German

GOETHE-INSTITUT

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GOETHE-INSTITUT

Introduction to the Goethe-Institut

The Goethe-Institut is a non-profit-making, publicly funded organisation with its head office in Munich. It was founded in 1951 to promote a wider knowledge of the German language abroad and to foster cultural co-operation with other countries. As a worldwide organisation with over 140 centres in 80 countries serving over 170,000 students, the Goethe-Institut plays an important role in providing access to German language and culture all over the world.

See: www.goethe.de

The german language examinations

The Goethe-Institut offers twelve German language examinations, ranging from Start Deutsch 1 (A1) to the Großes Deutsches Sprachdiplom (C2+). All examinations are produced centrally at the head office of the Goethe-Institut in Munich. These examinations provide general and vocational qualifications to schools, colleges and employers. The first examinations to be developed were the Kleines Deutsches Sprachdiplom and the Großes Deutsches Sprachdiplom and over the last forty years new examinations have been introduced and existing exams have been revised on a regular basis.

When the Goethe-Institut became a member of ALTE (*Association of Language Testers in Europe*) in 1990, the examinations were linked to the ALTE Framework . Subsequently the levels of the ALTE Framework were linked to the Council of Europe's *Common European Framework of Reference (2002)* in a research project carried out at Cambridge ESOL.

See: www.goethe.de/pruefungen and
www.alte.org/can_do/framework/table.cfm

The Quality Management System of the Goethe-Institut ensures that quality checks are implemented at all stages in the process - from commissioning new test material to an examination being administered at any of their testing centres around the world. This helps to ensure that the examination system as a whole is consistent and stable over time.

Test development

The Goethe-Institut seeks to achieve the overall usefulness of its examinations by working closely with a range of stakeholders to ensure "fitness for purpose". The specifications for each component of an examination provide a clear definition and description of what is being tested, and provide the basis for enabling the Subject Officers at head office and the item writers to ensure that test materials comply with the underlying test constructs and intended content of the test.

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Test development consists of six main stages: commissioning, pre-editing, editing, pretesting, pretest review, and question paper production.

1 Commissioning

Commissioning of item writers is the first stage of the question paper production process. The item writers, who are all experienced teachers of German as a Foreign Language, are commissioned to produce a specific range of questions based on the test specifications.

2 Pre-editing

Pre-editing takes place when the commissioned materials are received by the Goethe- Institut for the first time. Subject Officers scrutinise the material submitted to assess its suitability for use as test items, and to reject unsuitable, problematic or weak material. Material is also screened for taboo or sensitive topics which are likely to be biased against particular groups of candidates.

3 Editing

Materials which successfully pass the pre-editing stage and are of an acceptable standard for pretesting (i.e. appear to be of an acceptable standard for inclusion in a live test) are submitted for editing. The Subject Officers also ensure that the key, rubric, tapescript, etc. are accurate and comprehensive.

4 Pretesting

In order to confirm the quality of the edited materials, all test tasks and items are pretested with learners studying at the Goethe-Institutes worldwide or at licensed examination centres. Almost all of the learners are preparing for or have recently taken an examination of the Goethe-Institut. The learners take the pretest under examination conditions. The tests are pretested on a representative sample of candidates (usually involving around 200 learners) so that data can be statistically analysed, yielding statistically significant results. In this way pretesting plays an important role in achieving acceptable statistical properties for each component of the test.

In addition to the new items the pretest consists of 'anchor' items; these are items with known measurement characteristics, which provide the basis for calculating the difficulty of the new items. The items of the 'anchor' are taken from the Local Item Banking System (LIBS) maintained at Cambridge ESOL, England. This bank also contains German items from tests which the Goethe-Institut develops in partnership with Cambridge ESOL. Cambridge ESOL uses the Rasch model to construct a common scale which attributes an objective difficulty index to each item kept in the item-bank.

