

### GERMAN

### A1

Ask a friend for help with finding an apartment

# **Description of Test Task\***

The task described here was provided by the renowned test institution telc (Germany). Telc test tasks have been subject to the ALTE auditing procedures. In the MERLIN project, all written learner productions were re-rated by especially trained telc raters who used the MERLIN rating grid. It should be noted that the descriptions below refer to these post hoc rating procedures, not to the original marking inside the test institutions.

| Report on analysis of            | Writing            |
|----------------------------------|--------------------|
| Target language of this test     | German             |
| Target level (CEFR) of this test | A1                 |
| Task number/name                 | Schreiben, Teil 2, |
|                                  | 1071-S10-020200    |

### General Information - the whole original test

| 1 | Total test time | 100 minutes         |  |
|---|-----------------|---------------------|--|
| 2 | Purpose         | General proficiency |  |

### 3 Examination background

High stakes test developed by telc.

### 4 Candidature

Adult language learners

### 5 Structure of the test

Listening, Reading, Writing, Speaking



## General Information - the writing component

| 6  | Number of tasks in the writing paper | 2   |
|----|--------------------------------------|---|
| 7  | Total component time                 | 45 minutes for subtests Reading and Writing |
| 8  | Integration of skills                | Reading and writing                         |
| 9  | Channel                              | Handwritten                                 |
| 10 | CEFR level of this component         | A1  |

### 11 The writing component format

Open writing task

### **12** Specific Information - example task

Candidates receive a short description of a contextualised communicative task such as the composition of a short email to a friend and asking for assistance. Three additional points help candidates structure their texts. Candidates are reminded to write an introduction to their text and a closing.

### 13 Mark distribution in MERLIN

n.a.

### 14 Task rating in MERLIN

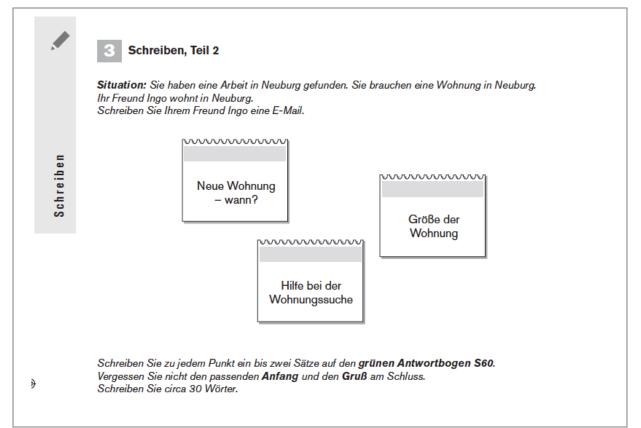
The test was rated on the basis of the MERLIN rating grid which is directly related to the CEFR levels. The grid is available on the MERLIN platform.

### **15 Effective level**

Telc test tasks have been subject to the ALTE auditing procedures. The test publisher is a member of ALTE.



#### 16 Sample task:



| i) Task input/prompt |   |                            |
|----------------------|---|----------------------------|
| 17                   | Language of input/prompt                  | German                     |
| 18                   | CEFR level of input/prompt                | A1                         |
| 19                   | Time permitted or suggested for this task | n.a.                       |
| 20                   | Control/guidance                          | Semi-controlled            |
| 21                   | Content                                   | Specified                  |
| 22                   | Genre                                     | Letter                     |
| 23                   | Rhetorical function(s) of input           | Describing, instructing    |
| 24                   | Imagined audience                         | Friend                     |
| 25                   | Mode of input/prompt                      | Written                    |
| 26                   | Topic or theme of input                   | House and home/environment |
| 27                   | Integration of skills for input           | Reading                    |

\*The task analysis is based on the "<u>CEFR Grid for Writing Tasks</u> v. 3.1 (presentation)". The original template for this grid was developed by ALTE members: <u>www.alte.org</u>. For explanations of the numbered items in the grid please refer to "Notes on the task descriptions".



| ii) R | ii) Response (description of written response elicited by the prompt(s)/input) |  |
|-------|--|--|
| 28    | Number of words expected   | n.a.   |
| 29    | Rhetorical function(s) expected  | Asking simple questions related to daily life, asking for assistance, greeting |
| 30    | Text purpose   | Referential, conative, phatic  |
| 31    | Register   | Unmarked to informal   |
| 32    | Domain   | Private  |
| 33    | Grammatical competence expected  | A1   |
| 34    | Lexical competence expected  | A1   |
| 35    | Discoursal competence expected   | A1   |
| 36    | Authenticity: situational  | High   |
| 37    | Authenticity: interactional  | High   |
| 38    | Cognitive processing   | Reproduction of known ideas  |
| 39    | Content knowledge required   | Personal/everyday life knowledge areas   |

| iii) Rating of Task in the MERLIN project |                                  |  |
|---|----------------------------------|--|
| 40  | Known criteria                   | MERLIN rating grid   |
| 41  | Task rating method               | Analytical scale   |
| 42  | Assessment criteria              | Grammatical accuracy, vocabulary range & vocabulary control, coherence/cohesion, orthography, sociolinguistic appropriateness  |
| 43  | Number and combination of raters | Each test was rated by a trained rater; 10% of<br>the tests were double-rated. The double-<br>ratings serve as a link to calculate a fair<br>average, i.e. to adjust test results to rater<br>severity/lenience. Please note that telc<br>generally provides double-ratings. |



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