they doing? They're sleeping.
 What's he/she doing? He's/She's sleeping.
 Are you singing? Yes, I am. / No, I'm not.
 Is he/she singing? Yes, he/she is. / No, he/she isn't.
 Is he/she singing quietly? Yes, he/she is. / No, he/she isn't. He's/She's singing loudly.

Phonics: ft, mp, nd, nt, sk, sp, st
 left, bump, wind, paint, ask, wisp, nest



Assessment of young learner literacy linked to the Common European Framework of Reference for Languages

Angela Hasselgreen, Violeta Kalédaitė, Natália Maldonado Martin and Karmen Pižorn

I've go to school with my dad with car.
 I have lunch at two o'clock in the school.
 The facilities in my school are; gym, showers, cots,
 two playgrounds, classrooms and lunchhall.
 My classroom is big, with library, with computers, tables,
 chairs and a ene board. I go to the playground at eleven
 o'clock and I play football and basket ball.
 I have 8 teachers; 1 for catalan, science, wath^{and geography}; 1 for Spanish;
 1 for english; 1 for music; 1 for Phisycal Education; and 1 for
 religion and 1 for Art.
 I've got 9 subjects. I hate Maths but I love English
 it's very intersting. I've got a special subject is Catalan.

Figure 2: Extract from a pupil's text

Summy!

My **summar** holiday.

Aim hvas in Mallorca and am sunbrathling, that was very fun! That was a experienle of the live, and am stay as a camping place, wit my Grandmum and my Grandad, and we fising and have fun that summer. We also play Gitar and Singing and 1 day we go to shopping I don't bay so much.

1. Spelling: copy these words carefully

Summer
 Was
 Fishing
 Gitar
 Buy
 With

Now correct the spelling of the words shaded in your text.

2. Grammar:

When we tell about things that happened at a time in the past, we use the past tense of verbs. The underlined verbs in the text should be in the past tense. Find the past tense of these verbs and write them in the phrases below. The first one is done for you.

We have "we had"
 I am
 We stay
 I play
 We go
 I don't

Now correct all the verbs underlined in your text.

Syllabus

Cambridge IGCSE™

English (as an Additional Language)
0472

Use this syllabus for exams in 2023, 2024 and 2025.
Exams are available in the June series.



Aim

to enable 14-16-year-old students to develop the language proficiency required to communicate effectively in English

at level A2 (CEFR Basic User), with some elements of level B1 (CEFR Independent User)

Version 1

Please check the syllabus page at www.cambridgeinternational.org/0472 to see if this syllabus is available in your administrative zone.

Cambridge
Pathway 

RESEARCH AND ANALYSIS

Investigating standards in GCSE French, German and Spanish through the lens of the CEFR

Milja Curcin and Beth Black



Investigating_standards_in_GCSE_French_German...
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Investigating standards in GCSE French, German and Spanish through the lens of the CEFR

Milja Curcin and Beth Black

INDEPENDENT

B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.



BASIC USER

A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.



A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

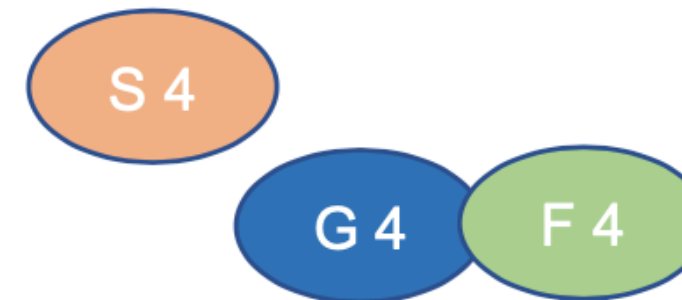


Figure 1 *Estimated qualification level mapping for each language and grade*



Language skills for successful subject learning

CEFR-linked descriptors
for mathematics and history/civics

Eli Moe
Marita Härmälä
Paula Lee Kristmanson
José Pascoal
Meilutė Ramonienė

EUROPEAN CENTRE FOR
MODERN LANGUAGES
CENTRE EUROPEEN POUR
LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Moe, Härmälä et al (2015) found that

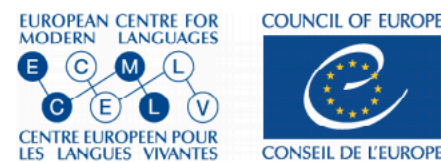
- students at the age of 12/13 are required to have a minimum level of language competence mirroring B1 in all skills in order to succeed in history/mathematics.
- 15/16-year-old students need a B2 competence in the same skills/subjects.