5 Pretest Review

At the beginning of 2004 the Goethe-Institut established a validation unit at Cambridge ESOL together with two ALTE partners (the University of Perugia and the University of Salamanca). All test material of the Goethe-Institut is now pretested. Pretest data is sent to Cambridge ESOL to be analysed (using both classical and IRT (Rasch) methods) and a Validation Report, reviewing the results of the pretest and evaluating the statistical characteristics of tasks and items, is sent back to the Subject Officer responsible for the examination. The Subject Officer makes

any necessary adjustments to the tasks and items or, if need be, replaces problematic tasks and items with statistically sound items.

6 Question Paper Production

Before the final version of the constructed question papers go to press, several rounds of proof-reading and content checking provide additional verification of the quality of the materials. The final printed copies of the printed question papers are then sent to the examination centres.

Statistical analysis

Statistical evidence is critical in providing all stakeholders with dependable evidence regarding the quality, consistency and fairness of the exams. The collection and analysis of data from pretesting procedures forms the basis of the validation strategy of the Goethe-Institut. Data from all the pre-tests are analysed using internal validation techniques (classical test theory methods) as well as IRT (Rasch) anchoring methods. Internal test validation procedures examine the reliability, standard error, facility values, discrimination indices and score distributions for each test. Care is taken to ensure that all items fall within the criteria for acceptability before they are used in live tests.

The Rasch anchoring methods enable tasks and items to be individually calibrated and linked to a common difficulty scale. A difficulty index is calculated for each item and each task enabling equivalent versions of the tests to be constructed, which measure candidate proficiency consistently regardless of the test version taken. The difficulty scale and item calibration assist with the alignment of the examinations of the Goethe-Institut to the Common European Framework of Reference for Languages (CEFR).

Similar post-test validation studies are carried out on all live examinations to confirm that all tasks perform as expected. The statistical properties of live tests are expected to prove similar to those of comparable pretests. Any discrepancies are thoroughly investigated.

This validation work is carried out by the Validation officer of the Goethe-Institut who is based in Cambridge, England and works in conjunction with the University of Cambridge (Cambridge ESOL).

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Start Deutsch 1
Start Deutsch 2

Background to the examinations

Start Deutsch 1 and Start Deutsch 2 are general German qualifications at CEFR Level A1 and A2, which were developed by the Goethe-Institut and the Weiterbildungs-Testsysteme GmbH (WBT) and which have been offered since spring 2004 at Goethe-Institutes and licensed test centres worldwide. The examinations recognise an elementary knowledge of German and the ability to cope with simple everyday written and spoken communications.

Structure of the examinations

Start Deutsch 1 and Start Deutsch 2 test the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. Both examinations are administered in three separate papers. Paper 1: Listening, Paper 2: Reading and Writing, Paper 3: Speaking. There are five possible grades: Four pass grades (very good, good, satisfactory, pass) and one fail grade. Results are based on candidates' aggregate scores across the four skills.

Effective level

All Start Deutsch 1 and Start Deutsch 2 Reading, Listening and Writing tasks are pretested using volunteer candidates. Typically, pre-test candidates are students preparing to take the exam in the near future. A range of age and nationality groups is represented in the pre-test population which roughly corresponds to that of the live candidature.

Pre-tested materials are then subject to statistical analysis at task and item level using both classical item analysis (Microcat) to establish that items are discriminating, and Rasch analysis to determine the level of difficulty. Each task, therefore, contains items within a given range of measured difficulty, and itself has an average level of difficulty. Each test has the same level of average difficulty, but also has items with a range of difficulty within given parameters.

For sample tests see:
www.goethe.de/startdeutsch1
www.goethe.de/startdeutsch2

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Start Deutsch 1 reading

General information

The Reading Paper has a fixed format, with Parts 1-3 testing reading skills through a variety of texts (simple short letters and short notices). Each of the fifteen items carries one mark and the Reading Paper represents 25% of the total marks. Candidates are assessed on their ability to understand written German at word, phrase, sentence, paragraph and text level. Candidates should be able to understand the main message and specific details of a text as well as having strategies for dealing with unfamiliar words and structures.

