



Institut zur Qualitätsentwicklung
im Bildungswesen

**EALTA 2007
Sitges**

Training Teachers to Develop Tasks in Line with National Educational Standards and the CEFR



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- **National Educational Standards**
- **The Institute for Educational Progress / Institut zur Qualitätsentwicklung im Bildungswesen (IQB)**
- **Training Program for Task Development**
- **Feedback from Participants**

National Educational Standards



- **performance standards**
- **describe subject-specific proficiency levels students should have reached at specific points of their educational career**
- **are restricted to core competencies of each subject**
- **can be assessed by means of standardized tests**
- **are based on a proficiency model**
- **are mandatory in all 16 federal states**

National Educational Standards



	Elementary Schools	Secondary Schools
	Grade 4	Grade 9/10
German	X	X
Maths	X	X
Foreign languages (English/French)		X
Science		X

Communication skills

- **Listening comprehension**
 - **Reading comprehension**
 - **Speaking**
 - **Writing**
-
- **Based on the CEFR**
 - **CEF-level A2 at the end of grade 9**
 - **CEF-level B1/B1+ at the end of grade 10**

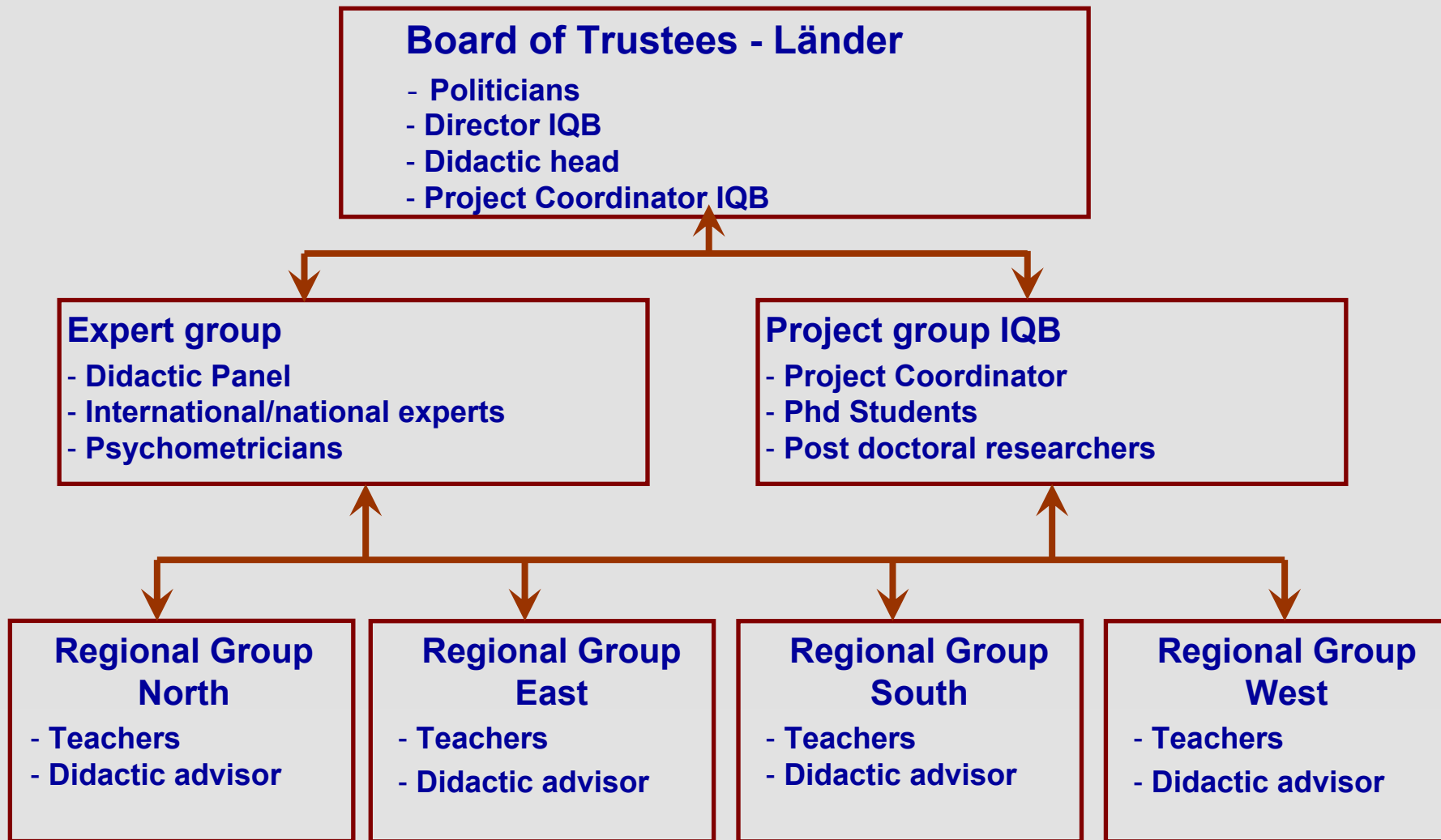
- **Independent research and test institute founded by the 16 federal states**
- **Completely financed by the federal states**
- **Institute is part of the Humboldt University**

Major goals



- **To further develop, measure, and calibrate the national educational standards**
- **To conduct studies in which proportions of students reaching the educational standards are estimated**
- **To provide the federal states with national norms and achievement tests for their assessment programs**
- **To further implement the standards**
- **To illustrate the standards for classroom work**