Language skills for successful subject learning

CEFR-linked descriptors for mathematics and history/civics

Eli Moe
Marita Härmälä
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José Pascoal
Meiluté Ramonienė



Student Age: 12/13 Subject: Mathematics

My goals for writing

My objectives:	I cannot manage this yet	I can do this			I have evidence
		with help from classmates or the teacher	quite well	very well	
What I can do					
What I will work on					
	Date	Date	Date	Date	Date
Describe					
B1: I can describe how I am thinking when solving a task in a straightforward way					
B1: I can briefly describe a graph, a figure or a table and point out important things					
A2: I can write very short, basic descriptions of something I have worked on in class					
Explain					
B1: I can explain and give reasons for why something related to mathematics is the way it is, and why something is a problem in a straightforward way					
A2: I can explain how to do something or what I have done in simple sentences					

Student Age: 15/16 Subject: History

My goals for speaking

My objectives:	I cannot manage this yet	I can do this			I have evidence
		with help from classmates or the teacher	well	very well	
What I can do					
What I will work on					
	Date	Date	Date	Date	Date
Express opinions, discuss					
B2: I can talk about historical topics and share information, ideas and my attitudes about the topic					
B2: I can give my opinion and explain it					
B1: I can explain why I am for or against something					
Give a presentation or talk in class					
B2: I can give a detailed presentation that includes different points of view and emphasises the most important points related to the topic					
B1: I can give a prepared talk about a topic and answer clear questions from the teacher and my classmates					

**ASSESSMENT
REALISTIC
ACCEPTANCE**



WHAT TO ASSESS? WHY?



Sector	Grade	Age	15 items (5 x L, 5 x G, 5 x V)	15 items (5 x L, 5 x G, 5 x V)	15 items (5 x L, 5 x G, 5 x V)	15 items (5 x L, 5 x G, 5 x V)	15 items (5 x L, 5 x G, 5 x V)
Lower Primary	3	8 - 9 year olds	Pre-A1	A1	A2		
	4	9 - 10 year olds	Pre-A1	A1	A2		
Upper Primary	5	10 - 11 year olds	Pre-A1	A1	A2	B1	B2
	6	11 - 12 year olds	Pre-A1	A1	A2	B1	B2
Lower Secondary	1	12 - 13 year olds	Pre-A1	A1	A2	B1	B2
	2	13 - 14 year olds	Pre-A1	A1	A2	B1	B2
Upper Secondary	3	14 - 15 year olds			A2	B1	B2
	4	15 - 16 year olds			A2	B1	B2

STANDARD SETTING



MINIMALLY COMPETENT LEARNER

CRITERIAL FEATURES

Barely B1:

he *walk, he *cans

I expect to *can cycle

*What reads Kim?

*Kim drives not.

[Parodi 2008)



“At what CEFR level can a test taker already answer the following item correctly?”
(Council of Europe 2003:91)



WHAT IS EASY? WHAT IS DIFFICULT? IN LISTENING AND READING

Items are easy if:

- the text is structured in a way which makes the correct answer easy to spot;
- the answer is located close to the beginning of the text;
- the same wording is used both in text and question, making the correct answer easy to spot;
- the answer can be copied directly from the text.

Items are difficult if:

- the test candidates have to make inferences;
- there is a lot of information to consider;
- there is information competing for the readers' attention;
- the vocabulary in general and/or single words makes things difficult to understand.

MOE (2009) JACK OF MORE TRADES? COULD STANDARD SETTING SERVE SEVERAL FUNCTIONS?

WHAT IS EASY? WHAT IS DIFFICULT? IN LISTENING AND READING

MCPs have problems with...