Start Deutsch 1, Part 1 and Part 2

Test to be analysed	Start Deutsch 1 – Reading Part 1 and Part 2
Target Language	German
Task	Part 1: questions 3 – 5 Part 2: Questions 8-9
Rubrics	Target Language
Items	Target Language
Time to do total test	25 minutes (Part 1-3)
Target Levels	CEFR A1
	ALTE Breakthrough
Age-group sector	Adults
Domain	Personal and public domain
Communicative activities	
Overall Reading Comprehension	Can understand short, simple texts containing the highest frequency vocabulary
Reading for Information	Can find specific information in simple everyday material such as personal letters and notices

Part 1 focuses on reading for main ideas and detailed understanding. There are two texts: a short personal email message and a short personal letter. Understanding of each text is tested through true-false questions which focus either on the overall message or on a point of detail in the text.

Part 2 focuses on reading for specific information. There are several short notices taken from the internet or from brochures and public notices such as train time tables. Understanding of each text is tested through binary choice questions which focus on specific information.

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Teil 1

Sind die Sätze 1–5 [Richtig] oder [*Falsch*] ? Kreuzen Sie an.

Liebe Carmen,

am kommenden Sonntag habe ich Geburtstag.
Ich möchte gerne mit dir feiern und lade dich
herzlich zu meiner Party am Samstagabend ein.
Wir fangen um 21 Uhr an. Ist das okay für dich?
Es werden viele Leute da sein, die du auch kennst.
Kannst du vielleicht einen Salat mitbringen? Und
vergiss bitte nicht einen Pullover oder eine Jacke! Wir
wollen nämlich draußen im Garten feiern.
Ich freue mich sehr auf dich!

Bis zum Wochenende
Ralf

---

3 Ralf hatte am letzten Wochenende Geburtstag. [Richtig] [*Falsch*]

4 Ralf hat nur zwei oder drei Leute eingeladen. [Richtig] [*Falsch*]

5 Die Party findet draußen statt. [Richtig] [*Falsch*]

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Teil 2

Lesen Sie die Texte und die Aufgaben 6 – 10.
Welche Internet-Adresse suchen Sie auf? Kreuzen Sie an: a oder b ?

8 Sie möchten ein Zugticket im Internet kaufen. Wo können Sie das?

www.DER.com	www.RED.com
Deutsches Reisebüro	Reisedienst GmbH
Ticketbestellungen und Reservierungen für Flüge weltweit, Deutsche Bahn, Eurobus, 24-Stunden-Service	Ticketservice für Theater, Konzerte, Busreisen in Deutschland und nach Polen, Tschechien und Ungarn
E-mail Ticketbestellung	Konzertservice Theater Busreisen

a www.DER.com
b www.RED.com

9 Sie möchten Informationen über den Bodensee. Wo finden Sie das?

www.bodensee.de	www.rottenmeier.de
Touristeninformation	Hans Rottenmeier
BODENSEE	Ferienwohnungen am Bodensee
Urlaubsorte	Häuser
Hotelservice	Preise
Ferienwohnungen	Kontakt
Rundreisen	

a www.bodensee.de
b www.rottenmeier.de

Content analysis

The tasks, instructions, rubrics and items are all in German, the target language.
The time allocated to the complete Reading component is 25 minutes. No time allocation is specified for individual tasks within the Reading component.

(Analysis of example tasks and items has been carried out in conjunction with the Dutch CEF Grid, the CEFR and the ALTE can-do statements.)