Item Development Process



Workshops



- **9 workshops: Oct 2005 – June 2007**
- **Objectives:**
 - * **Familiarisation - Standards and the CEFR**
 - * **Test specifications initially at A2 and B1/B1+, followed by those at A1, B2 and C1**
 - * **Tasks in reading, listening, writing and speaking**
 - * **Other support documents including:**
 - ✓ **task templates**
 - ✓ **item writers' guidelines**
 - ✓ **administration guidelines**
 - ✓ **feedback questionnaires**
 - ✓ **rating scales**

Listening template: Part 1



section 1: general data			
Itemwriter:		Team:	--▼ (S1 En)
Type of template:	Listening Compr.	Version/Date:	
Total time of task:	min:sec		
Text characteristics:			
Input type:	--▼	Mode of input:	--▼
Input source:		Length of input:	min:sec
Domain:	--▼	Topic area:	--▼
Discourse type:	<input type="checkbox"/> narrative <input type="checkbox"/> instructive <input type="checkbox"/> argumentative <input type="checkbox"/> descriptive <input type="checkbox"/> expository <input type="checkbox"/> phatic		
Authenticity:	Script: --▼	Redundancy: --▼	
	Background Noise: --▼	Number of times heard: --▼	
Structural Characteristics of input:	Vocabulary: --▼ Syntax: --▼ Nature of content: --▼		
Speaker Characteristics:	Number of voices: --▼ Speed of delivery: --▼ Accents: <input type="checkbox"/> native British <input type="checkbox"/> native American <input type="checkbox"/> native Irish <input type="checkbox"/> native Australian <input type="checkbox"/> other native <input type="checkbox"/> non-native Gender: <input type="checkbox"/> male <input type="checkbox"/> female Age: <input type="checkbox"/> children (<13) <input type="checkbox"/> teen (13-19) <input type="checkbox"/> adults (20+) Voice: <input type="checkbox"/> mechanical		
Comprehension level:	<input type="checkbox"/> A1 <input type="checkbox"/> A2	<input type="checkbox"/> B1 <input type="checkbox"/> B2	<input type="checkbox"/> C1 <input type="checkbox"/> C2

Listening template: Part 2



section 2: item data				
	type	level	listening behaviour	listening behaviour add.
00	--	--	--	--
01	--	--	--	--
02	--	--	--	--
03	--	--	--	--
04	--	--	--	--
05	--	--	--	--
06	--	--	--	--
07	--	--	--	--
08	--	--	--	--
09	--	--	--	--
10	--	--	--	--

section 3: task

stimulus and items!

section 4: key

Please specify for all items, with marking (grading, partial credit):

section 5: remarks

Regional meetings



- **Held in between each workshop**
- **North, south, east and west basis [n=4 or 5]**
- **Run by a member of the IQB**
- **Aims:**
 - * **review texts / tasks and provide feedback**
 - * **discuss arrangements for trials**
 - * **carry out grading of trialled tasks**
 - * **analyse feedback from test takers**

- **Finalised tasks → pre-trial carried out by team**
- **Papers graded → data entry**
- **Test / questionnaire data analysed in following workshop**
- **Revision process**
- **Same procedure followed for each skill area**

What helped most in task development?



- **Text mapping**
- **Input on skill areas**
- **Discussion of sample tasks**
- **Development of tasks in groups and feedback**
- **Doing the tasks individually**
- **Trialling the tasks**
- **Feedback from test takers**

Most challenging aspect of task development? **IQ:**



- **Finding authentic / appropriate materials**
- **Determining difficulty level of tasks**
- **Technical side [listening]**
- **Creating authentic setting for task [writing]**
- **Developing warm-up tasks [speaking]**
- **Estimating output of the task [speaking]**

Advice to those just embarking



- **Attend workshops / training**
- **Work in a group**
- *‘have an open mind and don’t try to run before you can walk; be prepared to throw previously used testing strategies within the German system out of the window’*
- **Develop test specifications**
- *‘do everything you are supposed to do [e.g. mapping, test specifications] even if it sometimes is boring or hard.’*

- *‘I have a completely different view of tasks in schoolbooks and other teachers’ tasks and feel lots of them are not done carefully enough.’*
- *‘increased awareness of difficulty and accessibility of texts and tasks..’*
- *‘learned to differentiate between teaching and testing situations’*

Benefits to students ...



- *‘better assessment; clearer grade-setting; better exploitation of texts.’*
- *‘a positive marking system; work directed at the demands of the standards [CEF]’*
- *‘students enjoyed the pre-trial ... Many think positively about my efforts to make the learning and assessment process more transparent.’*

and others ...

- **individual team members have given 26 workshops to colleagues since the project began ...**

Final comments ...



- **Seminars:** *‘provided the theoretical background. They gave us the opportunity to discuss, negotiate, and clarify underlying issues.’*
- **Regional group work:** *‘sharpened my ideas/items/tasks that had been borne on my desk at home’; ‘mental support when tasks simply didn’t work or when the amount of work seemed impossible to cope with.’*
- **Platform:** *‘provided quick access to the tasks and comments / materials [should be used wherever people from different regions work together]; allows individual speed of work’*

‘I did not only learn a lot about language testing but also about the educational system throughout the different Bundesländer and their school leaving examinations.’



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**Thank you very much for your
attention!**

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