



Pitfalls and challenges of relating testing and assessment to the CEFR at the tertiary level

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- ▼ Who we are
- ▼ What our testing situation is like
- ▼ What we are trying to achieve in the field of testing
- ▼ What sources we are drawing on
- ▼ Where we are in terms of relating our tests to the CEFR
- ▼ What is meant by a small-scale approach vs. large-scale approach

Who we are



- ▼ Language Centre (LC) of Masaryk University (MU), Brno, Czech Republic
 - ▼ LSP and LAP courses provider for MU
 - ▼ Test provider for LSP and LAP courses at MU
- ▼ Masaryk University Language Education System
 - ▼ The process of standardisation of language teaching and assessment in relation to the CEFR (2006)

What our testing situation is like

<i>LC department at the Faculty of</i>	<i>Languages taught and targeted levels</i>
Economics (11 tests x parallel versions)	English / German / French – B1 / B2 / C1 Spanish – B2 / B1
Law (11 tests x parallel versions)	English / German – B1 / B2 French / Spanish – B2 + Latin
Social Studies and Arts (8 tests x parallel versions)	English / German / French / Spanish – B2 (LAP)
Science (8 tests x parallel versions)	English / German / French / Spanish – B1 / B2
Education (18 tests x parallel versions)	English / German – B1 / B2
Medicine (12 tests x parallel versions)	English – B2 Czech – B1 + Latin
Sports Studies (18 tests x parallel versions)	English – B1 / B2
Informatics (1test x parallel versions)	English – B2

What we are trying to achieve

- ▼ External standardisation – to the CEFR
- ▼ Internal standardisation
 - ▼ unified assessment criteria
 - ▼ unified format of our final / end-of-course tests

What sources we are drawing on in this pursuit



- ▼ The Common European Framework of Reference for Languages (CEFR)
 - ▼ What is assessed
 - ▼ How to interpret performance
 - ▼ How comparison can be made
- ▼ A Manual for Relating Language Examinations to the CEFR
 - ▼ Familiarisation
 - ▼ Specification
 - ▼ Standardisation Training and Benchmarking
 - ▼ Standard Setting
 - ▼ Validation
- ▼ Manual for Language Test Development and Examining
 - ▼ Guidance for good practice in test development

Where we are in terms of relating our tests to CEFR

- ▼ Basic requirement of relating tests to the CEFR
- ▼ Low awareness of good practice in language test (LT) development
- ▼ Teacher = tester
- ▼ Assessment criteria differ and also their application
- ▼ Two EU-funded projects

Small-scale approach: COMPACT



- ▼ Model final tests developed in compliance with good practice in LT development at the tertiary level
 - ▼ Small testing team
 - ▼ Time management, On-line testing, etc.
- ▼ Assessment criteria – speaking
- ▼ Familiarisation seminars

Large-scale approach: IMPACT



- ▼ Raise awareness in LT development among all the LC teachers = testers
- ▼ Have tests demonstrating their own validity & ready for linking them to the CEFR
 - ▼ Series of LT seminars
 - ▼ Practical application
- ▼ Awareness-raising Standard Setting seminar
- ▼ Small scale approach – model Standard Setting

Challenges



- ▼ Resources
- ▼ Panel of judges
- ▼ Variety of languages at our LC

To conclude...

- ▼ *First steps may be modest, but the aim is to help examination providers to work within a structure, so that later work can build on what has been done before. (Manual:p.9)*
- ▼ By targeting this distant goal we are learning a lot and our students are being treated in a far more fair way and benefiting from this process even now



Thank you ...

- ▼ ... for your attention!