Text Characteristics

Test to be analysed:	**Start Deutsch 1**
Task:	Part 1: questions 3 – 5 Part 2: questions 8 and 9
Skill:	Reading
1. Text Source:	Short letters and notices
2. Authenticity:	Adapted /simplified
3. Discourse type:	Instructive
4. Discourse subtype:	Notices and personal messages
5. Domain:	Personal and public
6. Topic:	Daily life, leisure, services
7. Nature of content:	Concrete
8. Text length:	2 letters: together approx. 100 words Notices, etc.: each text approx. 15 words
9. Vocabulary:	Only frequently occurring
10. Grammar:	Simple structures only
Comprehensible by learner at CEF level:	A1

Item Characteristics

The questions (5 items) relating to the texts are true-false or binary choice questions. The language of the text itself and of the items is adapted for A1 level comprehension. Facilities and discrimination indices are provided. All statistical information for Start Deutsch 1 is based on a sample candidature of 211.

Start Deutsch 1, Part 1, Items 3, 4 and 5

Item 3

Item type	True-false question
Key	False (Falsch)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A1

Item 4

Item type	True-false question
Key	False (Falsch)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A1

Item 5

Item type	True-false question
Key	True (Richtig)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A1

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Start Deutsch 1, Part 2, Items 8 and 9

Item 8

Item type	Binary choice
Key	A
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Item 9

Item type	Binary choice
Key	A
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Statistical analysis

Statistical Report Start Deutsch 1 (Part 1, whole task)

mean facility (p)	0.719
mean biserial	0.812
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	211

Statistical Report Start Deutsch 1 (Part 2, whole task)

mean facility (p)	0.812
mean biserial	0.785
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	211

Statistical Report Start Deutsch 1 (Part 1, individual items)

	Item 3	Item 4	Item 5
Prop. Correct	.71	.81	.68
Disc. Index	.66	.36	.62
Point Biser.	.69	.39	.59

Statistical Report Start Deutsch 1 (Part 2, individual items)

	Item 8	Item 9
Prop. Correct	.90	.87
Disc. Index	.14	.23
Point Biser.	.41	.45

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Start Deutsch 2 reading

General information

The Reading Paper has a fixed format, with Parts 1-3 testing reading skills through a variety of texts ranging from short notices to a longer text. Each of the fifteen items carries one mark and the Reading Paper represents 25% of the total marks. Candidates are assessed on their ability to understand written German at word, phrase, sentence, paragraph and whole text level. Candidates should be able to understand the main message and specific details of a text as well as having strategies for dealing with unfamiliar words and structures.

Start Deutsch 2, Part 1 and Part 2

Test to be analysed	Start Deutsch 2 – Reading, Part 1 and Part 2
Target Language	German
Task	Part 1: questions 1 – 5 Part 2: questions 6 - 10
Rubrics	Target Language
Items	Target Language
Time to do total test	20 minutes (Part 1-3)
Target Levels	CEFR A2
	ALTE 1
Age-group sector	Adults
Domain	Public domain
Communicative activities	
Overall Reading Comprehension	Can understand short, simple texts containing high frequency vocabulary
Reading for Information	Can find specific information in simple everyday material such as signs, short articles and notices

Part 1 focuses on reading five short texts for gist and specific information. Understanding of each text is tested through multiple-choice questions (3 options).

Part 2 focuses on reading for global meaning and detailed comprehension. There is a short newspaper article. Understanding of the text is tested through true-false questions.

RELATING LANGUAGE EXAMINATIONS TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT • Reading and Listening Items and Tasks: Pilot Samples

GERMAN
Reading • 2

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Teil 1

Sie sind auf einer Urlaubsreise in Berlin und gehen einkaufen.
Lesen Sie die Aufgaben 1–5 und die Information im Kaufhaus.
In welches Stockwerk gehen Sie?
Kreuzen Sie an: a , b oder c .