B1

- Hard words especially at beginning of text
- Unusual structures (ex.: “raise ... for the roof to be repaired”)
- Correct answer demands that more than 2 information items are processed

- *Gapped text*
- *Counter-intuitive items (correct answer is unexpected)*
- *If there is vocab overlap between text and wrong answer, cand. are misled into choosing the wrong answer*
- *More easily misled by the distractor being close to the the correct answer*

B2

- **Idiomatic language**
- **Phrasal verbs**

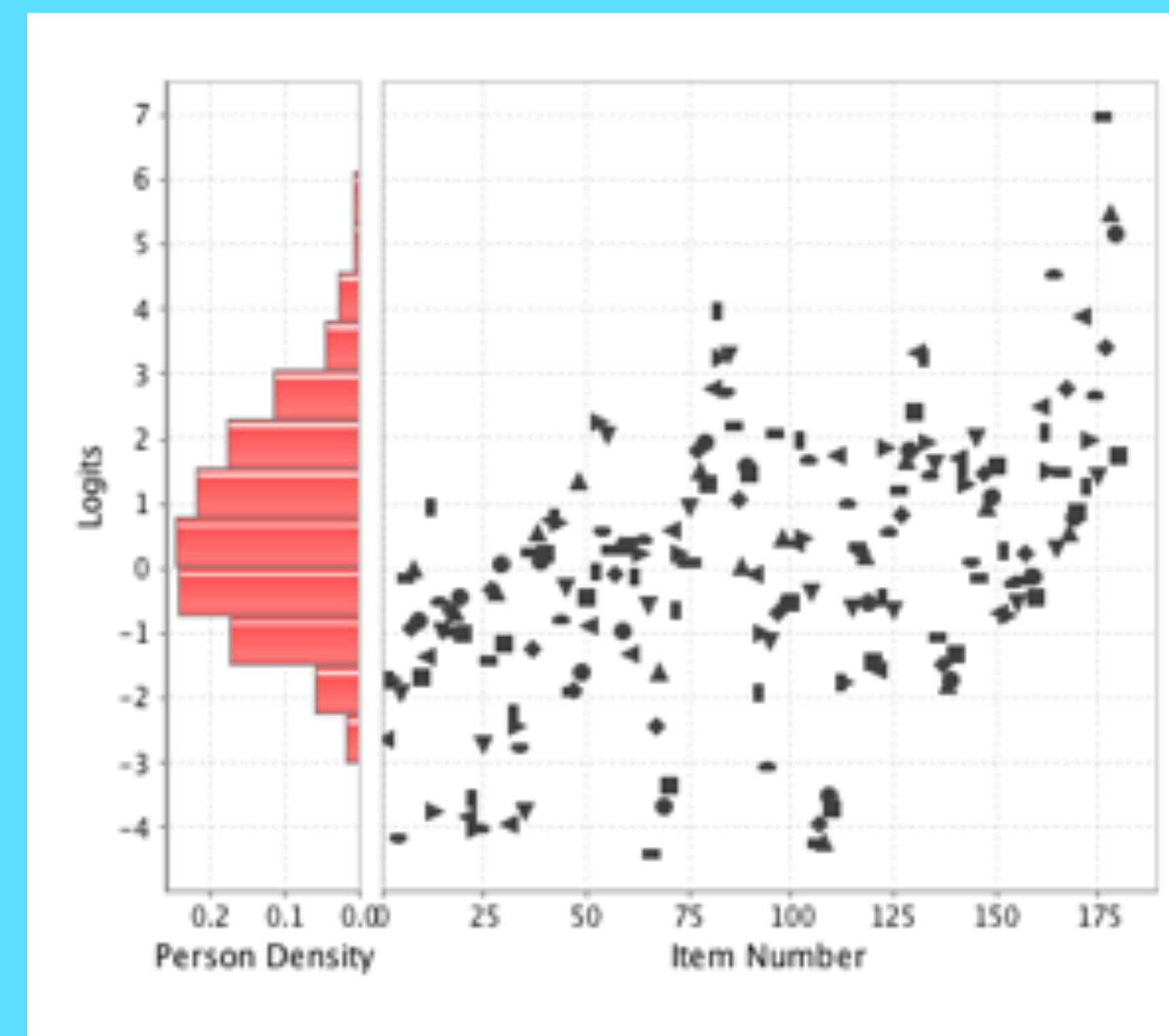
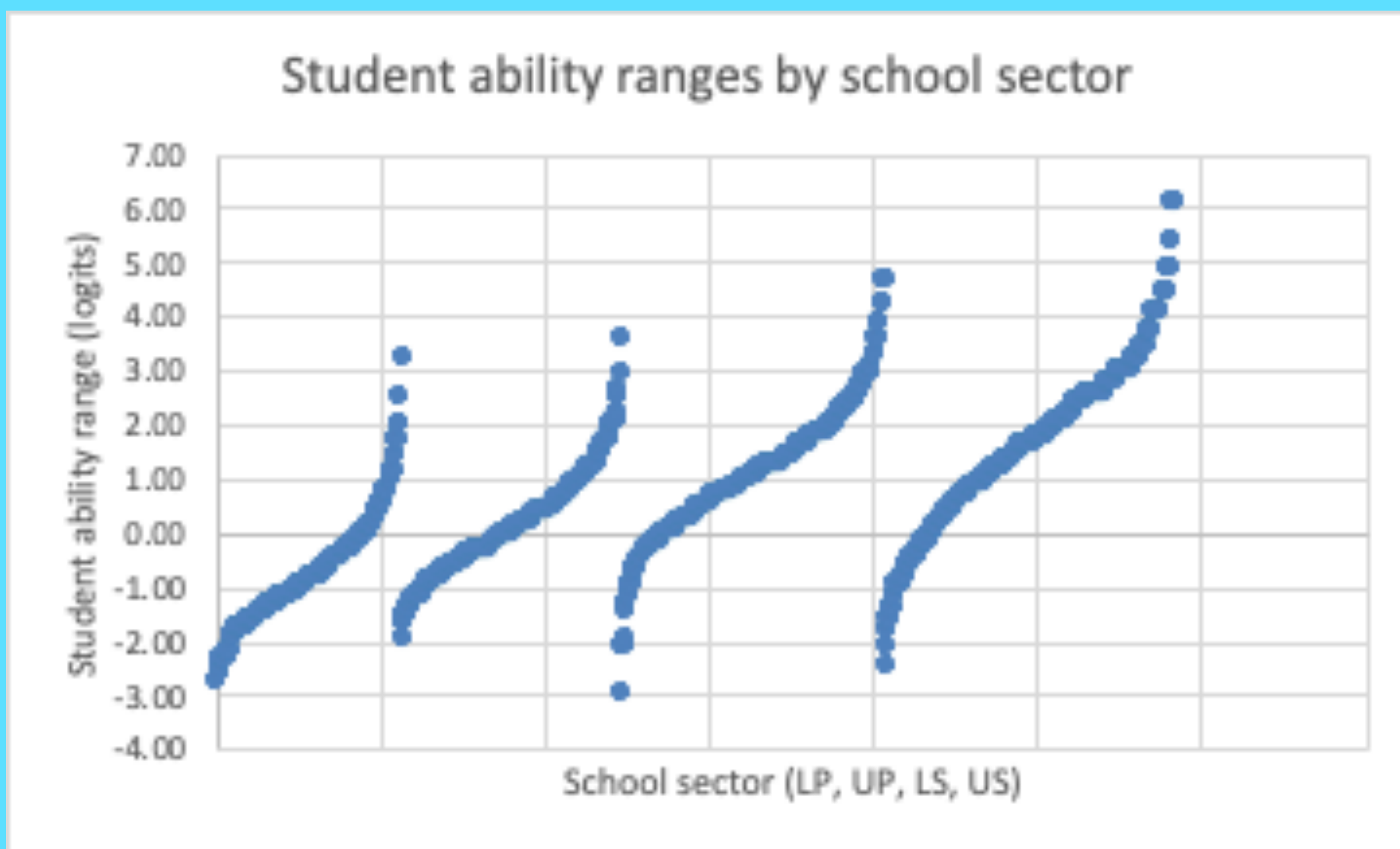
- **Less frequent collocations**
- **Complex structures (example: “she was never offered ...”)**