1 **Sie möchten einen Film
für Ihre Kamera kaufen.**

a 2. Stock
b 3. Stock
c anderes Stockwerk

2 **Sie möchten einen Reiseführer
über Berlin kaufen.**

a Erdgeschoss
b 2. Stock
c anderes Stockwerk

3 **Sie haben gestern im Kaufhaus
Ihre Geldbörse verloren.**

a Erdgeschoss
b 3. Stock
c anderes Stockwerk

4 **Sie möchten Seife kaufen.**

a Erdgeschoss
b 3. Stock
c anderes Stockwerk

5 **Sie möchten eine Sonnenbrille
kaufen.**

a Erdgeschoss
b 2. Stock
c anderes Stockwerk

Kaufhaus Waldheim

4 **4. Stock:** SB-Restaurant / Wickelraum / Garderobe / Toilette /
Fundbüro / Fernsprecher

3 **3. Stock:** Computer / Technik / Software / Foto / Optik / CD /
MC / Video / Radio / TV-HIFI / Erste Hilfe / Autozubehör /
Fahrräder / Sportartikel / Bade- und Strandmoden

2 **2. Stock:** Betten / Matratzen / Bett- und Tischwaren,
Frottierwaren / Gardinen / Dekostoffe / Herrenbekleidung /
Spielwaren / Kinderwagen / Kinderbekleidung / Schreibwaren /
Bücher

1 **1. Stock:** Damenbekleidung / Pelze / Schuhe / Stock und Schirm /
Nachtwäsche / Alles für die Küche / Glas / Porzellan / Beleuchtung
/ Elektroartikel

EG **Erdgeschoss:** Kosmetik / Handarbeiten, Kurzwaren /
Putz- und Waschmittel / Wechselkasse / Tax-Free-Service /
Friseursalon

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Teil 2   Lesen Sie den Text und die Aufgaben 6 – 10.
Sind die Aussagen [Richtig] oder [*Falsch*]? Kreuzen Sie an.

6   Peter Nohlen wird bald heiraten.   [Richtig]   [*Falsch*]

7   Maria Luisa ist gegen die Hochzeit.   [Richtig]   [*Falsch*]

8   Peter war mit Patricia vor zwei Jahren schon einmal   [Richtig]   [*Falsch*]
verheiratet.

9   Peter ist genauso alt wie seine neue Schwieger-   [Richtig]   [*Falsch*]
mutter.

10   Maria Luisa wünscht sich ein Enkelkind.   [Richtig]   [*Falsch*]

Peter Nohlen: Hochzeit in Las Vegas

Der deutsche Pop-Gigant Peter Nohlen (48) und seine Patricia (23) werden bald Hochzeit feiern. Darüber freut sich nicht nur Patricia selbst – auch ihre Mutter Maria Luisa García Concha (48) ist erleichtert: „Ich bin froh, dass er sie endlich heiraten will."

Patricias Mutter machte sich Sorgen, weil ihre Tochter schon zwei Jahre mit Peter in einem Haus zusammenlebt. Peter ist nach drei gescheiterten Ehen und unzähligen Affären nicht gerade ein Wunschkandidat für Schwiegermütter. Maria Luisa stellte Nachforschungen über den blonden Peter aus Berlin an. Mit positivem Ausgang: „Patricia hat im Leben immer eine gute Wahl getroffen. Wenn sie mit Peter glücklich ist, soll er mir als Schwiegersohn willkommen sein", so ihre Mutter.

Und dann gibt Maria Luisa ihrem Schwiegersohn in spe auch gleich den ersten Rat mit auf den Weg: „Heiraten ist mehr als nur nach Las Vegas fahren. Ich möchte, dass er meine Tochter glücklich macht, und außerdem möchte ich bald Oma werden."

nach www.bild.de

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Content analysis

The tasks, instructions, rubrics and items are all in German, the target language.
The time allocated to the complete Reading component is 20 minutes. No time allocation is specified for individual tasks within the Reading component.

(Analysis of example tasks and items has been carried out in conjunction with the Dutch CEF Grid, the CEFR and the ALTE can-do statements.)