- *Not enough time/wrong time management*
- *If there is vocab overlap between text and wrong answer, cand. are misled into choosing the wrong answer*
- *items where one option is “none of the options is correct”*
- *Cand. are misled by their hypotheses as to test construction (“this can’t be right, it is too easy”)*

ZEIDLER (2014) GETTING TO KNOW THE MINIMALLY COMPETENT PERSON

How to establish cut scores? (Kaftandjieva 2010)

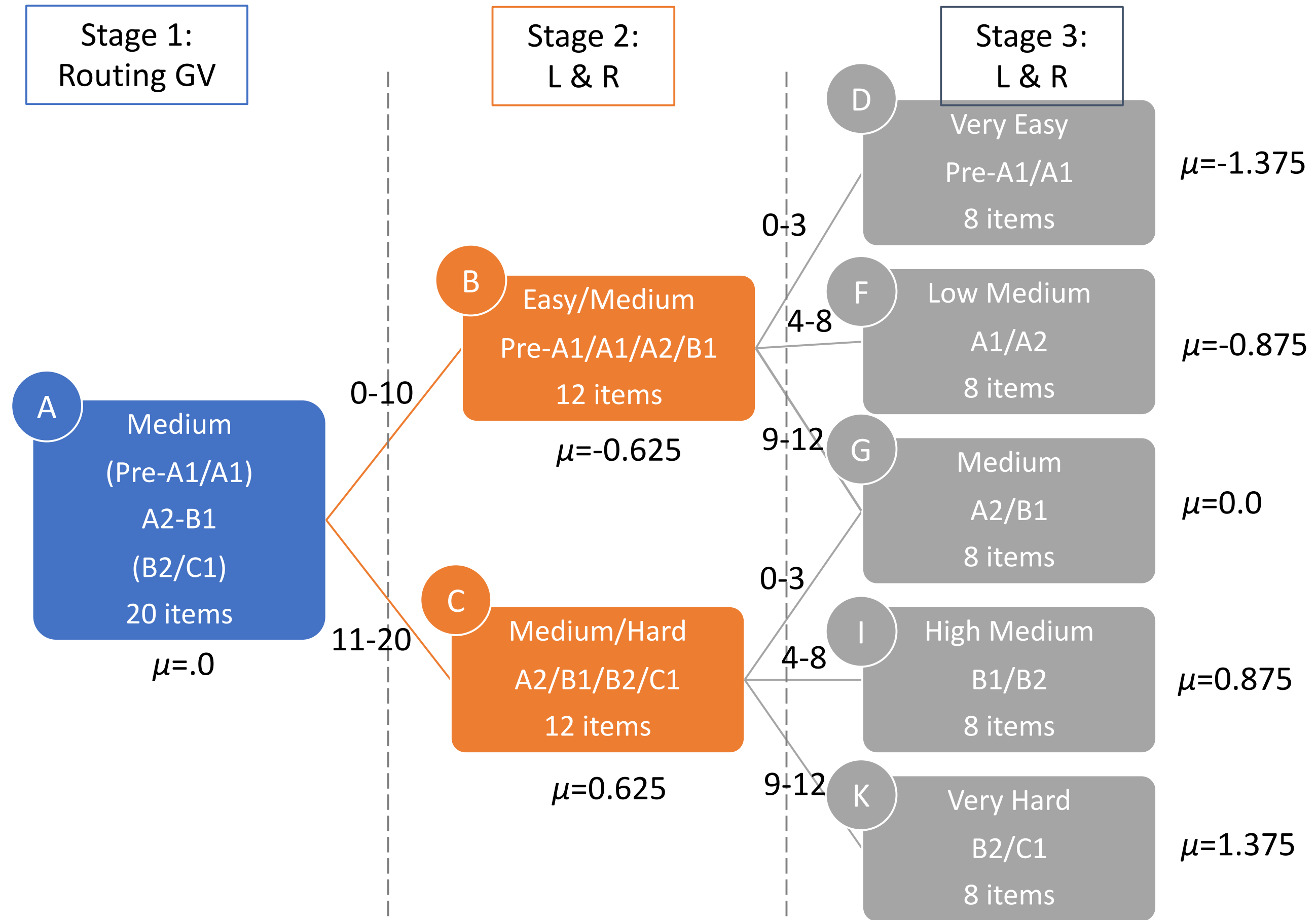
1. tradition: The cut score will be 70% correct item responses because it has always been like this
2. authority: The cut score will be 60% correct item responses because I think it is
3. Goldilocks: The cut score will be 80% correct item responses because 70% is too little and 90% is too much