Text Characteristics

Test to be analysed:	**Start Deutsch 2**
Task:	Part 1: questions 1 - 5 Part 2: questions 6 – 10
Skill:	Reading
1. Text Source:	Notices, signs and short articles
2. Authenticity:	Adapted /simplified
3. Discourse type:	Instructive
4. Discourse subtype:	Notices, signs and short articles
5. Domain:	Public
6. Topic:	Daily life, leisure, services
7. Nature of content:	Concrete
8. Text length:	Part 1: 5 short texts, together approx. 80 words Part 2: short article, approx. 150 words
9. Vocabulary:	Frequently occurring
10. Grammar:	Simple structures
Comprehensible by learner at CEF level:	A2

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Item Characteristics

The questions (10 items) relating to the texts are true-false or multiple-choice questions. The language of the text itself and of the items is adapted for A2 level comprehension. Facilities and discrimination indices are provided. All statistical information for Start Deutsch 2 is based on a sample candidature of 407.

Start Deutsch 2, Part 1, Items 1 – 5

Item 1

Item type	Multiple-choice (3 options)
Key	B
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 2

Item type	Multiple-choice (3 options)
Key	B
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 3

Item type	Multiple-choice (3 options)
Key	C
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 4

Item type	Multiple-choice (3 options)
Key	A
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 5

Item type	Multiple-choice (3 options)
Key	C
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Start Deutsch 2, Part 2, Items 6 – 10

Item 6

Item type	True-false
Key	True (Richtig)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A2

Item 7

Item type	True-false
Key	False (Falsch)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A2

Item 8

Item type	True-false
Key	False (Falsch)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A2

Item 9

Item type	True-false
Key	True (Richtig)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A2

Item 10

Item type	True-false
Key	True (Richtig)
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
	Understanding rephrased information of the text
Item level estimated	A2

Statistical analysis

Statistical Report Start Deutsch 2 (Part 1, whole task)

mean facility (p)	0.704
mean biserial	0.800
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	407

Statistical Report Start Deutsch 2 (Part 2, whole task)

mean facility (p)	0.858
mean biserial	0.912
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	407

Statistical Report Start Deutsch 2 (Part 1, individual items)

	Item 1	Item 2	Item 3	Item 4	Item 5
Prop. Corr.	.87	.31	.71	.79	.77
Disc. Index	.26	.31	.55	.42	.49
Point Biser.	.32	.49	.63	.61	.63

Statistical Report Start Deutsch 2 (Part 2, individual items)

	Item 6	Item 7	Item 8	Item 9	Item 10
Prop. Corr.	.88	.85	.89	.77	.89
Disc. Index	.27	.35	.24	.51	.24
Point Biser.	.55	.62	.56	.62	.54

RELATING LANGUAGE EXAMINATIONS TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT • Reading and Listening Items and Tasks: Pilot Samples

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Start Deutsch 1 listening

General information

The Listening Paper has a fixed format, with Parts 1-3 testing listening skills through a variety of texts (simple short messages, conversations, instructions and announcements). Each of the fifteen items carries one mark and the Listening Paper represents 25% of the total marks. Candidates are assessed on their ability to understand spoken German at word, phrase, sentence and text level. Candidates should be able to understand the main message and specific details of a text as well as having strategies for dealing with unfamiliar words and structures.

Start Deutsch 1, Part 1 and Part 3

Test to be analysed	Start Deutsch 1 – Listening Part 1 and Part 3
Target Language	German
Task	Part 1: questions 3 – 5 Part 3: questions 11, 12, 14
Rubrics	Target Language
Items	Target Language
Time to do total test	Approx. 20 minutes (Part 1-3)
Target Levels	CEFR A1
	ALTE Breakthrough
Age-group sector	Adults
Domain	Personal domain
Communicative activities	
Overall Listening Comprehension	Can understand short, simple texts containing the highest frequency vocabulary
Listening for Information	Can find specific information in simple everyday material such as personal messages and announcements

Part 1 focuses on listening for specific information. There are 6 short conversations. Understanding of each text is tested through multiple-choice questions (3 pictures) which focus on a particular information in the text.

Part 3 focuses on listening for main ideas and detailed understanding. There are five short texts (announcements and personal messages). Understanding of each text is tested through multiple-choice questions (3 options) which focus on specific information in the text.

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Start Deutsch 1, Part 1, Items 3 – 5

Start Deutsch 1, Part 3, Items 11, 12, 14

Item 11

Die Nummer ist:	A	11833
	B	11883
	C	12833

Item 12

Wo genau treffen sich die Männer?	A	Am Zug
	B	Am Bahnhof
	C	An der Information

Item 14

An welchem Tag will die Frau kommen?	A	Am Montag
	B	Am Sonntag
	C	Am Samstag

RELATING LANGUAGE EXAMINATIONS TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT • Reading and Listening Items and Tasks: Pilot Samples

GERMAN
Listening • 1

Content analysis

The tasks, instructions, rubrics and items are all in German, the target language.
The time allocated to the complete Listening component is approx. 20 minutes.

Text Characteristics

(Analysis of example tasks and items has been carried out in conjunction with the Dutch CEF Grid, the CEFR and the ALTE can-do statements.)

Test to be analysed:	**Start Deutsch 1**
Task:	Part 1: questions 3 – 5 Part 3: questions 11, 12, 14
Skill:	Listening
1. Text Source:	Informal dialogue, announcements, personal messages
2. Authenticity:	Adapted /simplified
3. Discourse type:	Conversation, announcement, message
4. Discourse subtype:	Dialogue (2 speakers), monologues
5. Domain:	Personal
6. Topic:	Daily life, leisure, services
7. Nature of content:	Concrete
8. Text length:	Part 1: 6 texts, approx. 50 words each Part 3: 5 texts, approx. 25 words each
9. Vocabulary:	Only frequently occurring
10. Grammar:	Simple structures only
11. Text Speed:	Normal
12. Accent:	Standard German
13. Clarity of Articulation:	Clear
14. How often played:	Twice
Comprehensible by learner at CEF level:	A1

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Item Characteristics

The questions (6 items) relating to the texts are multiple-choice questions. The language of the text itself and of the items is scripted for A1 level comprehension. Facilities and discrimination indices are provided. All statistical information for Start Deutsch 1 is based on a sample candidature of 211.

Start Deutsch 1, Part 1, Items 3 – 5

Item 3

Item type	Multiple-choice (3 pictures)
Key	A
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Item 4

Item type	Multiple-choice (3 pictures)
Key	B
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Item 5

Item type	Multiple-choice (3 pictures)
Key	A
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Start Deutsch 1, Part 3, Items 11, 12, 14

Item 11

Item type	Multiple-choice (3 options)
Key	A
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Item 12

Item type	Multiple-choice (3 options)
Key	C
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Item 14

Item type	Multiple-choice (3 options)
Key	B
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A1

Statistical analysis

Statistical Report Start Deutsch 1 (Part 1, whole task)

mean facility (p)	0.791
mean biserial	0.619
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	211

Statistical Report Start Deutsch 1 (Part 3, whole task)

mean facility (p)	0.644
mean biserial	0.796
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	211

Statistical Report Start Deutsch 1 (Part 1, individual items)

	Item 3	Item 4	Item 5
Prop. Correct	.89	.83	.72
Disc. Index	.26	.35	.44
Point Biser.	.48	.48	.50

Statistical Report Start Deutsch 1 (Part 2, individual items)

	Item 11	Item 12	Item 14
Prop. Correct	.89	.76	.89
Disc. Index	.20	.41	.21
Point Biser.	.35	.68	.36

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Start Deutsch 2 listening

General information

The Listening Paper has a fixed format, with Parts 1-3 testing listening skills through a variety of texts (simple short messages, conversations, instructions and announcements). Each of the fifteen items carries one mark and the Listening Paper represents 25% of the total marks. Candidates are assessed on their ability to understand spoken German at word, phrase, sentence and text level. Candidates should be able to understand the main message and specific details of a text as well as having strategies for dealing with unfamiliar words and structures.