judged CEFR level	Item#	ItemID	Pre-A1	MCC A1	A1	MCC A2	A2	A2+	MCC B1	B1	B1+	MCC B2	B2	B2+
Below A1	Example01	Starters L P5 Q1 2018 Sample 2	1	1	1	1	1	1	1	1	1	1	1	1
A2	Example02	METGo! R P1 Q1 Vocab and	0	0	0	1	1	1	1	1	1	1	1	1
A2	Example03	Flyers L P4 Q2 v115	0	0	0	0	0	1	1	1	1	1	1	1
A1	Example04	Movers RW P2 Q1 written dialogue	0	0	1	1	1	1	1	1	1	1	1	1
Above B1	Example05	TOEFL J R P3 Q2 Academic text	0	0	0	0	0	0	0	0	0	1	1	1
B1	Example06	METGo! R P2 Q1 Email	0	0	0	0	0	0	0	1	1	1	1	1
A2	Training01	LU_A2_57	0	0	0	0.375	0.75	1	1	1	1	1	1	1
B1+/MCCB2	Training02	LU_B1_26	0	0	0	0	0	0	0.125	0.75	0.75	0.875	1	1
A1	Training15	L_PreA1_20	0	0.375	0.75	1	1	1	1	1	1	1	1	1
A2	Training16	R_A2_31	0	0	0	0.125	0.875	1	1	1	1	1	1	1
A2	Practice12	L_A1_21	1.25	0	0.25	0.75	0.875	1	1	1	1	1	1	1
B1+/MCCB2	Practice13	L_B1_40	0	0	0	0	0	0	0	0.5	0.875	0.875	1	1
MCCB1>B1/B1+/MCCB2	Practice14	R_B1_21_2	0	0	0	0	0	0.5	0.625	0.875	0.875	0.875	1	1
A1/MCCA2	Practice15	R_PreA1_18	0.125	0.25	0.875	0.875	1	1	1	1	1	1	1	1
B2	Practice16	R_C1_29	0	0	0	0	0	0	0	0	0	0.125	0.625	1
B1+/MCCB2	Practice17	R_B1_1	0	0	0	0	0	0	0	0.25	0.75	0.875	1	1
MCCA2	Anchor38	LU_A1_35	0.00	0.13	0.38	0.88	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
B1+/MCCB2	Anchor52	R_B1_5	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.25	0.50	0.88	1.00	1.00
average %			0.03	0.04	0.11	0.21	0.37	0.46	0.52	0.66	0.75	0.85	0.96	0.99
prov. cut score (out of 52 items)			1.5	2.1	5.8	10.8	19.0	23.9	27.3	34.3	39.1	44.0	49.9	51.6
prov. cut score rounded up			2	3	6	11	19	24	28	35	40	45	50	52

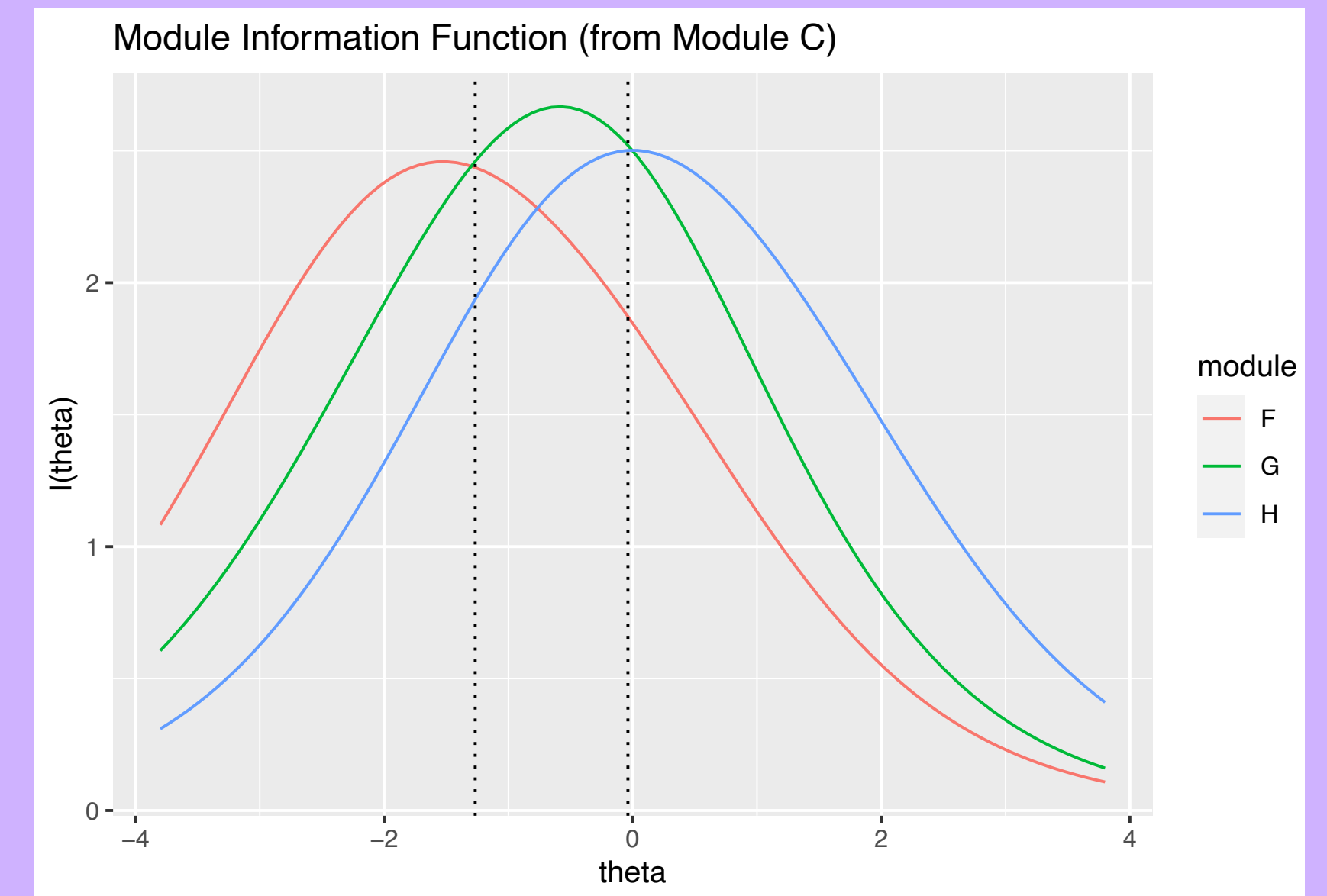
NEW TEST DESIGNS: MST

Design 3d



INTERNAL VALIDATION

Intended CEFR	Group CEFR						
	PreA1	A1	A2	B1	B2	C1	Total
Pre-A1	42	51					93
A1	4	98	43	1			146
A2		16	163	6			185
B1			11	153	21		185
B2			1	52	93		146
C1					43	50	93
Total	46	165	218	212	157	50	848



REALITY CHECK

REPORTING HOW TO GIVE RESULTS?



Az érdemjegyek magyarázata.

Érdem-jegy	<i>Magaviselet</i> discipline	<i>Szorgalom</i> diligence	<i>Előmenetel</i> progress	<i>Írásbeli dol- gozatok külső alakja</i> presentation
1	Példás exemplary	Példás	Kitünő outstanding	Példás exemplary
2	Dicséretes merit/commendable	Dicséretes	Jeles excellent	Dicséretes commendable
3	Jó good	Változó variable	Jó	Rendes neat
4	Tűrhető bearable	Fájló failing	Elégéges sufficient	Nem elég rendes not neat enough
5	Alig tűrhető insufferable	Hanyag negligent	Elégtelen insufficient	Rendetlen untidy

SUMMARY

- 1. The CEFR is useful in YL assessment for target setting and tracking progress.**
- 2. It also defines new constructs that can be assessed in innovative ways which will help elaborate new language syllabuses and textbooks.**
- 3. Research on empirically validated longitudinal YL learning sequences is needed, important for the right emphasis, predictable sequencing, and expected rates of growth among various YL groups to be able to accurately chart their pathway through the CEFR.**
- 4. Assessment should make learning as effective as possible: challenging but not too frustrating, have diagnostic power, focus on the “sweet spot”, address difficult areas.**
- 5. Cut scores need to be set by expert panels familiar with YL learning sequences.**
- 6. Reporting of results should be made more helpful, especially for YLs and their parents.**

SZILVIA PAPP, 11 NOVEMBER 2022

ANY QUESTIONS?

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