Start Deutsch 2, Part 1 and Part 3

Test to be analysed	Start Deutsch 2 – Listening Part 1 and Part 3
Target Language	German
Task	Part 1: question 5 Part 3: questions 11 - 15
Rubrics	Target Language
Items	Target Language
Time to do total test	Approx. 20 minutes (Part 1-3)
Target Levels	CEFR A2
	ALTE 1
Age-group sector	Adults
Domain	Personal and public domain
Communicative activities	
Overall Listening Comprehension	Can understand short, simple texts containing high frequency vocabulary
Listening for Information	Can find specific information in simple everyday material such as personal messages, announcements, dialogues

Part 1 focuses on listening for specific information. There are 5 short personal messages. Understanding of each text is tested through taking short notes which focus on a particular information in the text.
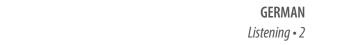
Part 3 focuses on listening for main ideas and detailed understanding. The text is a longer dialogue. Understanding of the dialogue is tested through a multiple matching task which focuses on specific information in the text.

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Start Deutsch 2, Part 1, Item 5

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Start Deutsch 2, Part 3, Items 11 - 15

Content analysis

The tasks, instructions, rubrics and items are all in German, the target language.
The time allocated to the complete Listening component is 20 minutes.

(Analysis of example tasks and items has been carried out in conjunction with the Dutch CEF Grid, the CEFR and the ALTE can-do statements.)

Text Characteristics

Test to be analysed:	**Start Deutsch 2**
Task:	Part 1: question 5 Part 3: questions 11 - 15
Skill:	Listening
1. Text Source:	Informal dialogue, messages, announcements
2. Authenticity:	Adapted /simplified
3. Discourse type:	Conversation, telephone messages, instructions
4. Discourse subtype:	Dialogue (2 speakers), monologues
5. Domain:	Personal
6. Topic:	Daily life, leisure, work
7. Nature of content:	Concrete
8. Text length:	Part 1: 42 words Part 3: approx. 340 words
9. Vocabulary:	Frequently occurring
10. Grammar:	Simple structures
11. Text Speed:	Normal
12. Accent:	Standard German
13. Clarity of Articulation:	Clear
14. How often played:	Twice
Comprehensible by learner at CEF level:	A2

Items Characteristics

The questions (6 items) relating to the texts are note taking and multiple matching. The language of the text itself and of the items is scripted for A2 level comprehension. Facilities and discrimination indices are provided. All statistical information for Start Deutsch 2 is based on a sample candidature of 407.

Start Deutsch 2, Part 1, Item 5

Item 5

Item type	Note taking
Key	Donnerstagnachmittag
Operations involved in answering	Recognize and retrieve information relating to a specific detail in the text
	Global and detailed comprehension
Item level estimated	A2

Start Deutsch 2, Part 3, Items 11 - 15

Item 11

Item type	Matching
Key	B
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 12

Item type	Matching
Key	C
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 13

Item type	Matching
Key	F
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 14

Item type	Matching
Key	H
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Item 15

Item type	Matching
Key	I
Operations involved in answering	Recognize and retrieve information relating to specific details in the text
	Global and detailed comprehension
Item level estimated	A2

Statistical analysis

Statistical Report Start Deutsch 2 (Part 1, whole task)

mean facility (p)	0.555
mean biserial	0.654
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	407

Statistical Report Start Deutsch 2 (Part 3, whole task)

mean facility (p)	0.747
mean biserial	0.882
mean difficulty (Rasch)	The examples are from the Sample Test which has been analysed by classical item analysis (Microcat) only
sample size	407

Statistical Report Start Deutsch 2 (Part 1, individual item)

	Item 5
Prop. Correct	.82
Disc. Index	.38
Point Biser.	.55

Statistical Report Start Deutsch 2 (Part 3, individual items)

	Item 11	Item 12	Item 13	Item 14	Item 15
Prop. Correct	.73	.73	.75	.64	.89
Disc. Index	.69	.67	.52	.65	.29
Point Biser.	.74	.72	.54	.62	.55

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